



## **Seattle University**

Report on Progress:

Implementation of the U.N. Principles for Responsible Management Education

First report submitted: November 2010

This revision: June 2019

The Albers School of Business and Economics is pleased to submit our fifth Communication on Progress Report.

Albers has long been committed to the values expressed in the Principles for Responsible Management Education, as expressed in our mission:

***The Albers School develops exceptional business leaders who are values-driven and committed to advancing the common good.***

Albers' strategic objectives include the following:

- Our graduates will be highly valued by business and society.
- We will champion social justice.
- We will strengthen our local and global community connections.

Participating in PRME is one way for Albers to focus our efforts and to hold ourselves accountable to our values. This document reports on our work over the past several years.

The faculty and staff at Albers work hard to achieve our mission and to apply the principles of responsible management education in our teaching, research, and community involvement.

I am happy to highlight our efforts and successes here, and to reaffirm our commitment to PRIME.

—Joseph Phillips

Dean, Albers School of Business and Economics, Seattle University

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This current report was written by numerous faculty, staff, and administrators in Albers under the coordination of Associate Professor Marc A. Cohen (Department of Management).

Readers should feel free to contact Marc Cohen (cohenm@seattleu.edu) or Dean Joseph Phillips for more information.

**Specific ethics-related outcomes are assessed as part of the Albers school accreditation process. More information is available on request.**

**Specific goals are also included in the accreditation materials.**

Seattle University is a Jesuit Catholic university located on 48 acres on Seattle's Capitol Hill neighborhood, just east of downtown. The student population is approximately 7,500, enrolled in undergraduate and graduate programs within nine schools and colleges. U.S. News and World Report's "Best Colleges 2019" ranked Seattle University among the top 10 universities in the West that offer a full range of masters and undergraduate programs.

The Albers School of Business and Economics at Seattle University is home to over 1,600 undergraduate and graduate business students, 63 full-time faculty, and 30 staff-persons.

An Albers education is values-centered and prepares students for ethical and socially responsible leadership. Albers awards undergraduate degrees in business and economics. In addition to our four MBA programs—Bridge MBA, Professional MBA, Online MBA, and Leadership Executive MBA (LEMBA)—we award graduate degrees in finance (MSF), business analytics (MSBA), accounting (MPAC), and sport business leadership (MSBL).

Our undergraduate and MBA programs are nationally ranked by U.S. News & World Report. Our LEMBA program was ranked #17 in the nation and our graduate accounting program ranked #24 in U.S. News & World Report's 2020 rankings. In addition, our undergraduate finance program was ranked #20 and the accounting program #23 in the nation by US News in 2019. The Professional MBA and other graduate business programs are also nationally ranked by US News. Albers is accredited by AACSB International, a distinction earned by less than 5% of business schools worldwide.

Seattle University is also nationally recognized as a green campus where all significant buildings in the past five years have been built to LEED Gold standards

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**This document is organized in three sections.**

- The first reports on our education activities.
- The second summarizes research-related accomplishments.
- And the third outlines both Seattle University's and Albers' engagement with the broader community.

## Educational Activities, embodying the first three Principles

**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.

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## Ethics and sustainability are integrated across the Albers curriculums.

**Undergraduates are required to take a full-quarter course in business ethics.** The undergraduate course is entitled *Ethical Reasoning in Business* and is taught by a set of business ethicists on the Albers faculty (most of whom hold Ph.D.s in philosophy). In addition, ethics-related material is incorporated widely across the curriculum. For example: Each course in the accounting major involves at least one ethics-related topic, integrating that material across the major. The *History of Economic Thought* course (taught by Professor Dean Peterson) includes material on ethics to insure that students have a critical understanding of the ethical precepts that underlie the discipline. Albers' business law courses use as a foundation the United Nations Global Compact (UNGC); students reflect on the elements of the UNGC and their (and other standards) efficacy in guiding behavior, how to operationalize the principles, and how progress should be measured and reported (taught by Professor Eva Sedgwick).

**Graduate students complete significant coursework in ethics.** Graduate students in our Professional-MBA program take a six course core curriculum that integrates material on ethics and sustainability across the courses. Students in our Bridge-MBA and MSF programs take a full quarter ethics course. Students in the MPAC program take a full quarter ethics course oriented around CPA-relevant ethics material and questions about corporate governance. Students in the MSBA program take an ethics course focused on ethical issues in technology and computing, one taught by specialists in that field.

