



**San Francisco State University**

**College of Business**

**Principles for Responsible Management Education (PRME)**

**Progress Report**

**November 2013**

## INTRODUCTION

We are pleased to present the 2013 report on implementation of the Principles for Responsible Management Education (PRME) from the College of Business at San Francisco State University. At this time, we also formally renew our commitment to PRME.

The core values of San Francisco State University are equity and social justice, for which the institution is well-known. The university delivers on these values through the diversity of its students and employees, the content and delivery of its academic programs and support systems, and the opportunities for both campus and external constituencies to engage in meaningful discourse and activity.

In the College of Business, the social justice and equity values have been reflected in its focus on ethics, corporate social responsibility, and sustainable business. The College's emphasis on socially responsible business mirrors SF State's commitment to social justice and equity.

SF State's College of Business has long emphasized ethics and social responsibility in its teaching, faculty research and actions. The College has required all graduate and undergraduate students to take a course on business and society for the past 25 years and in fall 2007, launched the MBA emphasis in sustainable business, the first of its kind in the 23-campus CSU system. In Spring 2012, the college upgraded the emphasis to a formal concentration, reflected on a student's degree.

The College's dedication to ethics is featured each November during its *Business Ethics Week*. The goal of this program is to have each faculty member in the college devote at least one class session that week to ethics in the particular discipline, along with guest sparkers at sessions open to the campus community.

The College is particularly proud to have been ranked 16<sup>th</sup> in the world and 13<sup>th</sup> in the U.S. in the Aspen Institute's 2011-12 *Beyond Grey Pinstripes* survey. We had ranked No. 23 in the U.S. and No. 29 in the world in the previous survey. The biennial survey measures how well institutions prepare students for environmental, social and ethical complexities of modern-day business.

We are extremely proud of our faculty, who continue to place significant emphasis in the curriculum on ethics, corporate social responsibility and sustainability and who, as a result of their commitment, voted to become one of the initial signatories to PRME. Because we know there is much more to do, we appreciate the opportunity to share our progress and to learn from other institutions who have implemented the Principles for Responsible Management Education.

## Progress Report

November 2013

### The Principles for Responsible Management Education

As institutions of higher learning involved in the education of current and future managers, we are voluntarily committed to engaging in a continuous process of improvement in the following Principles and their application.

#### 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 dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability

**Our progress in each of these areas is delineated in the pages that follow.**

## 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.

The College of Business (COB) at San Francisco State University (SFSU) has created an organizational culture committed to developing the capabilities of students to be future generators of sustainable value for business and society. The College of Business has created this culture through: developing, implementing and measuring goals; concentrated and integrated core curriculum courses; hiring faculty educated in and doing research in sustainable business; and creating ongoing curriculum and extracurricular programs in support of Principle 1. The various activities that support institutionalization of this principle are delineated below.

### **SFSU and College of Business Values**

SFSU has a long-time commitment to social justice. In fact, the first of the university's seven strategic goals is:

“A commitment to its core values of equity and social justice through the diversity of its students and employees, the content and delivery of its academic programs and support systems, and the opportunities for both campus and external constituencies to engage in meaningful discourse and activity” (SFSU Strategic Plan, 2005-2010, <http://www.sfsu.edu/strategicplan/strategic.html>).

San Francisco State University has been recognized by the Princeton Review as one of the nation's top 286 environmentally responsible colleges and universities. The University is listed in “The Princeton Review's Guide to 286 Green Colleges,” which recognizes institutions that have demonstrated a dedication to sustainability in infrastructure, activities and initiatives. In the ranking, SF State was recognized for a variety of environmental activities, including: a wide range of degree offerings related to sustainability, research opportunities available at the Romberg Tiburon Center and surrounding wetlands, as well as campus-wide composting activities and efforts to encourage biking.

The commitment to social justice is reflected in the business curriculum, faculty and student research, COB alumni and speaker programs and service activities of the university. Faculty in the business school understand and support this institutional commitment. One of the primary strategic initiatives of the College of Business is the development of its commitment to social justice.

### **Curriculum Goals**

The core courses at both the undergraduate and graduate levels have stated learning goals. These goals reflect the importance placed on including social, ethical and environmental content in core courses.

The undergraduate core curriculum includes the following learning goals:

Students understand the ethical, legal, political, social and cultural environmental issues related to the operation of business:

*a. Ethical issues*

- (1) Students will identify key concepts in business ethics;
- (2) Students will recognize the ethical dilemmas in specific business cases;
- (3) Students will analyze how ethical issues can affect the interests of different stakeholders;
- (4) Students will propose a business solution to the ethical dilemmas.

*b. Legal, political, social and cultural issues*

- (1) Students will recognize the relevant global issues including legal, political, social and cultural factors in specific management situations;
- (2) Students will analyze the impact of the global issues related to legal, political, social and cultural factors in specific management situations;
- (3) Students will demonstrate the ability to propose business solutions based on the analysis of global issues including legal, political, social and cultural factors.
- (4) Students will understand the ethical, legal, political, social and cultural environmental issues related to the operation of business.

The graduate core curriculum includes the following learning goal:

*Ethical, global and social awareness*

Each student will be aware of ethical, global and social issues surrounding key business decisions, act responsibly and:

- a. Identify, articulate and disseminate the core organizational values.
- b. Evaluate the ethical, global and social issues of each business option for every stakeholder group.
- c. Make business decisions consistent with stakeholder needs and organizational values.

The majority of core courses at both the undergraduate and graduate level are expected to include content that relates to these goals and these courses are assessed to ensure that content is covered.

## **Required Courses in Business & Society**

For over thirty years, the College of Business has required each graduate and undergraduate student to take a course that covers the social, ethical, legal, political and environmental issues facing business. At the undergraduate level, all students are required to take BUS 682 – Seminar on Business in Society, with the following course description:

Evolution of business and its interaction with the political, legal, social, and ethical environments. Effects of environment upon managing the business enterprise.

In the MBA program, all students are required to take BUS 884 – The Social, Political and Legal Environment of Business, with the following course description:

Contemporary social, political, and legal issues that demonstrate the mutual impacts of economic and non-economic institutions both here and abroad.

Requiring students to take these courses ensures that every business student has significant exposure to the social, ethical and environmental issues confronting them as managers.

## **Annual Business Ethics Week**

The College of Business established Business Ethics Week in 2006. Every Fall semester, the College focuses a full week on topics related to social, ethical and environmental issues. Speakers and panel discussions are scheduled and are open to all students and faculty. In addition, all faculty in the COB are asked to focus at least one class session that week on ethical, social or environmental topics related to their discipline (accounting, finance, marketing, etc.). In some cases, faculty members bring guest speakers into the classroom, while others include a teaching module in support of Ethics Week.

During Business Ethics Week, over 4,000 business students at SFSU's COB hear from business and industry experts on topics related to business ethics. The College embraces the topic with well over 50 percent of faculty integrating ethics-related modules or speakers.

## **MBA Emphasis in Sustainable Business**

In 2007, the COB developed the MBA Emphasis in Sustainable Business. In Spring 2012, the college upgraded the emphasis to a formal concentration, reflected on a student's degree.

This concentration provides students with an in-depth appreciation of the environmental and social dimensions of conducting business in a global market. Three aspects of sustainable business that improve a firm's long-term performance are emphasized: managing risks (regulatory, reputation, litigation, market, etc.); values-driven leadership; and recognizing market opportunities created by environmental and social challenges. Learning outcomes include how to articulate the business case for sustainability, how to develop and lead internal and external coalitions needed to drive organizational change, and how to implement metrics for measuring progress and providing accountability.

In addition to the core MBA requirements, students specializing in sustainable business must complete the following courses:

### **The Social, Political and Legal Environment of Business (BUS 784)**

Contemporary social, political, and legal issues that demonstrate the mutual impacts of economic and non-economic institutions both here and abroad.

### **Managing the Sustainable Business (MGMT 856)**

Skills and perspectives required to manage and operate a sustainable business. Focus on the tools necessary to perform each business function (such as marketing, manufacturing, distribution, purchasing, HR, R&D, information systems, finance, accounting) taking environmental and social implications into account.

