Meeting Summary
Carolyn Woo, University of Notre Dame, started the meeting by introducing the presenters, Julie Perrin-Halot, Grenoble Ecole de Management, and Heikki Topi, Bentley University.

Perrin-Halot gave a presentation on the activities of Grenoble Ecole de Management

Topi gave a presentation the activities and lessons learned at Bentley University

Woo thanked the presenters and asked the audience for questions.

Incorporating current issues like the Financial Crisis into the curriculum.

Shereef Ellaboudy, University of Dubai, asked how a finance professor who has students that need to learn how to structure financial investments might incorporate teaching lessons from the financial crisis when lessons are not apparent and are not in the text books. He asked if it’s a possibility to work with a publisher to change the contents of the textbooks or create supplements, how he might go about incorporating these subjects into financial classes since publishers don’t have these issues in their books.

Julie Perrin-Hallot stated that she may not be fully aware of everything being utilized by the finance and accounting department at Grenoble, but that this issue is being addressed by the faculty. She mentioned that case studies that present ethical dilemmas are being used in the class room as support.

Carolyn Woo stated that Aspen Institute’s caseplace.org has many different instructional materials on their website to help professors incorporate these issues into their courses.

Topi said that one thing that Bentley has done is a business ethics workshop which deals with the incorporation of business ethics and related issues into the various courses in the classroom. Bentley does this teaching workshop every May and it’s a 5 day intensive workshop. Part of the purpose of the workshop is to bring together faculty from different disciplines to work together to solve some of these issues.

Woo asked Topi if there was a cultural expectation that faculty should attend these workshops. Topi said that they do not have problems getting faculty to attend these workshops, because over the years faculty have found the high quality of the experience to be valuable.

How to align and coordinate initiatives in the midst of so much activity?

Joe McCann, Jacksonville University, asked how the presenters align and coordinate all of these different kinds of initiatives when there many other things going on within the university.

Topi answered that Tony Buono, the coordinator of the Bentley Alliance for Ethics & Social Responsibility, is a highly respected faculty member at the institution, and someone whom people trust.
He noted that Buono leadership doesn’t work by force, but by his deep understanding of what is going on. Other factors that bring alignment at Bentley are the activism of the dean and administration, the institutional emphasis in ethics and social responsibility, as well as the commitment of students to take it seriously.

Perrin-Halot responded next and made the contrast that Grenoble does not have 20 years of experience of institutional emphasis like Bentley. At Grenoble, the movement began with a faculty member who had a passion for the subject and as people began to follow her, she quickly realized that the activity was increasing beyond what she could handle, and what resulted was the formation of a small team of staff and faculty to coordinate the schools activities. Then, based on increasing enthusiasm, the school formed a steering committee bringing together people from every department, including the maintenance and IT departments. She noted it was important to give each group a voice, but also make the group small enough for people to dialogue.

Woo asked about who convened the steering committee, who does it report to, and does it receive resources from the institution. Perrin-Halot stated that the group will be overseen by the quality department, and she leads it. Regarding resources she mentioned that the institution has pledged to give the resources necessary and reasonable.

*What impact has PRME had on the institution?*

Xavier Mendoza, ESADE Business School, asked what has been the impact of signing onto the PRME on the institution. He noted that the two schools presenting have been active in the areas of sustainability and ethics before they signed on to the PRME.

Topi answered that being a part of the PRME has been a source of institutional pride, because they are now part of a movement that is bigger than the institution - that is global, and is something that they can contribute to through the work that the school has been doing for a long time.

Perrin-Halot answered that signing the PRME has provided structure and guidelines, and created networking opportunities that they did not have previously.

*Revisiting Adam Smith and origins of Economic Science*

Otto Chang, Indiana University – Perdue University Fort Wayne, responded to the question that Ellaboudy posed earlier. He suggested that revisiting the origins of economic science might solve the problem of not having current texts that cover these issues. He claimed that there is a great misunderstanding of Economic Science, and that Economic Science is a moral science. He further suggested students could be asked to read Adam Smith’s *Theory of Moral Sentiments* and engage in a classroom discussion.