**The Albers School's Center for Business Ethics, launched in 2012, continues to serve as a hub of activities related to business ethics and corporate responsibility.** It is currently directed by Professor Jeffery Smith who also holds the Boeing Frank Shrontz Chair of

Professional Ethics. This Center's mission remains to prepare students to "identify, understand, address and resolve unethical or illegal behavior in the workplace, create and continuously improve ethical cultures at work, and champion corporate stewardship of society and the environment." The Center achieves these objectives through the contributions of faculty, students and corporate partners. It has an advisory board composed of executives from companies such as Group Health Cooperative (now Kaiser Permanente Washington), Costco, Pemco Insurance, Boeing Employee Credit Union, McKinstry, and Starbucks.

**The Center currently offers four signature programs.** First, it organizes and sponsors Albers Ethics Week, an intensive, week-long program of classroom visits by members of the Seattle-area business community. These guests address an ethical issue or problem in their organizations and/or industries to provide students with discipline-specific, real-world examples of ethical issues that they can expect to confront upon graduation. Second, it hosts visiting scholars to address timely ethical issues. Third, it hosts the Northwest Ethics Network, a regional "best practices" forum of ethics and compliance managers that convenes quarterly to collaboratively discuss ethical problems in business. The Center's work with the Northwest Ethics Network is described at more length below at pp. 14-15. Fourth, the Center created a new Faculty Fellows program; it appoints faculty for a term of up to two years to continue their research in areas related to business ethics, broadly construed. The Faculty Fellows also work with the Director to support the Center's programmatic goals—for instance, by writing case studies and designing curricula. The Center's goal is to insure that students and faculty understand the way that ethical commitments and ethical issues run through all business disciplines.

The first two faculty fellows were Prof. Dean Peterson (Department of Economics) Prof. Holly Ferraro (Department of Management). Peterson's project was "Reconsidering Efficiency: Restoring Ethics to the Study of Economics." His work included redesigning the existing microeconomics courses to better integrate ethics. Prof. Ferraro's project was "Diversity Embracement." She examined the moral dimensions of diversity and inclusion in organizations, conducting research in conjunction with Seattle-area corporations.

**An integral part of the programming of the Center for Business Ethics is Albers Ethics Week, mentioned above, an intensive week of activities center around classroom visits and keynote events that bring a critical mass of professionals in contact with students and faculty.** During the Fall quarter the staff of the Center for Business Ethics selects the dates for "Albers Ethics Week" and then contacts eligible professionals—many of whom serve in various advisory capacities within the Albers School—to make arrangements for their appearance in different classes during this time. The Center's staff also uses the Fall quarter to assure faculty participation in the program and tentatively place professionals in courses that are appropriate for their experience and area of expertise. Individual faculty members are paired with specific professionals in the early Winter quarter and then they work collaboratively on the content and format of the classroom visit, which may include formal presentations, extended question and answer sessions, and case-based discussions. Each year, approximately 100 course sections in the Albers School (about 80%) benefit from over 50 different guest speakers. These speakers

represent organizations such as Starbucks, the Seattle Port Authority, the Microsoft, Seattle City Attorney's Office, Boeing, Costco, REI, Pemco Insurance, and McKinstry.

The keynote events vary from year to year. The keynote events in 2019 focused on questions about ethics and artificial intelligence, and included David Danks (Carnegie Mellon University), Solon Barocas (Cornell University), and Margaret Mitchell (Senior Scientist, Google) as speakers. The 2018 keynote presentations focused on ethics and finance a decade after the financial crisis. Speakers included Mihir Desai, Ph.D, Mizuho Financial Group Professor of Finance, Harvard Business School.

**The Department of Economics (within the Albers school) offers an International Economic Development specialization, which addresses the topics of economic development and social justice.**

**The MBA program offers a Graduate Leadership Formation Certificate (GLFC) to graduate students who are committed to embracing the unique intersection where leadership, business acumen, and social impact overlap.** The certificate requires a minimum of five courses on leadership. Included therein, is a two-quarter practicum that provides a forum for participants to explore, process, assimilate, and master aspects of leadership theory and behavior. Practicum modules include: *Leadership Styles* (learning from effective leadership approaches, including contemporary styles and a social justice framework for leadership); *Leading Teams* (creating and composing high performance work teams, establishing and sustaining a motivating context, owning team meetings); *Setting Direction* (creating a compelling vision, leading strategically, engaging stakeholders, developing decision-making abilities and approaches); *Confident Communication* (establishing practical and effective skills in speaking and writing, artful use of persuasion and influence); *People Skills* (cultivating outstanding skills in leading with dignity, understanding people, and maximizing the strength found in difference).