### **Business Management and Environmental Leadership (BUS 857)**

Impact of business organizations on the natural environment. Approaches to effectively respond to environmental issues.

### **Sustainability and Business Opportunity (MGMT 858)**

Focus on business innovation to meet society's emerging needs. Practical knowledge and experience in understanding needs not met effectively by current business practices and in developing innovative business strategies to address them.

Furthermore, students must complete two advanced level business electives with significant sustainability content.

### **Sustainable Business Faculty**

The COB has institutionalized its commitment to sustainability by hiring eight full-time faculty members who teach courses relating to the social, ethical and environmental aspects of business. We are currently hiring an additional professor in this area.

**Murray Silverman** is a Professor of Management in the College of Business. He teaches in the areas of Business & Society, Strategic Management, and Business & the Natural Environment. A primary focus of his teaching and research has been the impact of business organizations on the natural environment and what they are doing and can do to become more environmentally sustainable. In 1995, he developed a graduate seminar – BUS 857: Business Management and Environmental Leadership. He also developed MGMT 856: Managing the Sustainable Business, which he teaches every Fall semester. In 2000, he developed an undergraduate course – BUS 450: The Greening of Business – which is a General Studies course, an elective for College of Business students, and an elective for Environmental Studies majors. He received his M.S. in Industrial Administration from Purdue University's Krannert School and his Ph.D. in Business from Stanford University.

**Mark Starik** is a Professor of Management and Sustainability and the Director of the Center for Ethical and Sustainable Business in the College of Business at San Francisco State. He teaches in the areas of strategic management, business environmental management and policy, and business energy and climate issues and solutions. His career experience includes more than 20 years at George Washington University in which he co-founded and co-directed two sustainability related centers and chaired the Department of Strategic Management and Public Policy. He has also held several management positions in and consulted with various business, government, and non-profit organizations, primarily in the energy and environment management and policy areas, and is a co-founder of several sustainability non-profit organizations, including the Academy of Management's Organizations & the Natural Environment (ONE) Division. His research interests include strategic environmental sustainability management, sustainable energy and climate solutions, and sustainability management theory and practice, and he is a co-editor of the journal *Organization and Environment*. He holds a doctorate in strategic management from the University of Georgia (U.S.A.), and masters in natural resources policy and administration from the University of Wisconsin-Madison.

**Tom Thomas** is an Associate Professor in the College of Business. He teaches in the area of the Social, Political, Ethical and Legal Environment of Business. He began his academic career as an assistant professor in the University of Washington's School of Business Administration, where he spent eight years teaching courses in Business, Government, and Society, Environmental Management, and the Politics of Business Regulation. While there, he conducted research primarily in business political strategy and corporate environmental management, and co-founded the first MBA Environmental Management program in the U.S. He received both his Ph.D. (in Business & Public Policy) and his MBA from University of California, Berkeley. He also received his Master of Public Policy degree from the University of Michigan.

**Bruce Paton** is an Associate Professor in the College of Business. He teaches in the areas of Business & Society, Business & the Natural Environment, and social dimensions of sustainability. His early career included experience in government and in environmental consulting. At Hewlett-Packard, he ran a corporate product stewardship program and led training and business planning processes for the corporate manufacturing and corporate environmental health and safety groups. His primary research interests focus on corporate voluntary environmental initiatives and innovative policies to influence corporate environmental performance. He developed an undergraduate course MGMT 655: Business Innovation to Meet Emerging Needs – which focuses on business responses to global poverty and emerging markets. He received his Ph.D. in Environmental Studies from U.C. Santa Cruz and his MBA from Stanford University.

**Peter Melhus** is an Associate Professor in the College of Business. He teaches in the area of the Social, Political, Ethical and Legal Environment of Business and the environmental and social dimensions of sustainability. In 1998 he completed a 25-year career with Pacific Gas & Electric Company, the last eight directing environmental policy for the company. His primary research interests focus on institutionalized incentives for corporate social and environmental responsibility and the relationship of corporations to their external constituents. While lecturing at San Jose State University in 2005, he developed a graduate course which helped students

understand why public and private-sector environmental planning is in the self-interest of the business community. He received his Ph.D. in City and Regional Planning from U.C. Berkeley and his MBA from Santa Clara University.

**Denise Kleinrichert** is an Associate Professor in the College of Business. She teaches in the areas of Business Ethics, and Business, Society and Sustainability. Her career includes corporate experience in risk management and human resources in the insurance, hospital, and banking industries. She has published in the areas of corporate community initiatives, corporate social responsibility and accountability, sustainable business, MBA business education, and board director risk and transparency, with continuing work in student attitudes regarding corporate responsibilities. She has developed and taught undergraduate and graduate business ethics, society and sustainability courses at the University of South Florida and SFSU. She received her Ph.D. and MA in Philosophy, and MLA in Social & Political Thought from the University of South Florida. She has her BA in economics from Indiana University and her undergraduate studies included social, labor, and urban economics. She has published in the areas of corporate community initiatives, corporate social responsibility and accountability, sustainable business, M.B.A. business education, and board director risk and transparency, with continuing work in student attitudes regarding corporate responsibilities, corporate decision-making and humanity, Pareto Optimality and economic chivalry, moral leadership, and climate change pertaining to the agricultural industry.

**Geoff Desa** is an Assistant Professor of Management. His teaching focuses on business & society, strategic management, and social entrepreneurship. Geoff's research examines resource mobilization and venture development in the technology and social entrepreneurship sector. He earned his Ph.D. in business from the University of Washington in Seattle with emphases in technology entrepreneurship, strategic management, and public affairs. Geoff worked at Novera Optics and at Hewlett Packard as an optical engineer. He earned his M.S in electrical engineering from Stanford University. He is on the board of the Common Data Project, a technology social venture engaged in information technology privacy. He also currently serves as an executive fellow at Santa Clara University's Global Social Benefit Incubator.

**Caterina Tantalo** is an Assistant Professor of Management. Her teaching focuses on business in society, business strategy, and strategic approaches to corporate social responsibility. Her research focuses on the incorporation of social responsibility into corporate strategy. Before coming to SF State, she lectured in strategic management and organizational behavior, and taught a Capsim Simulation at the University of Texas at Arlington. Caterina has presented on corporate social responsibility and sustainability at numerous management conferences, and has published a paper on corporate social responsibility and competitiveness in the International Journal of Technology and Management. She received her Ph.D. in management science, her M.A. in strategic management, and her B.A. in business management from Luiss Guido Carli University in Rome, Italy.

### **Social Innovation MBA emphasis**

In Spring 2013, the college of Business launched a new MBA emphasis in Social Innovation. This emphasis provides students with a focus on applying business innovation skills to address complex social problems. This skills-oriented emphasis serves the needs of social-entrepreneurs, and early to mid-career professionals working in businesses, social change organizations, and other organizations hoping to develop business skills to address social problems and opportunities.

Learning outcomes for the emphasis include:

- ability to articulate the business case for social innovation to senior management or in one's own entrepreneurial organization,
- skills to promote creativity/innovation in an organization,
- ability to apply the tools and concepts of creative problem formulation/solving to complex social challenges and opportunities,
- capability to communicate findings to diverse audiences, and
- ability to implement consistent with social responsibility and sustainability imperatives.

In addition to the core MBA requirements, students complete the 3 required courses and two electives approved by a Social Innovation Emphasis advisor.

**Required Emphasis Courses:**

1. Creativity for Managers: A Global Perspective (IBUS 841)
2. Seminar in Social Entrepreneurship (MGMT 863)
3. Sustainability and Business Opportunity (MGMT 858)

**Suggested electives:**

BUS 899: Independent Study. Applied social innovation project.

IBUS 868: Strategies in Emerging and Developing Economies

IBUS/MGMT 859: Introduction to International Business Negotiation

MGMT 855: Emerging Issues in Business: Ethics in Decision Making

MGMT 855: Emerging Issues in Business: Business, Energy and Climate Change

MGMT 848: Seminar in Leadership Patterns and Opportunities

**Proposed Future Course:**

BUS XXX: Business Project: Social Innovation

Application of business techniques for design thinking, structured problem solving, and innovation to contemporary challenges. Students apply these tools to real world problems and solve them using design thinking. Pre-Req: IBUS 841

Our first group of students are currently enrolled in the first required course. We plan to develop partnerships with community and international organizations who can put our students' talents and interests to work addressing current real world problems.