*Observations*
Woo concluded the question and answer portion of the presentations. She then gave an update on some of the recent statistics coming from the Global Compact and her observations from interviews of major UNGC companies, as well as implications for business schools:

- **We are now reaching critical mass.** The Global Compact now includes 5000 businesses. The Russell 10000 index has 10750 companies globally, and represents 98 percent of the investable companies worldwide. With the Global Compact being split between small and large companies (>250 employees), we can make the assertion that 3000 – 4000 are investable and represented in the Russell 10000, or at least 1 in 3 companies in the Russell 10000 ascribe to the universal values of the Global Compact.

- **Rate of adoption increasing.** In 2008, more than 1,450 businesses signed on to the Global Compact, which is a large increase (30%) over the previous year, and remarkable compared to 2006 when there were just a few hundred companies.

- **Importance of reporting.** 900 companies were delisted for their failure to report on their activities.

- **From the US perspective.** The US has been seen as slow to adopt the UNGC principles but this is changing:
  - **Proportion of GC companies from the US is increasing.** The US is now the 5th most represented country in the GC, and there are a large number of new companies (to the UNGC) from the US.
  - **Global US companies are increasingly involved across the organization at the corporate level, not just in a few divisions of the organization.**
  - **UNGC logo required on more than 650 annual reports.** This is important because especially American companies have not had the culture that identifies with NGOs and UN initiatives.

- **Companies are requiring suppliers to be socially responsible.** For example, companies request that suppliers include in their bids their social responsibility report, or climate report, etc.

- **ISO is going to include a corporate social responsibility standard.** The standard the draft will come out this May with the final standard coming out May 2010.

- **Implications for business schools.** Woo stated that participants can address skepticism at their institutions by arguing that the reality for companies is that social responsibility is a necessity for them to do business.

Woo opened the floor for comments and questions from the audience.

Ellaboudy stated that many of the CEO and executives who have been criticized for creating the financial crisis went to prominent business schools, and its most likely that they took ethics courses at their schools. He asked why these courses have not impacted their behavior, and can we change the contexts or the way the courses are taught to improve the impact on the student’s professional behavior.

Woo stated that this question of assessing the impact on moral development is a very big question and one that should be addressed as a separate discussion, and proposed that AACSB do this. Woo said that her institution she reminds people to be humble by keeping track of alumni who have done really bad things, not just those who have succeeded.
PRME Initiative Update

Woo updated the participants on the following:

- Overview of the Sharing Information on Progress policy that had been proposed, and should be in effect soon. [For more info about the SIP policy click here]
- Invitation for involvement [For more information about working groups and activities]

Woo then opened the floor for further questions and comments.

US School Participation

Xavier Mendoza asked why so few US schools have become members of PRME. He contrasted this to the involvement of European schools. He asked if this thought to be because more European schools have more curricular autonomy. He noted that it is not that US schools are not advancing this area, nor is it that their commitments are not serious, but he just wanted to understand why more US schools are not involved in PRME.

Woo noted that she did see a lot of representation from US schools at the Global Forum in New York, but just not a lot of deans. And, asked the audience to respond to the question.

Joe McCann, Jacksonville University, stated that he sent two faculty members instead of going himself to the meeting because it’s important to educate and bring along the members of the faculty if real change is going to happen at the institution. McCann made the point that he thinks when you see corporate social responsibility reporting mandated in the US as in Europe that will be the day you see business schools come on board.

Susan Phillips, George Washington University, made the comment that deans, students, and a few faculty members see the need to be involved, but ethical issues are in every course and that is why this issue takes a much broader participation. Others commented that they are now experiencing far less pushback at their institutions since last fall when it comes to making ethics/social responsibility apart of the entire curriculum.