In past years, members of the Graduate Leadership Formation Specialization cohort select three "Red Winged Leaders" from a group of fourteen nominations, to recognize three inspiring individuals who uniquely blend leadership, business acumen, and social impact within the Seattle area for their contributions to the local community. The process was intended to help students better understand leadership and its underlying values. In 2015, for example, the Red Winged Award Finalists chosen by the cohort were three local Seattle CEOs: Sally Bergesen of Oiselle, a women's athletic apparel company that has set out to change limiting stereotypes about female athletes; Steve Butcher of Brown Paper Tickets, a ticketing service that offers transparent fees for ticket buyers, donates 5 percent of its profits to charity, and provides each of its employees one paid week off to volunteer with charities of their choice; and Todd Dunnington of Skills, a nonprofit aerospace supplier with 620 employees that trains, employs, and serves persons with disabilities. Students also must decide on and complete a project that will recognize their honorees. In 2015, the cohort chose to write an academic paper, which was later published in *The Journal of Leadership Education* and presented at the Western Academy

of Management Annual Meetings, and to raise funds to attend the Association of Leadership Educators conference in Washington, D.C. Recognition of the Red Winged Leadership Finalists was also achieved through publications in Biz Ed Magazine and The Albers Brief. Previous cohorts have raised funds for formal awards ceremonies (ranging from approximately 100-300 attendees) to recognize the leaders and/or have made professional videos about their leaders housed on YouTube and made available for honorees to distribute to their networks. This program will be continued as part of the Leadership Formation Certificate.

**The Albers Undergraduate Leadership Program (UGL) is designed to develop leadership skills of first- and second-year students who plan to major in business.** The program helps students understand a variety of forms of leadership, increase self-awareness of their personal leadership potential, and identify opportunities to assume leadership within Albers, Seattle University, and the community. UGL students are admitted by application in their freshmen or sophomore year. In a course spanning Winter and Spring, students participate in class discussions and a service project. Throughout their four years at Albers, they are encouraged to fulfill a variety of extracurricular activities, such as taking on a leadership role in a business club, attending leadership workshops, performing service and serving as mentors for first-years.

In Winter and Spring 2019, students in the Albers Undergraduate Leadership Program attended Meet the Leaders events and participated in the Leadership Case Competition. Advanced students in the program (third- and final-years) currently serve in student government, run student clubs, and captain their athletics teams. They are also active as teaching assistants and research assistants for other business faculty, serving as role models for other business students in exploring academic potential.

**In addition to the graduate programs described above, Albers also offers a two-quarter Executive Leadership Certificate and a full six-quarter Leadership Executive MBA.** Both include the following coursework: *Building a Vision for a Global Commons*, *Ethical Leadership*, *Leading Organizations*, and *Leadership for a Just and Humane World*. The *Leading Organizations* course includes a sustainability module, using it as a platform to discuss the role of leaders in addressing global sustainability issues. *Leadership for a Just and Humane World* is a project-based course requiring participant-teams to serve a social justice (vs. charitable) need in the community. Groups choose their domain of service, develop a sustainable model for their project, and implement their projects within the community using executive-level skills. The course provides experiences in leadership and teamwork against a clear set of criteria. Participants learn new methods for making decisions, working in teams, affecting and leading change. And the course is designed to cultivate a richer sense of connection with the broader community, fostering alignment of personal values with organizational and societal needs in order to lead authentically for maximum impact. Examples of past projects include students collaborating as citizen activists to pass legislation in Washington State benefitting foster youth “aging-out” of state support; students working internationally to provide access to potable

water to residents in rural African communities; students working to create, develop, and sustain on-going operation of a community center serving Latino immigrants; and student development of a wellness program for youth in low socio-economic communities where childhood obesity is a chronic issue.

**In 2013 Seattle U established The Center for Environmental Justice and Sustainability (CEJS), the first of Seattle University's "centers of excellence."** The purpose of the center is to promote cross-cultural scholarship, teaching, and action in the broad realm of sustainability, both on campus and in interaction with local and global communities. Albers faculty were heavily involved in writing the proposal for the center, along with faculty from Arts and Sciences, Engineering, and Theology.