**Net Impact Chapter**

Net Impact is a global network of MBAs and professionals with 200 chapters on six continents including 80 graduate schools. Its mission is “to improve the world by growing and strengthening a network of new leaders who are using the power of business to make a positive net social, environmental, and economic impact.” SFSU’s chapter of Net Impact was formed in 2001 and has more than 30 current MBA students and more than 50 alumni members.

The SF State Net Impact chapter served as a co-sponsor for the Net Impact annual conference in San Jose, California. 5 SF State students were active participants in planning panels and other activities for the conference. 20 students and two professors attended.

## 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.

PRME Principles 2 and 3 relate to the development of curricula and educational frameworks that reflect the values of global social responsibility and responsible leadership.

Our activities that reflect Principles 2 and 3 are delineated in the following sections:

### **COB MBA Courses that Include Ethical, Social and/or Environmental Content**

One very good measure of the extent to which an MBA program is preparing future business leaders to be able to deal with social, ethical and environmental challenges is the biennial Beyond Grey Pinstripes Survey conducted by the Aspen Institute. The survey measures how well institutions prepare students for environmental, social and ethical complexities of modern-day business.

The College is particularly proud to have been ranked 16<sup>th</sup> in the world and 13<sup>th</sup> in the U.S. in the Aspen Institute's 2011-12 *Beyond Grey Pinstripes* survey. The biennial survey measures how well institutions prepare students for environmental, social and ethical complexities of modern-day business. In the 2009-2010 Beyond Grey Pinstripes survey, SFSU's MBA program ranked 29<sup>th</sup> internationally and 23<sup>rd</sup> nationally for its inclusion of ethical, social and environmental content. This determination reflected significant growth from the earlier assessment. In the 2007-2008 Beyond Grey Pinstripes survey, SFSU's MBA program ranked 37<sup>th</sup> internationally and 27<sup>th</sup> nationally for our inclusion of ethical, social and environmental content. SFSU was one of only two state universities to be ranked in the top 100 in each of these evaluations.

More than 30 MBA courses across all COB Departments include social, environmental or ethical content. Those courses are listed and described below.

### ***Management Department Courses:***

#### **BUS 884: The Political, Social and Legal Environment of Business**

Many of the most complex issues confronting business leaders concern social, political, and legal issues outside their formal business training. This is a course to develop the leadership skills necessary to understand, and anticipate or respond to these complex emerging issues. Students learn about the historical evolution of the business-society relationship in the U.S., various models of the business-society relationship, social responsibility, the ethical aspects of management, business-government relations, management of corporate environmental responsibilities, consumer issues, employee relations, globalization, and corporate governance.

#### **BUS 788: Management Principles and Organizational Behavior**

The purpose of this class is to introduce students to theories and best practices of management and leadership and to help the student develop the managerial skills necessary to compete in today's competitive environment. The course covers a wide variety of topics, including employee rights and participation, workforce diversity, leadership, global environment, managerial ethics, corporate social responsibility, work/life balance, etc. Student teams complete semester-long consulting projects, many of which are concerned with organizational change and sustainability issues. Topics are covered through readings, lectures, discussions and examinations. One full week is specifically devoted to ethics and social responsibility, with that chapter from the textbook supplemented with handouts, articles and current news cases. These topics regularly surface and are revisited throughout the semester when discussing their links to and implications with other course topics.

#### **MGMT 842: Seminar in Organizational Design and Change**

Today's competitive, fast-paced, global economy requires regular organizational changes just to survive. This class examines the utilization of behavioral science knowledge to enhance employee well being, work team performance and organizational effectiveness. Topics covered include social and ethical issues. Specifically, students are taught to exercise high personal ethics as they conduct research for their semester team project (4-6 students in each team) involving the gathering and use of confidential data on employee attitudes within an organization facing a real presenting problem, e.g., high employee turnover, productivity declines, etc. The team project comprises 25 percent of the student's grade. Additionally, the managerial ethical responsibility of providing a psychologically healthy workplace is integrated into most classroom lectures throughout the semester, reinforcing this component of professional ethics.

### BUS 857: Business Management and Environmental Leadership

This seminar is for students interested in the impact of business organizations on the natural environment and the types of approaches businesses are taking and can take to effectively respond to environmental issues. Students taking this course will be better prepared to assist organizations in incorporating environmental considerations into their decision-making. We ask, and attempt to answer, a number of challenging questions over the course of the semester: • What are the most serious environmental problems we face, and how are companies contributing to the problems? • What can businesses do to respond to these environmental problems? • Why should they take action and how far should they go? • What are the barriers or constraints to managing businesses in a sustainable manner? • What about companies that have already embarked on a path of proactive environmental responsiveness - what approaches and practices are they pursuing, and what can we learn from them? • What new business opportunities are being created by the need to shift toward sustainable business management? • What are the respective roles that should be played by business, government, non-governmental organizations and educational institutions in creating a sustainable economy?

### MGMT 855: Ethics in Decision Making

This course is dedicated to identifying and solving real world ethical dilemmas present in daily life. It examines business ethics in the current environment with special emphasis on Tyco, Enron, Worldcom, Imclone and Adelpia. Corporate governance and Sarbanes Oxley receive special attention both from industry experts and the instructor who has many years of direct involvement in this arena. Case studies are drawn from real life examples of ethical failures and successes. Knowledgeable guest speakers from business, law and medicine interact with the class. In addition, videotapes of prior guests' appearances, small group discussions and contemporary films addressing ethical issues complement the readings. Large and small group discussions of these issues, as well as a thorough examination and evaluation of various decision making models are tools that students can use to help them solve ethical dilemmas they regularly confront.

### MGMT 848: Seminar in Leadership Patterns and Opportunities

This seminar affords the graduate student the opportunity to blend management and leadership theory with real-world concerns of corporate executives. Guest speakers, most of whom are senior level executives of firms in the Bay Area, share their views and experiences on issues facing today's managers. Topics covered include ethics in executive decision-making, organizational structures that lead to corporate social responsibility, the ethics of control systems, and sustainable development. Approximately 35 percent of class time is spent discussing and analyzing these and other related topics. Student semester papers require the integration of the

reading and guest speaker presentations and a self assessment of the student's own leadership competencies.

#### BUS 858: Sustainability and Business Opportunity

This course is designed as a seminar for students interested in business opportunities emerging at the intersection between business' and society's emerging needs. The focus for this seminar is business opportunities that address problems associated with global poverty. The primary objective is to provide practical knowledge and experience in developing proactive business strategies to address needs not met effectively by current business practices. Specific topics covered include sustainability, bottom-of-the-pyramid, microfinance and social enterprise.

#### BUS 890: Seminar in Strategic Management

The objectives of this seminar are to: (1) teach students, cutting-edge strategic management concepts, tools and techniques, (2) integrate students, prior business administration course work into a strategic management framework, and (3) create an atmosphere in which students can study and experience unstructured problem solving related to management of the total firm, instead of its individual functions alone as in their prior functionally-oriented course work. Students study and analyze ethical issues faced by business general managers and discuss frameworks for helping managers make ethical/moral decisions. Moreover, students are introduced to strategic issues and problems of particular concern to top executives including consideration of the firm's social and environmental responsibilities.

Depending on the class, from approximately 20 percent to more than half the class time is spent reviewing social, environmental and ethical issues. Other topics addressed include: creating synergy between corporate strategy and social responsibility, sustainable economic growth in emerging markets and economically disadvantaged areas, executive compensation strategies, corporate reputation, inclusive capitalism, work/life balance issues and employee rights.

#### MGMT 831: Overview of Entrepreneurial Process

In this course, we use the most common form of entrepreneurship, new venture creation, is used as the vehicle for studying and practicing entrepreneurial behavior. Topics include developing an entrepreneurial schema, identifying and sharing superior entrepreneurial opportunities, developing and using a network of support, building a networked organization, acquiring and coordinating resources, identifying the appropriate entry strategy, estimating demand, and practicing socially responsible and ethical entrepreneurship.