Ellaboudy stated that other professional schools such as Medicine and Law require a certification to practice, however in business there is no encompassing professional certification, and similarly even if we can’t motivate students to behave ethically beyond graduation by taking away their degree if they behave unethically – so it becomes a challenge for business schools.
Improving the PRME Affinity Group

Woo then asked the audience for thoughts on how the affinity group can help. Participants asked for the following:

- Creating discussions and bringing anyone who wants to be involved in those discussions
- Complete event listings
- Highlighting new cases and resources
- Alerts to the Affinity Group when a new SIP report is posted
- Help connecting with local UNGC companies

The meeting adjourned at 4:15
Beyond the Business Ethics Course:
Institutionalizing a Commitment to Ethics, CSR & Sustainability ~
The Bentley Experience
AACSB PRME Affinity Group Meeting 4-26-2009

Dr. Tony Buono
Professor of Management & Sociology
Coordinator, Bentley Alliance for Ethics & Social Responsibility
abuono@bentley.edu

Presentation by Dr. Heikki Topi
Associate Dean of Business
Graduate and Executive Programs
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The Bentley Alliance for Ethics & Social Responsibility: Mission

Amplify and extend the work of the autonomous Centers and initiatives on campus, supporting and encouraging greater awareness of, respect for, and commitment to ethics, service, social responsibility and sustainability in our research, curricula and campus culture.
BAESR Operative Goals

• Support and encourage collaborative and interdisciplinary applied research that has the potential to significantly impact current practice.
• Influence curriculum development and pedagogical innovations intended to make our students more ethically sensitive and socially aware.
• Ensure a broader application of these principles and ideals in campus life.
• Attempt to foster life-long civic engagement among our students.
• Seek to partner with external organizations, associations and corporations in pursuit of these goals.
Business Ethics Education: A Four-part Approach

The Classroom

The Campus

The Production of Knowledge

The “External” World: Partnerships
Business Ethics
& the Classroom

REQUIRED
Undergrad: Modules in “bookend”
Freshman & Senior Strategy courses;
Problems of Philosophy course
Grad (MBA): “Leadership, Ethics &
Corporate Responsibilities” course
PhD: Seminar in Ethics & CSR

DEDICATED ELECTIVES
Undergrad: Law, Management, Philosophy,
Sociology
Grad (MBA): Law, Philosophy (Business
Ethics), MBA Concentration in BE
PhD: Law, Management, Philosophy (Business
Ethics)

INTEGRATION
Undergrad, Grad & PhD:
Inclusion across the Curriculum
Service Learning

OPTIONS
☑ Required course(s)/course modules
☑ Dedicated elective courses
☑ Integration into discipline-based courses
The Business Ethics
“Gadfly” Workshop

1991 Business Ethics “Gadfly” Workshop Launched
- Accountancy
- Computer Information Systems
- Law

1992 All Business Departments
1995 Extended to A&S Faculty
2004 First Global “Gadfly” Program
2005 Global Business Ethics Symposium & Teaching Workshop sponsored by State Street Foundation
2007 First Workshop held outside the U.S. (Madrid)

To Date: 130 Bentley “Gadfly” Faculty Alumni
52 External “Gadfly” Faculty Alumni
Business Ethics Infusion: Pedagogy
“Gadfly” Program

Ethics Theory/Discussion

Experiential Learning

Planned Teachable Moment

Spontaneous Teachable Moment

Explicit Knowledge

Readings

Identifiable Cases/Videos

Current Events

Experienced Reflection

Tacit Knowledge

Ethics Models/Frameworks

Exercises & Simulations

Issues Debates

Emergent Discussion of Ethical Issues in the Moment

Planned/Relatively Safe

Spontaneous/Relatively Risky

Authenticity & Impact on Students
## Campus Culture & Infrastructure (Illustrative)

- **Core Centers**
  - Center for Business Ethics
  - Cronin International Center
  - Cyberlaw Center
  - Service-Learning Center
  - Valente Center for Arts & Sciences
  - Women’s Leadership Institute

- **Infrastructure**
  - Academic Integrity System
  - Ethics Policy & College-wide Ethics Committee
  - Institutional Review Board (Protection of Human Subjects)
  - Sustainability Task Force

- **Initiatives**
  - Campus-wide Speakers & Forums
  - Case & Writing Competitions
  - Class Book Program
  - Risk Management Research Program

- **Multicultural Center**
- **Bentley Beliefs**

- **Spiritual Life Center**
- **Gender Issues Council**

- **Civic Leadership Program:** Graduation Pledge Alliance
Business Ethics-related Research (Illustrative)