**Albers has also collaborated with the Institute for Catholic Thought and Culture (ICTC) at Seattle U, established officially in 2012. The Institute aims to create opportunities to explore the relevance of Catholic intellectual tradition to the contemporary world, a task proper to a Catholic university.** The Institute supports research, education, and projects that expand beyond a strictly Jesuit focus. One initiative is the creation of a Summer Faculty Study Group that supports the formation of faculty in their commitment to social justice as animated by faith. Several Albers faculty have participated and/or led the Summer Study Group. In 2016, the ICTC partnered with the Center for Business Ethics to convene a seminar entitled "Economy, Violence, Justice: Catholic Social Thought and Contemporary Issues." Four Albers faculty were involved in that seminar. The next seminar the ICTC partnered with the CEJS to produce a seminar on the Catholic Tradition at the Nexus of Ecology and Social Justice. One business ethicist from Albers was heavily involved in the planning, coordination, and facilitation of that event. Several Albers faculty have received support for research projects, including Jessica Imanaka ("Laudato Si', Technologies of Power, and Contemplation: A Search for Liberation, Equity, and Justice") and Valentina Zamora ("Individual Tax Provisions and Income Inequality from a Catholic Social Thought Lens").

**Relatedly, in 2013, Albers faculty and staff formed a cohort dedicated to advancing the Jesuit mission of the university as it pertains to the Albers context.** This group is comprised of Albers alumni from the university Arrupe Seminar on Visions and Foundation of Jesuit Education. This group has coordinated several spiritual and mission-centered retreats for Albers Arrupe Alumni. It received a grant for the 2013-2014 AY to host a series of workshops on teaching Catholic Social Thought and Jesuit values in Albers. To date, there have been five seminars. The group has continued to meet in subsequent years and has sponsored lectures, including one set of lectures by a Jesuit Professor of Marketing. Catholic Social Thought provides an important foundation for ethics, justice, sustainability, and global responsibility in a Jesuit Catholic university.

**Service learning in courses:** Each undergraduate major is required to offer a service

learning course within its curriculum.

Albers offers student study tours that incorporate social and environmental commitments. One program is in Guatemala, and in past years the students have worked with Guatemalan organizations such as Uxibal, which means sister in the Mayan language Qu'iche'. Uxibal improves the lives of women in Guatemala, a traditionally male-dominated society, by providing opportunity where little previously existed. Students interact with these women, who live in extreme poverty, and are often subject to domestic violence and sexual abuse. The experience helps SU students to create dialogue and become agents of change to enable and empower the marginalized to create better lives for the future.

Another regularly offered tour visits the European Union and focuses on organizations involved in public and corporate governance—so that students could explore how interests are aligned between individuals, corporations, and society. As part of this tour, Professor Valentina Zamora teaches a course on Comparative Corporate Governance.

### **Related extra-curricular activities**

Seattle University Enactus is a student organization dedicated to serving the community through the promotion of free enterprise activities designed to benefit those in the community struggling to part of the current economic system. The projects of SU Enactus strive to empower people in need, inspired environmental sustainability, and work with the local community to encourage responsible economic development in a sustainable manner. SU's Enactus team devotes thousands of hours volunteering in Seattle and around the world empowering individuals to improve their quality of life and standard of living.

The Albers Innovation and Entrepreneurship Center conducts an annual business plan competition and sustainability is one of the screening criteria.

Alpha Kappa Psi (AKPsi) business fraternity is the largest student business organization on Seattle University's campus. The mission of AKPsi is to develop fraternity members (both men and women) and promote business education, including the role business plays in the community. To this end, the fraternity has engaged in a number of service events such as canned food drives, Junior Achievement, Northwest Harvest and raising funds for the Ronald McDonald House. Through these activities, the club enables leadership formation and the opportunity to practice skills acquired in business courses in support of the neighborhoods bordering the Seattle University campus.

Beta Alpha Psi (honorary accounting society) conducts numerous community service activities every year. Sixty accounting students have provided service to the community in a variety of ways such as VITA (Volunteer Income Tax Assistance) and the St. James Soup Kitchen.

## Research-related activities, as described in the second and fourth Principles

**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 2 is repeated here because we consider research to be an “academic activity.”]