#### MGMT 856: Managing the Sustainable Business

This course focuses on the development of sustainable businesses capable of meeting the social, environmental and ethical challenges they face. As more and more businesses move themselves along the path to being sustainable, they will need managers and professionals who can assist them in their transformational challenges. This course will provide those managers and

professionals with an understanding of (1) what a sustainable business looks like and (2) the management tools and processes that lead to sustainability.

Some of the questions addressed include: (1) What are the stages that businesses go through in their journey to sustainability and how can you assess an organization's progress in that process? (2) How can businesses effectively institutionalize environmental, social and ethical values into their organizations? And (3) What are the individual change agent skills required to assist one's organization in its movement toward sustainability?

### ***Finance Department Courses:***

#### **FIN 820: Seminar in Financial Management**

Analysis and management of corporate financial risk exposure using financial derivatives. Risk exposures include, market risk, commodity price risk, currency risk, interest rate risk, credit risk and liquidity risk.

Topics related to ethics include issues associated with the risk taking of financial executives that is motivated by existing compensation schemes - for example, asymmetric incentives for hedge fund managers and incentives for mortgage lenders based on loan volume rather than quality. Also covered is the conflict of interest for credit rating agencies that receive payment from the financial institutions that create structured mortgage securities.

#### **FIN 819: Financial Analysis and Management**

This is an advanced course in financial management. The objective of this course is to help students to learn tools and concepts about how to make financial decisions such as capital budgeting and financing. Topics include the valuation of financial and real assets, risks and returns, capital budgeting and capital structure.

In discussing cash flows and other investment criteria, the class explores difficulties in forecasting cash flows associated with environmental and social initiatives or with projects that have social or environmental risks. Agency problems relative to financial managers are discussed.

#### **FIN 825: Seminar in Investments**

This course introduces students to financial decision-making in areas such as stock and risky asset portfolio management, bond portfolio management, financial derivative investment, and market efficiency and behavioral finance.

The course introduces students to trading strategies that may currently be legal but are not ethical – traders taking advantage of time differences between countries, hedge fund managers that are able to negatively influence a developing country's currency with devastating consequences to the country. Speakers in the class included a hedge fund manager that focuses on renewable energy and carbon trading.

### ***Accounting Department Courses:***

#### ACCT 804: Legal and Professional Responsibilities in Accounting

This course provides an overview of the laws governing contracts, sales, and forms of doing business. The course provides an in-depth examination of the role of accountants for public companies, and their responsibilities under the Securities Acts, state, regulations, and standards of professional conduct. Over one-third of class sessions cover legal, ethical, and social responsibility topics such as U.S. constitutional law, securities regulation and insider trading, professional conduct and liability, regulation of the accounting profession, and professional ethics. Recently, in response to current events, the course has covered corporate governance and the audit profession in greater depth, with a focus on managing or avoiding conflicts of interest.

#### ACCT 811: Federal Income Taxation

This course provides an in-depth introduction to federal tax problems: income, deductions, credits, exemptions, and property transactions. Ethics and professional responsibility is a very important component of many class discussions. The complex self assessment federal income tax system creates tremendous temptation to cheat or create questionable interpretations of the tax law. Students often raise this issue and its consequences for clients and tax professionals. Professors also raise it as part of their presentations of technical subjects. They generally prefer to have ethical issues arise from the discussion of technical subjects, an approach that makes the importance of ethical issues more realistic.

### ***International Business Department Courses:***

#### IBUS 815: Seminar in International Business

This introductory seminar addresses key topics in the international business environment and the operational issues facing international enterprises. A central theme of the course is the effects of globalization and their impact on management of international businesses.

The course includes one class session out of 15 devoted entirely to ethics cases such as the responsibilities of pharmaceutical companies' to AIDS patients in Southern Africa. At least three other classes focus specifically on ethical issues such as predatory or discriminatory pricing, the social impacts of outsourcing and off-shoring, and the social impacts of development strategies such as import substitution. The course also includes frequent short discussions of social and ethical issues emerging from business encounters with multiple cultures.

#### IBUS 879: Seminar on Doing Business with Japan

This seminar is designed to expose students to a variety of issues in Japanese culture, management, organization, and employment relations. The course aims at developing an understanding of Japan, Japanese business practice, and Japan-American/Asian contrasts. The

primary themes of the course concern cultural issues, firm behavior and international business strategies. The key topic areas include: corporate governance, industrial relations, labor shortages, aging population, culture/language challenges of foreign workers, gender in the workplace, culture and economic impacts, manufacturing design, changes in Japanese domestic managerial strategies in a global economy, financial markets, and state-economy relations, corruption, stakeholder relationships and trust.

#### MGMT/IBUS 859: International Business Negotiating

After completing this course the student understands the conceptual frameworks for effective negotiations and how to successfully prepare for negotiating. S/he also has experienced negotiations through role-playing exercises. Readings, lectures and role playing exercises address such topics as market externalities, fiscal incentives for socially beneficial behaviors, conflicts of interest, stakeholder analysis, understanding and appreciating differing value systems, resolving conflicts between personal, corporate and/or cultural values, and the value of different definitions of success, for example, the triple bottom line. About 30 percent of class time is spent on these topics as students enhance their understanding of the negotiations process and develop and hone their skills.

#### ***Decision Sciences Department Courses:***

#### BUS 786: Operations Analysis

This course is an introduction to the field of operations management. The course material covers concepts related to productivity, quality and decision making in the operations of goods and services.

The classes on quality management and just-in-time (JIT) operations cover the cost savings associated with waste. Also, the ethical aspects of quality are introduced using the case of Guidant hiding defects in its heart devices as an example.

#### DS 852: Management Decision Making

This course helps students understand business modeling as both a craft and a science. They gain a set of analytical tools (optimization, queuing, simulation) to help them make better decisions, and learn how to use spreadsheet software more effectively and efficiently. The course includes case studies that require students to address some of the social and environmental implications of business decision making. Examples include the social impact of plant closings, optimization of production decisions in the face of regulatory constraints on the sulfur and ash content of plant emissions, and quality-of-life impacts on surrounding neighborhoods when planning a new airport runway.

### DS 854: Total Quality Systems

The primary objective of this course is to introduce students to the basic concepts and tools of Total Quality Management (TQM). The course covers an overview of TQM tools, process variation concepts, continuous improvement methods, quality costs, and benchmarking and reliability. The course covers Baldrige National Quality Award criteria, and discusses in detail ISO 9000 certification and Six Sigma quality concepts. One class session focuses on product liability and the importance of not cutting corners, emphasizing how the minimal benefits are invariably outweighed by massive liability and negative publicity if products fail. Other topics include the effects of ISO 14000 on the supply chain, and the sensitivity of brand image to stakeholder goodwill.

### DS 855: Supply Chain Management

This course is an introduction to the techniques and concepts of Supply Chain Management. Students learn to evaluate supply chain strategies, solve aggregate planning problems optimizing the production and distribution of goods, analyze inventory management policies, evaluate a transportation and facility network, and understand the information technologies used within the supply chain and the basics of coordination. Students also consider the social, cultural, and environmental issues, involved in plant location when outsourcing production. For example, when evaluating potential locations, cost analysis must incorporate intangible factors such as labor relations political stability, workforce education, and environmental conditions. Classroom discussions on customer relationship management (CRM) and reverse logistics consider the implications for end-of-life product take-back. Environmental and social impacts of international shipping are discussed, including the environmental impacts associated with docked ships and the societal health and environmental aspects of trucking versus rail. Guest speakers have covered topics such as greening of supply chains, and “Women in Logistics”.