- **Individual Faculty Research**
  - Business Ethics
  - Corporate Social Responsibility
  - Service-learning & Civic Engagement

- **Center for Business Ethics**
  - Surveys & Reports
  - *Ethics Matters* (on-line magazine)
  - *Business & Society Review*

- **Risk Management Research Program**
  - Governance
  - Sarbanes-Oxley Compliance
  - Crisis Communication

- **Women in Leadership**
  - Women on Corporate Boards
  - Women, Technology & NGOs

- **Transdisciplinary Research RFPs**
Illustrative Corporate & Community Partners

Service-Learning Community Partners

- Charles River Public Internet Center
- Sandra’s Lodge
- Salvation Army After-school Program
- Somerville-Cambridge Elder Services
- Voluntary Income Tax Assistance Program (VITA)
- Waltham Power Program ESL Classes
- Waltham Public Schools
- Watertown Boys & Girls Club After-school program
- Bayou La Batre Health Clinic (Alabama)

TIME Leadership Forum

Visiting Professorship in Business Ethics & Information Technology

CEO Lecture Series

Global Business Ethics Symposium

CEO Lecture Series

Ethics Matters (on-line magazine)

Sarbanes-Oxley Compliance & Corporate Governance

Service-Learning Partnership & Business & the Arts Initiative
Are we producing ethical and socially responsible graduates?
An Assurance of Learning Challenge

CLASSROOM & CAMPUS-WIDE EDUCATIONAL OBJECTIVES

Knowledge
Skills
Abilities

MAJOR/MINOR

GENERAL BUSINESS CORE

GENERAL EDUCATION

CAMPUS LIFE

Bentley Graduates Can/Will ...

Infusion of Ethics, Service & Social Responsibility
Key Lessons Learned

• Build on the interest, motivation, and passion of faculty members and faculty initiatives

• Provide strong, consistent, and clearly communicated support by top institutional leadership

• Build an integrative structural mechanism that amplifies and extends the work done by individual units and initiatives
  – Finding and supporting a capable, passionate, and motivated leader is essential

• Communicate the whole story continuously and consistently both internally and externally
Key Lessons Learned

• Understand the importance of supporting a variety of learning and research activities
  – From highly theoretical/conceptual to very practical/concrete

• Emphasize the essential role of students as active participants and key contributors

• Make sure that your internal institutional behavior is consistent with the key principles
  – For example, in areas of academic integrity, sustainability initiatives, partnerships, etc.

• Take excellent care of the external partnerships
Further Information:

Bentley Alliance for Ethics & Social Responsibility

www.bentley.edu/alliance

Center for Business Ethics:

www.bentley.edu/cbe

Global Business Ethics Symposium:

www.bentley.edu/symposium

Bentley Civic Leadership Program (Graduation Pledge Alliance):

www.bentley.edu/alliance/bclp

Class Book Program:

www.bentley.edu/classbook

UN Global Compact PRME (Communication on Progress):

www.bentley.edu/alliance/UN_Global_Compact_Academic_Network.cfm
Grenoble Ecole de Management
&
The UN Global Compact

AACSB ICAM

April 2009

Julie Perrin-Halot
Grenoble Ecole de Management in numbers

- **4400** students
  - 65% are currently in class
  - 35% are involved in applied learning experiences: internships, exchanges, etc.
- **1500** participants in the executive education programs
- **1500** foreign students
- Over **100** nationalities represented both on-site and off
- **4** schools
  - Ecole Supérieure de Commerce de Grenoble
  - Grenoble Graduate School of Business
  - Ecole du Management et des Systèmes de Management de Grenoble
  - Doctoral School
- Over **30** programs, both degree granting and executive education, covering the Bachelor’s / Master’s / Doctorate spectrum
- **150** regular faculty members
- **195** administrators
- Off-site locations: England, Russia, Georgia, Morocco, China, Iran, Singapore
- **120** academic partner institutions
Global Compact Timeline and Development Areas

Areas of focus:
- Pedagogical Innovation
  • Teaching and learning
  • Program/Curriculum Development
  • Student initiatives
- Research
- Institutional behavior