**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.

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### Albers faculty published widely on issues related to responsible management (on ethics and sustainability broadly construed). The following is a very abridged list of relevant publications.

- Buchanan, B., Cao, Cathy Xuying, & Chen, C. (2018). “Corporate Social Responsibility, Firm Value, and Influential Institutional Ownership,” *Journal of Corporate Finance* 52: 73-95.
- Cohen, M.A., & Peterson, D. (2017). “The implicit morality of the market and Joseph Heath’s market failures approach to business ethics,” *Journal of Business Ethics*: online, forthcoming in print.
- Kimbro, Marinilka B., Abraham, Ajay T. , Lambe, C. Jay, & Jones, Victoria. (2018). “Corporate Social Responsibility: The Efficacy of Matched Alliances between Not-for- Profits & Multinational Enterprises in Developed and Emerging Markets,” *Journal of Management for Global Sustainability* 6: 129-151.
- Wildermuth, C., De Mello e Souza, Carlos, & Kozitza, Timothy. (2017). “Circles of Ethics: The Impact of Proximity on Moral Reasoning,” *Journal of Business Ethics* 140: 17-42.
- Le, Quan, Nguyen-Lisovich, M. , & Raven, P. (2016). “Regional Differences in Behaviors, Attitudes, and Motivations Related to Performance among Women-Owned Microenterprises in Vietnam,” *World Development Perspectives* 2: 17-24.
- Ashrafi, M., Accario, M., Walker, T.R., & Magnan, G. (2019). “Corporate Sustainability in Canadian and US Maritime Ports,” *Journal of Cleaner Production* 220: 386-397.

- Marrone, J. A., Ferraro, H. S., & Huston, T. (2018). "A Theoretical Approach to Female Team Leaders' Boundary Work Choices," *Group & Organization Management* 43: 825–856.
- Sartore-Baldwin, M. L. & McCullough, B. P. (2018). "Equity-based sustainability and ecocentric management: Creating more ecologically just sport organization practices," *Sport Management Review* 21: 391-402.
- Colaner, N., Imanaka, J., & Prussia, G. (In Press). "Dialogic Collaboration across Sectors: Partnering for Sustainability," *Business and Society Review*.
- Rishi, Mena, & Chipalkatti, N. (2015). "Sustainable Development in India: Balancing Poverty Alleviation, Economic Growth and Reduced Carbon Emissions," *International Journal of Social Entrepreneurship and Innovation* 3.
- Smith, J.D. (2017). "Why Justice Matters for Business Ethics," *Business Ethics Journal Review* 5: 15- 21.
- Kaplan, S., & Zamora, Valentina. (2018). "The Effects of Current Income Attributes on Nonprofessional Investors' Say-on-Pay Judgments: Does Fairness Still Matter?," *Journal of Business Ethics* 153: 407-425.

## Engagement with the broader community, as expressed in the fifth and sixth Principles

**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.

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

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### Albers' faculty and students are widely involved in the broader community.

**Albers hosted the 24th Annual International Association of Jesuit Business Schools World Forum in 2018, organized around the theme of Innovation for Sustainability.** There were also workshops for incorporating sustainability into the curriculum and for integrating inclusion, collaboration and equity in watershed management. The conference resulted in a special issue of the *Journal of Management for Global Sustainability*.

**The service learning projects and extracurricular activities, mentioned in the section on Educational Activities, also make a significant contribution to the surrounding community.**

As one example, students provide assistance with filing taxes through the VITA program—Volunteer Income Tax Assistance. Numbers for this past year's VITA program are still being compiled, but for the 2017 tax year the Seattle U. site, operated with the United Way of King County, prepared 652 returns, resulting in \$779,686 in refunds and \$241,3330 in eared income tax credit.

**Mot Mot Coffee** is a student founded and student managed fair trade certified coffee company, founded several years ago by Albers undergraduate student Brandon Wild. See: <https://www.motmotcoffee.com/our-story>.

**Seattle U Ramp-up:** In 2017 Seattle University partnered with a number of Central Area neighborhood organizations to support neighborhood businesses. Minority-, immigrant-, and

women-owned businesses in underserved neighborhoods often have difficulty accessing traditional sources of capital and other critical business services. They also face major challenges in the midst of Seattle's booming economy—including rising rents, lost retail space, disruption from construction projects, and changing markets. These businesses require funding, combined with capacity-building resources, targeted technical assistance, coaching, and support networks. Seattle University's RAMP-up program—short for Resource Amplification and Management Program—and housed in the Albers School's Innovation and Entrepreneurship Center, pairs student teams with those businesses. The program was funded by a \$500,000 grant from JPMorgan Chase.