### DS 856: Seminar in Project Management

This course is designed to introduce students to the tools and concepts of project management. It helps students understand the entire project life cycle, realize the importance of technical, human and organizational issues in managing a project and know how to plan, schedule and control a project. In addition to teaching quantitative scheduling and control methods, faculty use case studies, projects and invited speakers to familiarize students with project-related environmental, social and ethical issues. Lectures and exercises address ethical issues such as how good project monitoring and communications are essential for preventing unethical practices such as cutting quality assurance, how deception in dealing with suppliers undermines project success, and the importance of dealing honestly with top management when expectations diverge. Student teams are challenged to develop project proposals that meet a non-profit foundation’s criteria, such as providing vocational education for disadvantaged populations, installing solar panels on urban rooftops, and planting organic urban gardens. Recently invited speakers include an executive from a leading green cleaning products manufacturer who discussed carbon footprint analysis and green materials sourcing as they relate to project management.

### ***Information System Department Courses:***

#### **BUS 782: Information Systems for Management**

This course provides an introduction to information systems and their use for organizational management. Topics covered include: Role of information systems, data and knowledge management, internet infrastructure, information security, e-commerce, intranet and extranets, enterprise information systems, ethics, risks and compliance. Topics are relevant to for-profit, non-profit and government organizations.

Both the business case and the ethical rationale for safeguarding customer and employee privacy are explored. Compliance with FERPA, HIPAA, ADA and Sarbanes-Oxley are covered.

#### **IS 814: Information Systems for Strategic Advantage**

Business practices, information technology & systems and compliance requirements are rapidly evolving in the networked economy. This course helps students better understand the role of information systems in sustaining an organization's operations and in enabling the pursuit of its strategies.

There is a major focus in the course on environmental issues in IT. Discussion of the economic and environmental implications of distributed systems includes energy use in data centers, reduced need for physical facilities and equipment and consideration of environmental life-cycle impacts of equipment. Other topics covered include: governance and compliance, global issues including the digital divide, privacy issues and work-force implications including job losses due to out-sourcing.

#### **IS 882: Seminar in Information System Resource Management**

This seminar focuses on the principles and practice of managing an organization's information system resources: planning for the information system function; computing services acquisition and staffing; organizing and controlling the information process activity. The seminar is intended to create an appreciation and understanding of the issues and challenges facing managers who must take advantage of the corporate information system resource.

Topics covered in depth include an exploration of what it means to be an ethical CIO, IT governance issues such as Sarbanes-Oxley and CoBIT, the impact of information technology on society and IT globalization issues.

#### **IS 871: E-Commerce Systems**

This course examines information systems that provide electronic commerce support for an organization. The course covers e-commerce concepts, types of e-commerce, e-commerce

models, the technology used in e-commerce systems, and the planning, design, implementation of e-commerce systems.

Topics covered include: privacy issues and implications for protecting customer information as well as ethical and privacy issues associated with mobile computing, wherein customer location can be tracked. A theme throughout the course is the changing face of commerce due to e-commerce and the concomitant impacts on society; for example, the environmental impacts of less driving and reduced investment in conventional brick and mortar facilities.

### ***Marketing Department Courses:***

#### **BUS 787: Marketing Management and Multinational Operations**

This course provides a general introduction to the principles and practices of marketing. It addresses the variety of marketing roles within organizations, and explores how marketing is influenced by the global, social and economic environments of business. Specific topics include social marketing for issues such as energy conservation, green washing and deceptive advertising practices, and ethical issues in market research, such as consumer privacy. Recent sections have included at least one session devoted to ethics in marketing.

#### **MKTG 860: Strategic Marketing**

This course is designed to acquaint business students with concepts, principles and practices in marketing strategy. The course focuses on development, implementation and evaluation of marketing plans for product markets. It emphasizes the use of marketing knowledge to address strategic issues.

The course objectives explicitly include developing students' understanding of ethical and social responsibility implications of marketing issues. Case studies in recent sections have focused on topics including sustainable and socially responsible positioning, social marketing for health awareness, fairness in pricing, truth in advertising and planned obsolescence, marketing, targeting of children and other vulnerable populations, aggressive competitive practices, marketing to meet the unmet needs of the poor, and ethical issues in competitive intelligence gathering.

#### **MKTG 861: Consumer Behavior**

This seminar focuses on how marketing affects the lives of consumers and the societies they live in. The course examines psychological, sociological, anthropological and economic processes affecting consumer choices and the implications of those factors for consumer and societal well-being. The course requires students to complete a project with an in-depth comparison of two products in a single industry. The required analysis includes assessment of the social impact of the product.

## MKTG 862 Advertising and Promotion

This course focuses on advertising as a process. It addresses topics including advertising planning and creative development, media planning, and integration of advertising with other business. This year, class participants attended a Business Ethics week event featuring Starbuck's and The Gap as a class and then discussed the ethics and social effects of those companies global branding. The course also includes a discussion of branding for the U.S. Army and the ethics of advertising products and services that conflict with one's personal values.

## MKTG 875: Brand Management

This course focuses on strategies for building and maintaining brands. The course addresses theories concerning consumer responses to brands and brand strategies. Topics discussed include the harm to brands from boycotts and consumer campaigns motivated by the ethical and social conduct of the firm.

## MKTG 885: Marketing of High-Technology Products and Services

This course focuses on marketing in the context of high technology, which is characterized by high levels of uncertainty concerning technology and markets. The course deals with assessing potential demand, creating a value proposition, pricing, assessing technological uncertainty and the unintended consequences of new products, designing marketing campaigns, and coordinating supply chains and distribution channels. Three weeks out of 15 explicitly address social and ethical issues. The course devotes at least one session entirely to ethical issues. Another session included a class discussion of a case concerning the ethics of differential pricing of two closely related drugs targeted at very different populations. The discussion focused on a stakeholder view of the dilemmas. Other topics include safety and environmental effects associated with technological uncertainty.

## MKTG 888: New Product Management Seminar

This course addresses the design and development of new products and innovations, and the development and execution of marketing strategies for new products. The course emphasizes of understanding customer needs and translating that understanding into design criteria, product specifications and product prototypes. The course also focuses on the role of the product manager in bringing the product from concept to market.

The course is project based, allowing students to take a product from concept to prototype and marketing plan. In addition to encouraging them to explore products to address social needs, the course requires them to evaluate the environmental effects of their product ideas.

## **COB Undergraduate Courses that Include Ethical, Social and/or Environmental Content**

There are a number of courses in the undergraduate program that are entirely focused on issues related to sustainable business. BUS 682: Seminar in the Environment of Business is a required course for all undergraduates. This course introduces students to sustainability issues, corporate social responsibility, stakeholders and stakeholder analysis, the political and regulatory environment and ethical concepts related to business. Other courses related to sustainable business are electives and are described below:

### BUS 440: Ethics at Work

Ethical theory in the business enterprise from a variety of perspectives. Role of work, co-workers, superiors, and environment.

### BUS 450: Greening of Business

Impact of business firms on the natural environment; forces driving businesses to become environmentally sustainable and types of approaches businesses are taking to respond to environmental issues.

### MGMT 535: Social Entrepreneurship

Development of business skills to create innovative approaches to societal problems. Examination of local and international ventures that have dual missions of social impact and financial sustainability. Emphasis on opportunity assessment, business models, strategy and social impact.

### MGMT 640: Managing Diversity in the Workplace

In-depth exploration of how gender, ethnicity, sexual orientation, age, physical ability and size impact employee experiences and management's challenges and opportunities for developing the talents of diverse workers.

### MGMT 655 (variable topic): Sustainability and Innovation

Challenges of creating a more sustainable society and the emerging opportunities for business to become an innovative force in addressing those problems.

### MGMT 655 (variable topic): Business Innovation to Meet emerging Needs.

Business opportunities emerging at the intersection of business and society's emerging needs. Knowledge and practical skills to address needs not met effectively by current business practices.

## DS 655: Sustainable Supply Chain Management

Design and management of supply chains, cost-effectiveness, environmental and social responsibility. Includes global facility and network design, aggregate planning, transportation, inventory management.

Many other undergraduate courses include ethical, social and environmental content. However, we have not surveyed the faculty to identify those courses. This is a future project we can pursue in relation to documenting our PRME activities.

## CASE WRITING

Two COB faculty members have written award-winning sustainability cases that are widely used in business courses around the world. The *OIKOS Sustainability Case Competition* is an annual international event. The panel of 15 referees that review (double-blind, peer review) the cases is a Who's Who of distinguished faculty in the area of business sustainability.