10/07
- 1st COP - Initial inventory
  Strategy formulation and communication

01/08
- Signature Global Compact

01/09
- 2nd COP - 1st year evaluation
  2nd year planning
Pedagogical Innovation: Teaching and learning

Courses (examples)

- **“Societal Management”** orientation
  - 13 courses ranging from *Sustainable Business: Strategy and Practice* to *Managing Cultural Diversity* to *Corporate Responsibility in a Global Economy*

- **Sign Language**
  - An optional second foreign language. Two-semester/36 hour course for beginners. An initiative which won the 2009 Handi-Friends trophy

- **Humanitarian and Development Intervention**
  - Ethics and communication for future NGO managers
Pedagogical Innovation: Development

New Curriculum Models

• The “African Hub” program (under construction)
  • Partnership with ESCA, Casablanca, Morocco
  • Sustainable development focused curriculum

• “SD” partnership with Strate Design College
  • Curriculum based on “sustainable design”, integrating SD into modes of use and consumption through eco-conception and disability-friendly design
Pedagogical Innovation: Educational materials

The Responsible Management Collection

A collection dedicated to SD, CSR and ethics created by the staff of the Grenoble Ecole de Management Dieter Schmidt library.
Pedagogical Innovation: Educational materials

Pedagogical SD/CSR platform

• Funded by the Rhone-Alpes Region over 4 years
• Bringing together students, companies, public administrations and associations to confront ideas and practices
• Built around an internet platform and including classes, case studies, teacher and tutor training, public forums and other events

“Open SD”: an extension of openCIM with SD courses
Pedagogical Innovation: Educational materials

- Pedagogical Guide “Teaching Sustainable Development”
  - Objective: assist faculty to incorporate an SD and CSR approach into their courses
  - 4 sections:
    1. Defining SD and CSR
    2. Proposed evolutions in course content towards a Corporate Social Responsibility and Sustainable Development perspective
    3. Pedagogical tools
    4. Other pedagogical support materials

- Teacher training module open to all faculty as a part of the faculty development program
Pedagogical Innovation: Student initiatives

• **Student Associations**

• "Eco-voiturage" – online carpooling system available to all students, faculty and administrators

• **Organic and locally produced fruit and vegetable baskets**

• **Participation in the Students in Free Enterprise (SIFE) program**
  An international student program to promote ethical entrepreneurship. A group of Grenoble Ecole de Management students submitted a Corporate Social Responsibility project to a SIFE competition.

• **The Citizen Act competition**
  Within the course “Acting Sustainably”, students are invited to participate in Citizen Act, a socially responsible business game organized by the Société Générale bank. 6 groups from GEM participated this year.
Research

2 objectives

Increased research in SD and CSR related areas

Outcomes:
- 7 Articles
- 1 Thesis
- 1 Book
- 4 Book Chapters
- 2 Editorships

Broader dissemination of research outcomes

Outcomes:
- 7 Papers presented at scientific conferences
- 1 Award from « Académie des Sciences Commerciales »
Research

- Participation in the PRME Research work group
  - Participation in the group’s online forum
  - Participation in the writing of the group report (April 2009)
  - Attendance at the World Forum (Dec. 2008)
Institutional Behavior

**Disability Management Project**
- Student organized handimanagement week:
- 5 workshops and opportunities for students to receive certification
- Awareness activities organized within the school

**Seeking greater diversity in student populations**
- Partnership with the Fondation Agir Contre l’Exclusion
- Special admissions circuit for students from disadvantaged areas
Institutional behavior

Reducing our environmental impact

Intranet Platform

Green Guide

Action plan for maintenance and information system services
Priorities for 2009

• Raise faculty awareness and provide them with the tools and training necessary to appropriately integrate the PRME in their course content

• Create every opportunity to ensure that our students are properly equipped to bring a “responsible” approach to what they do as they become managers
  • Through coursework
  • Through their experience at the school

• Integrate our institutional stakeholders into the pedagogical and research activities

• Continue to increase SD and CSR related research production; broaden the network

• Continue to improve institutional behavior