**Albers sponsors a program for high school students:** The Summer Business Institute is a program for high school sophomores and juniors from underrepresented minorities (defined as Hispanic, African American, Native American Indian, and Pacific Islander). For the past 16 years 20-30 students from around the Puget Sound region have come to campus for four days to live in the dorms, eat on campus, take business classes, visit sponsoring corporations, and experience college life. The business classes are taught by Albers professors and include courses such as finance and accounting, business ethics, business law, management, marketing, business communications, entrepreneurship, and economics. Students are also briefed on the college admissions process and financial aid.

**The Community Development and Entrepreneurship Clinic provides business and legal consulting services to the underserved and minority members of the Seattle community.** The Clinic itself is a joint venture between the Albers School of Business and Economics and its Entrepreneurship Center and the Seattle University School of Law; MBA and law students work under the supervision of student mentors and faculty. Clients come to the Clinic primarily from two community based micro-lenders, Community Capital Development ([www.seattleccd.com](http://www.seattleccd.com)) and Washington CASH ([www.washingtoncash.org](http://www.washingtoncash.org)). To date, the Clinic has served over 75 clients. One of the more impressive stories involves a woman who came to us the first year of the Clinic and has since participated in two additional projects; she has grown her company from something barely subsisting to now generating over \$100,000 per year in revenue. The Entrepreneurship Center raised funds from donors to guarantee loans provided to the Clinics' clients by the two micro-lenders mentioned above. In addition, Seattle University lent Community Capital Development (CCD) funds to support micro-loans made to organizations in the Seattle U neighborhood; and as part of this agreement Albers students assist CCD in loan request due diligence.

**A number of outside speakers addressed social and environmental responsibilities in the context of global business and entrepreneurship.**

Albers courses actively involve outside speakers on a regular basis. In the 2013-2014 academic year we had over 245 outside speakers, and the number has been comparable each

year since then.

As mentioned in the first section, **Jeffery Smith, Professor of Management and Boeing Frank Shrontz Chair in Professional Ethics, organizes the Northwest Ethics Network, an independent group of ethics and compliance officers from the Seattle and Puget Sound area.** The Network is a signature program of the Center for Business Ethics. The Network meets quarterly to discuss ethical challenges in business and the ways that ethical values intersect with the compliance function to create healthy corporate cultures. Members of the Network represent organizations such as Alaska Airlines, the Boeing Company, Group Health Cooperative (now Kaiser Permanente Washington), Microsoft, Premera Blue Cross, Russell Investments, Siemens, Starbucks, and Weyerhaeuser. Many meetings of the Network are held on-site at the offices of the participating companies.

**Albers participates in the following University-wide activities that embody the values expressed in PRME.**

Seattle University launched a major initiative in the local community to improve the academic achievement of local low-income youth. The Seattle University Youth Initiative (SUYI) aims to become a national model of campus-community engagement.

Seattle University President Fr. Stephen Sundborg was an early signatory of Second Nature's Climate Leadership Network College & University Presidents' Climate Commitment (ACUPCC). In 2010, the University submitted its Climate Action Plan, committing to: (a) expand sustainability in the curriculum, (b) expand sustainability-related student co-curricular programs, (reducing carbon emissions by 50% by 2050, and d) share knowledge with others. These goals easily map to all six of the PRME principles. The committee established to oversee the University's execution of the plan involves faculty from all of the schools on campus, including Albers, as well as staff and local business and community leaders in sustainability. The President's Committee for sustainability has been co-chaired by two separate faculty members from Albers in the past 4 years. Albers faculty also serve on the committee.

Human Resources and the Center for Service and Community Engagement placed 136 faculty and staff, 6 from Albers, in neighborhood organizations to give back to the community on Staff and Faculty Service Day 2014. There were similar levels of participation in subsequent years. Projects addressed community needs such as environmental restoration, homelessness, social services, and more. Throughout the year, staff and faculty are encouraged to volunteer. Faculty plan service learning projects with students, and staff use their community service leave for individual volunteering. While most projects happen in the local area, International opportunities for service are ongoing for faculty, staff, and students.