- Protecting Our Oceans: Sustainability at Holland America Lines, 3<sup>rd</sup> place in the 2013 OIKOS Case Study Competition Murray Silverman.
- The *Benziger Family Winery* case placed 4<sup>th</sup> in 2003 and has been published in the 1<sup>st</sup> and 2<sup>nd</sup> editions of Environmental Management: Readings and Cases by Michael Russo, University of Oregon, and in Strategic Management: Concepts and Cases by Thompson & Strickland, McGraw-Hill/Irwin, 14<sup>th</sup> edition. (Murray Silverman)
- *Kimpton Hotels: Balancing Strategy and Environmental Sustainability* is one of the most utilized cases on the web-site caseplace.org, which features cases related to the social, ethical and environmental issues facing businesses. The case has been published in Case Studies in Sustainability Management and Strategy, edited by Jost Hamschmidt, Business and Society by Anne Lawrence and James Weber (11<sup>th</sup> and 12<sup>th</sup> editions), and Strategic Management: Concepts and Cases by Thompson, Strickland and Gamble, 15<sup>th</sup> edition. (Murray Silverman and Tom Thomas)

## 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.

The College of Business faculty has been actively engaged in research relating to sustainable business and issues relating to the social, ethical and environmental dimensions of business. Recent published research and conference presentations from our faculty includes:

- Tantalo, C. and B. Paton. (forthcoming), “Value Innovation through Value Co-creation: The Stewardship Model in an Italian SME” Proceedings of the International Association for Business and Society
- Paton, B. and C.Tantalo. (forthcoming). “Changing the Landscape: Battling information asymmetries to accelerate adoption of CSR Business Practices”, Proceedings of the International Association for Business and Society
- Starik, M. (forthcoming) Connecting and advancing the social innovations of business sustainability models. Proceedings of the International Association for Business & Society.
- Starik, M. & Kanashiro, P. 2013. Toward a theory of sustainability management: Uncovering and integrating the nearly obvious. *Organization & Environment*. Volume 26 (1): 7-30.
- Starik, M., Holliday, S, & Paton, B. 2012. Strategic environmental sustainability management: Highlighting the need and opportunities to recognize environmentally-hidden economic sectors. *International Journal of Business Insights and Transformation*. Volume 4 (3): 1-16.
- Liu, Y., Xing, Y., & Starik, M. 2012. Storytelling as research method: A West-meets-East perspective. In Wang, C.L., Ketchen, D.J. & Bergh, D.D. (eds.) *West Meets East: Building Theoretical Bridges (Research Methodology in Strategy and Management)*, Emerald Group Publishing Limited, Vol. 8: 143 – 171.
- Starik, M. 2012. Multi-level, multi-system strategic approach to a sustainable economy. In Statler, M., & Shrivastava, P. (eds.) *Learning from the Global Financial Crisis* Stanford University Press. 291-312.
- Starik, M., Rands, G.P., Marcus, A.A., & Clark, T.S. 2010 (eds.) *Sustainability in management education*. *Academy of Management Learning & Education*. Vol. 9 (3).
- Starik, M. & Rands, G.P. 2010. In search of sustainability in management education. In *Academy of Management Learning & Education Special Issue on Sustainability in Management Education*. September. Volume 9 (3); 377-383.
- Starik, M. & Townsend, A. 2013. Connecting and advancing the social innovations of business sustainability models. *International Association for Business & Society*. Portland, OR. June.
- Starik, M. 2013. Connections between the fields of Strategic Management and Sustainability Management: Perceptions, pathways, and possibilities. *Western Academy of Management*. Santa Fe, NM. March.
- Starik, M. 2011. Sustainability, corporate governance, & beyond: Toward a holistic theory of sustainability management. *University of Technology, Sydney (UTS) Corporate Governance*

- and Value Creation Conference. Sydney, NSW, Australia. December;
- Starik, M. 2011. Developing effective academic-practitioner sustainable relationships. AACSB Sustainability Conference, Charlotte, NC, June.
  - Starik, M. 2011. A year in the life of the GW Institute for Sustainability Research, Education, & Policy: Achievements and prospects. GW University Seminar Series. Washington, DC. April.
  - Starik, M. 2011. Developing an academic research portfolio: What do you like? What do you know? and, What do you think?: Western Academy of Management Doctoral Consortium, Victoria, BC. March
  - Starik, M. 2010. Social media practices and possibilities for sustainable climate solutions. Behavior, Energy, and Climate Change Conference, Sacramento, CA, November.
  - Starik, M. 2010. What is solid (quality) research? Oikos Social Entrepreneurship Academy, Univ. of St. Gallen, Switzerland. August.
  - Starik, M. 2010 Greening academic business institutions and stakeholders: Multi-level, university, & international perspectives. Academy of Management Multi-Divisional Symposium. Montreal. August.
  - Starik, M. 2010. Creating sustainability theory: Considering “Theory S”. Academy of Management Organizations and the Natural Environment Division Professional Development Workshop. Montreal. August.
  - Starik, M. 2010. Sustainable careers, and, sustainability management and policy seminars, George Washington University, Washington D.C. Co-Sponsored with the President’s Council on Environmental Quality, Green Gov Conference, October.
  - Starik, M. 2010. Educational aspects of green jobs. National Council for Science and Environment. George Washington University, Washington, DC. January, and, Americorps Jobs Retreat, DC Convention Center, February.
  - King, P.G. 2013. Planning for climate change on the California coast: The economic dimensions of SLR at the local level. Submitted to the American Journal of Climate Change.
  - King, P.G. & McGregor, A.R. 2013. Surveying beach visitor perceptions of environmental quality and management in Santa Barbara County and Ventura County: A report on summary findings from a beach intercept survey. Prepared for: Beach Erosion Authority for Clean Oceans and Nourishment and Funded by the State of California
  - King, P.G. & McGreeror, A.R. 2013. Decision making in context: Drivers for beach resource management. A report on findings from interviews with key resource managers in the BEACON region Prepared for: Beach Erosion Authority for Clean Oceans and Nourishment and Funded by the State of California
  - Silverman, M. 2013. Holland America Lines. OIKOS Case Study Competition (on-line publication).
  - Starik, M. & Kanashiro, P. 2013. Toward a theory of sustainability management: Uncovering and integrating the nearly obvious. *Organization & Environment*. Volume 26: 7-30.
  - Liu, Y., Xing, Y., & Starik, M. 2012. Storytelling as research method: A West-meets-East perspective. In Wang, C.L., Ketchen, D.J. & Bergh, D.D. (eds.) *West Meets East: Building Theoretical Bridges (Research Methodology in Strategy and Management)*, Emerald Group Publishing Limited, Vol. 8: 143 – 171
  - Malkani, A. & Starik, M. 2013. The Green Building Technology Model: An approach to understanding the adoption of green office buildings, (Submitted to the *Journal of Sustainable Real Estate*).

- Tantalo, C., Caroli, M.G. and Vanevenhoven, J. 2012 Corporate social responsibility and SME's competitiveness, *International Journal of Technology Management*, Vol. 58, Nos. 1/2, pp.129–151.
- Tantalo, C. & Priem, R. L. 2013. Value creation through stakeholder synergy.” (Submitted to *Strategic Management Journal*)
- Paton, B., Harris-Boundy, J., & Melhus, P. 2012. Integrating global poverty into mainstream business classrooms. *Journal of Teaching in International Business*, 23(1), 4.
- Melhus, P. and B. Paton 2102. The Paradox of Multi-Stakeholder Collaborations: Insights from Sustainable Silicon Valley's Regional CO2 Emissions Reduction Program. *Journal of Environmental Sustainability*, Vol. 2, pages 29-44.
- Yim-Yu Wong. 2012. The Resource-based View and Corporate Social Responsibility–Recent Development. Accepted for presentation and publishing in the *International Academy Business and Publication Administration Disciplines Proceedings*, Las Vegas, CA, USA, October 25-28, 2012.
- Nini Yang, Caran Colvin, and Yim-Yu Wong. 2012. Corporate Social Responsibility and Competitive Advantage: A Brief Review. Presented and published in the *Proceedings at the Hawaiian International Conference on Business*, May 24-27, 2012, Honolulu, Hawaii.
- Yang, N., Colvin, C., & Wong, Y. 2013. Navigating corporate social responsibility components and strategic options: The IHR perspective, *Academy of Strategic Management Journal*, 12 (1): 39-58.
- Lamm, E., Tosti-Kharas, J., & Williams, E. 2013. Read this article but don't print it: Organizational Citizenship Behavior Toward the Environment. *Group & Organization Management*, 38(2), 163-197.
- Lamm, E., Tosti-Kharas, J. & King, C. E. 2013. Illuminating the consequences of turning off the lights: The relationship between organizational citizenship behavior toward the environment and employee attitudes. Submission to *Journal of Business Ethics*.
- Thomas, T. E., & Lamm, E. 2012. Legitimacy and organizational sustainability. *Journal of Business Ethics*, 110, 191-203.
- Cholette S and T Roeder 2012 Embedding a sustainability module into quantitative business courses, *Informations Transactions on Education* 13(1), 44–56.
- Cholette, S. 2013. A submission to the *International Journal of Production Economics IJPE* with non-CoB colleagues entitled “Economic and Environmental Assessment of Reusable Plastic Containers: A case study of a Food Catering Supply Chain.” This paper has just been accepted pending minor revisions.
- Cholette, S. 2013. A recent submission to *Journal of Consumer Marketing JCM* with fellow CoB faculty members L. Özşen, O Özlük and B. Ungson, entitled “Exploring purchasing preferences: Local and ecologically labeled foods” awaits editorial decision.
- Cholette, S. 2013 A submission to *Journal of Business Ethics*, with fellow CoB faculty members D Kleinrichert and T Roeder, is entitled “Emerging Social Entrepreneurial CSR Initiatives in Supply Chains: Exploratory Case Studies of Four Agriculturally-Based Entrepreneurs.” We are currently performing a major revision.
- Chattopadhyay, S. & Taylor, E. 2012. Smart growth strategies have a role in curbing vehicle miles traveled? A further assessment using household level survey data. *Berkeley Electronic Journal of Economic Analysis and Policy*, December.
- Mak, B., Beckman, P., & Bohn, N. 2013, Mobile phone accessibility values for users with disabilities, *International Journal of Mobile Communications*.

- Braswell, M., Daniels, R.B., Landis, M., & Chang, C.C.A. 2012. Characteristics of diligent audit committees. *Journal Of Business & Economics Research*, Vol 10, No 4 191-205.
- Landis, M., Jerris, S.I., & Braswell, M. 2011. An account analysis of PCAOB inspection reports for triennially-inspected audit firms, *Journal of Business & Economics Research*, March, 2011 Volume 9, Number 3, 11-21.
- Hammond, T., Clayton, B.M., & Arnold, P.J. 2012. An “unofficial” history of race relations in the South African accounting industry, 1968–2000: Perspectives of South Africa's first black chartered accountants, *Critical Perspectives on Accounting*, Volume 23, Issues 4–5, Pages 332–350.
- Siegel, P.H., Mintz, S., Naser-Tavakolian, M., & O’Shaughnessy, J. 2012, Identifying ethical hypernorms for accounting educators. *American Journal of Business Education*, Vol 5, No 1, Pages 37-53.
- Wakeland, W., Chollette, S., & Venkat, K. 2012, Food transportation issues and reducing carbon footprint Ch. 9 in *Green Technologies in Food Production and Processing*, Joyce I. Boye, Yves Arcand (eds.), Springer, 211-238
- Soorapanth, S. & Chick, S.E. 2013. Assessing prevention for positives: Cost-utility assessment of behavioral interventions for reducing HIV transmission, Chap. 8 in *Operations Research and Health Care Policy*, International Series in Operations Research & Management Science, Volume 190, 157-178.
- Li, D., 2012. Dissecting and connecting the growth and accounting distortion components of accruals, *Review of Quantitative Finance and Accounting*, 1–28
- Park, S. H., Zhou, N. & Ungson, G.R. 2013. “Rough diamonds: Breakout strategies of successful firms in BRIC,” San Francisco: Jossey Bass.
- Park, S.H., Zhou, N., & Ungson, G.R. 2013. Avoiding the growth fetish in emerging markets,” *Business Horizons* (forthcoming).
- Roxas, S.K. & Ungson, G.R. 2013, Biogenesis: An alternative model of change, growth, and transformation, *Indian Journal of Foreign Policy*, Vol.25, No.1-2, 1-19.
- Cholette, Susan, Leyla Ozsen, Ozgur Ozluk, and Gerardo R. Ungson, 2013. When not to compare apples with ‘Apples’: An exploratory study of consumer pricing patterns for imported, local, and C02 labeled products. (Under Review)
- Soorapanth, S., Chick, S. E. 2012. The cost and effectiveness analysis of behavioral interventions for HIV-infected persons. *Handbook of Operations Research in Healthcare*.
- Stepien, E., Su, Y. 2012. International portfolio and currency hedging: Viewpoint of Polish investors. *Managerial Finance*, 38(7).  
<http://www.emeraldinsight.com/products/journals/journals.htm?id=mf>
- Okumus, F., Avci, U., Kilic, I., Walls, A. 2012. Cultural tourism in Turkey: A missed opportunity. To appear in *Journal of Hospitality Marketing & Management*, 30.  
[www.informaworld.com/smpp/title~db=all~content=t792306980](http://www.informaworld.com/smpp/title~db=all~content=t792306980)
- Petkova, A. 2013. Reputation and decision making under ambiguity: A study of U.S. venture capital firms’ investments in the clean energy sector. *Academy of Management Journal*.
- Kleinrichert, D., Tosti-Kharas, J., Albert, M., Eng, J. 2013. The effect of a business and society course on business student attitudes towards corporate social responsibility. To appear in *Journal of Education for Business*.  
[www.tandfonline.com/action/aboutThisJournal?show=aimsScope&journalCode=v...](http://www.tandfonline.com/action/aboutThisJournal?show=aimsScope&journalCode=v...)
- Mak, B., Beckman, P., & Bohn, N. 2013. Mobile phone accessibility values for users with

disabilities. To appear in International Journal of Mobile Communications.

[www.inderscience.com/jhome.php?jcode=ijmc](http://www.inderscience.com/jhome.php?jcode=ijmc)

- Carr-Ruffino, N. 2013. In Dr. Chaunda Scott, Oakland U, Rochester MI; Dr. Marilyn Byrd, U of Mary Hardin-Baylor, Belton TX (Ed.), Taking a Leadership Role in Leveraging Workforce Diversity (vol. IV). Hershey, PA: Handbook of Research on Workforce Diversity in a Global Society: Technologies and Concepts; IGI Global.
- Carr-Ruffino, N. 2013. In D.D. (Don) Warrick, Jens Mueller (Ed.), Learning To Manage Diversity: The Impact Of Organizational Culture. Oxford: Rossi Smith: Lessons In Changing Cultures: Learning from Real World Cases. rossismith.com
- Yang, N., Colvin, C., Wong, Y.-Y. 2012. Navigating corporate social responsibility components and strategic options: The IHR Perspective. To appear in Academy of Strategic Management Journal.
- Hammond, T., Clayton, B., Arnold, P. 2013. The role of multinationals in the transition from apartheid: Black employment in the South African accounting industry, 1976-2000". Critical Perspectives on Accounting.
- Scaglione, M., Johnson, C. 2013. Tourism productivity convergence in Europe: Leaders and catchers up. 13-25.. Berlin: Productivity in Tourism. Keller, P. Bieger, T (eds), ESV.
- Kleinrichert, D. 2012. In Christoph Lütge, Lindsay Thompson (Ed.), Gender issues in entrepreneurship (1st ed. ed., vol. 1-3, pp. 1500). Handbook of the Philosophical Foundations of Business Ethics / Springer. [www.springer.com/social+sciences/applied+ethics/book/978-94-007-1494-6](http://www.springer.com/social+sciences/applied+ethics/book/978-94-007-1494-6)
- Cholette, S., Kleinrichert, D., Roeder, T., Sugiyama, K. 2013. Emerging social entrepreneurs: A case study approach to supply chain sustainability challenges. Decision Sciences.
- Purser, R. 2012. Deconstructing lack: A Buddhist perspective on egocentric organizations. To appear in Tamara Journal for Critical Organizational Inquiry. <http://peaceaware.com/tamara2/>
- Mohr, J., Sengupta, S., Slater, S. 2012. Serving base-of-the-pyramid markets: meeting real needs through a customized approach. To appear in Journal of Business Strategy, 33(6), 4-14. <http://www.emeraldinsight.com/journals.htm?articleid=17062996&ini=aob>
- Danko, K. & Hefter, B. 2013. An accounting ethics case. This was published in Research Journal of Applied Finance.
- Kleinrichert, D., C. Johnson and M. Ergul. 2012. Boutique hotels: Technology, social media & green practices, Journal of Hospitality Tourism and Technology. V 3 (3), 211-225.
- Kleinrichert, D., C. & Ho, F.N. 2012. A global analysis of corporate social performance: The effects of cultural and geographic environments" with Foo Nin Ho. Journal of Business Ethics
- Liang, X., Lu, X. & Wang, L. 2012. Outward internationalization of private enterprises in China: The effect of competitive advantages and disadvantages compared to home market rivals. Journal of World Business, 47(1), 134-144.
- Cholette, S., Kleinrichert, D., Roeder, T., Sugiyama, K. 2012. Emerging Social Entrepreneurs: A Case Study Approach to Supply Chain Sustainability Challenges. Submitted to Decision Sciences.

### 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 dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

In the College of Business at SFSU, we conduct a variety of activities to partner with the business community to extend both our knowledge of their challenges in meeting social and environmental responsibilities, as well as to explore jointly effective approaches to meeting these challenges. Organizationally, we have an Advisory Board which facilitates the interaction between our college and the business community. We have a number of classes that allow students to do projects related to sustainability and ethics with business community partners, and business professionals are frequently brought to campus as guest speakers. Furthermore, during our annual Business Ethics Week, issues related to ethics and corporate social responsibility are highlighted in a significant portion of classes, along with speakers and discussions open to the larger community.

Dialogue among the major stakeholders is facilitated and supported through a number of additional activities, such as by COB faculty members serving as guest speakers or organizers on issues related to global social responsibility and sustainability, and by making appearances in the media. There are also a number of faculty members who serve as board members or active participants in non-profit organizations related to global social responsibility and sustainability. Finally, engagement and dialogue on these issues is also evident by faculty who work on external consulting projects. In what follows, we briefly describe each of these activities and then provide a few detailed descriptions of several particularly noteworthy activities.

## **1. Advisory Board**

The purpose of the COB Advisory Board is to enable effective partnership between the business community and the College in order to ensure that:

1. Our curriculum and programming reflects the current and future needs of the business community so that our graduates become significant contributors;
2. Our students are exposed in meaningful ways to businesses during their course of study in the appropriate balance of theory and practice;
3. The COB provides appropriate mentoring, internship opportunities and job placement opportunities for students;
4. Our faculty remain current in their fields and have opportunities to contribute to the body of knowledge in these fields through meaningful research projects;
5. The COB contributes to the competitiveness, growth and overall success of the business community; and
6. The COB develops funding sources to enable investment for expansion.

The COB Advisory Board is comprised of individuals with significant experience and expertise in a diverse set of business and professional disciplines representative of the San Francisco Bay Area, with a focus on the global nature of the Bay Area's business environment. The Advisory Board meets formally two to three times per year. In the interim, members work with the COB, individually or in groups, based on their individual skills and interests, to achieve the above goals.

**2. Center for Ethical and Sustainable Business.** The College of Business has created a regional Center for Ethical and Sustainable Business to leverage the growing momentum among businesses to implement socially and environmentally responsible business practices. Our tagline, Where Responsibility Meets Opportunity, reflects our mission to promote positive social change by leveraging the dynamic energy of private enterprise.

The center, located at the University's downtown San Francisco campus, serves as an innovative hub for social and environmental research, teaching and outreach to the Bay Area business community.

The Center for Ethical and Sustainable Business:

- Builds long-term partnerships with local organizations to support managerial and executive-level training and development.
- Identifies and communicates best practices, supporting the development of industry-specific sustainability strategies and programs.
- Integrates undergraduate and graduate student academic experience through hands-on engagement, internships and career opportunities with Bay Area businesses and other organizations.
- Conducts and publishes applied research using regional business data gathered through focus groups, interviews and surveys.

### 3. Business Ethics Week

As noted earlier, SFSU's Business Ethics Week started in November 2006 when over 4,000 business students heard from more than 50 business and industry experts on topics related to business ethics. Approximately 50 percent of faculty integrated ethics-related modules or speakers into their classes. Ethics week activities have expanded each year since then. The program has been institutionalized over the past several years, through the creation of a College of Business committee, with representatives from each department.

Ethics Week events in 2013 included:

- Violations In Foreign Corrupt Practices Act, Deep Sengupta, Principal, Fedex Trade And Customs Advisory Services
- Can Cities Ethically Yet Successfully Partner With Private Interests? Jose Cisneros, San Francisco City Treasurer, In Conversation With Tina Caratan, Cpa, Accounting Lecturer
- Environmental Sustainability And Employee Engagement At Genentech, Katie Excoffier, Environmental Sustainability Manager, Genentech
- In Defense Of Ethics: Customer Acquisition Cost And Lifetime Value For Start-Up Entrepreneurs, Paul Mackinaw, Founder and Principal Of Leancog
- Social Entrepreneurship— Unplugged, Bruce Paton, Ph.D. And Geoff Desa, Ph.D.
  
- Ethics In Banking, A Community Bank Perspective Ed Obuchowski, Chief Executive Officer And Director, Bank Of San Francisco; Lisa Lau, Chief Financial Officer, Bank Of San Francisco; Saleem Buqeileh, Senior Residential Lender, Bank Of San Francisco
- Ethics Case Study Game On Animal Cloning: The Case Of The Cloned Cats, Moderator: Economics Professor Philip King, Judges: Aaron Anderson, Ph.D., Annie Longworth
- Helping You Navigate Moral And Ethical Standards In Business, Christian Jurinka, Chief Engagement Officer And Co-Founder, Attack! Marketing; Michelle Mulkey, Senior Vp, Fleishmanhillard; Neil Chaudhari, Ceo And Director Of Strategy, Propane Studio; Mike Zlatoper, Managing Director, Mekanism
- Thinking Outside The Plastic Bubble: Entrepreneurship At An Eco-Startup Paul Tasner, Co-Founder & Ceo Of Pulpworks
- Ethical Relationships: It's Not All About You Liz Walker, President, Reliable Property Management

## **SFSU PRME Objectives 2014-15**

The College of Business will pursue the following priorities over the next two years:

1. Update the curriculum for the Sustainable Business MBA concentration.
2. Implement the Social Innovation MBA emphasis.
3. Launch 1-2 new graduate emphases with significant content related to responsible management education.
4. Launch an undergraduate business concentration in social innovation.
5. Increase relevant content in graduate and undergraduate classes.
6. Maintain or increase faculty research relevant to sustainable business and responsible management.

## **Requests for PRME Programs and Support 2014-15**

The College of Business is working to address social dimensions of sustainability and corporate responsibility in more comprehensive ways. We would like to see PRME/UN Global Compact convene programs and provide increased curricular support for topics related to:

1. Socially and environmentally responsible global supply chains.
2. Fair labor practices.
3. Fair trade practices.
4. Effective principles and practices for corporate engagement in emerging and frontier markets.
5. Incorporating social and gender equity dimensions into carbon offset projects.
6. Principles and practices for responsible impact investment.

In addition, we would like to see PRME/UN Global Compact continue to provide programs that help incorporate environmental issues into corporate decision-making and public policy. We would particularly like to see programs emphasizing:

1. Climate change, renewable energy sources, and energy efficiency.
2. Design of responsible business models.
3. Reduction in use of toxic materials and promotion of “green chemistry” initiatives.
4. Application of design thinking to unmet environmental and social needs.