

at

# **Seattle University**

Report on Progress:

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

November, 2010



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

Albers has long been committed to the values expressed in the Principles for Responsible Management Education. The Albers mission is:

Guided by the Jesuit traditions of academic excellence, education for justice, and service to others, we inspire and develop ethical leadership for the global community.

Albers' strategic objectives include the following:

- strengthen and integrate our curriculum and programs particularly in sustainability, ethics, and leadership
- champion social justice
- strengthen our connections locally and globally.

As a result, 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 for the 2008-2009 and 2009-2010 academic years and sets a baseline for growth and progress in the future.

This academic year we will launch the Albers Center for Business Ethics, directed by John W. Dienhart, the Boeing/Frank Shrontz Chair of Business Ethics at Albers. The Center will support faculty work in integrating ethics and sustainability into their courses, support faculty research in ethics, provide resources for business students to explore ethical and sustainability issues in business, and work with the surrounding community to better understand and implement sustainability in everyday decision-making. Future reports to PRME will include activities conducted by the Center.

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 their efforts and successes here.

--Joseph Phillips, Dean Albers School of Business and Economics, Seattle University



Seattle University is a Jesuit Catholic university located on 48 acres on Seattle's Capitol Hill neighborhood, just east of downtown, with a student population of approximately 8000 enrolled in undergraduate and graduate programs within eight schools. *U.S. News and World Report*'s "Best Colleges 2011" ranks 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 1,800 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 MBA for working professionals, we award graduate degrees in finance, international business, and accounting, as well as the Leadership Executive MBA (L-EMBA).

Our undergraduate, MBA, and L-EMBA programs are nationally ranked by *U.S. News & World Report*. The MBA and undergraduate programs are also nationally ranked by *BusinessWeek*. In addition, the undergraduate specialty areas of Business Ethics and Sustainability were ranked 74th and 17th respectively by *BusinessWeek*. Albers is accredited by AACSB International, a distinction earned by only 5% of business schools worldwide.



# 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/sustainability in the curriculum

Both undergraduates and MBA students are required to take a full-quarter course in business ethics, and 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 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 Gail Lasprogata).

The International Economic Development specialization within the Economics major addresses the topics of economic growth, economic development, and social justice. The supplemental activities require students to engage in a developing economy context by working with an NGO or travelling to an emerging economy.

Albers is developing a specialization in sustainability in the MBA program. We created several new courses to support the specialization, including a sustainability projects course, and are working closely with representatives from several local firms to build the program in a way that meets the needs of businesses, communities, and our students.

The MBA program offers a Graduate Leadership Formation Certificate (GLFC) to a select group of graduate students who are committed to embracing the unique intersection where leadership, business acumen, and social impact overlap. The certificate requires a minimum of two courses on leadership and a nine-month practicum that provides a forum for participants to explore, process, assimilate, and master aspects of leadership theory and behavior. Practicum modules include: social justice framework for leadership; setting direction (creating a compelling vision and leading strategically); confident communication; cultivating outstanding skills in leading with dignity, understanding people, and maximizing the strength found in difference. Members of the 2009-2010 Graduate Leadership Formation Certificate cohort selected three



"Red Winged Leaders" from a group of fourteen nominations, to recognize local social entrepreneurs for their contributions to the local community. The process was intended to help students better understand leadership and its underlying values. A team of student consultants will work with one of the finalists, Rahwa Habte, co-owner of the restaurant Hidmo Eritrean Cuisine in Seattle's Central District neighborhood. "Hidmo" means "home" and, for many, a sense of home is exactly what Rahwa is cultivating through her restaurant. Rahwa's mission for the restaurant is not only to foster community, but also to increase the visibility and availability of art, music, media, culture, and cuisine in the Central District through socially responsible actions.

Albers 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 who pursue higher education; 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 Fall 2009 Albers created an Ethics Integration Task Force to improve student objectives and outcomes with ethics-related material. The committee is working to assess the distribution of ethics/sustainability-related material in the curriculum, identify gaps (if they exist), and identify opportunities for improvement, encourage the use of a shared language across courses, and to foster faculty development. The Task Force is currently writing its report, focusing on the core courses required of all undergraduate business students.

#### Service learning in courses

Each undergraduate major is required to offer a service learning course within its curriculum.

In sections of the undergraduate business capstone course taught by Harriet Stephenson, students consult with small and medium-sized businesses and non-profits on projects grounded in triple bottom-line principles, in many cases helping businesses and no-profits develop more sustainable operating models (90% of the organizations could not afford and would not seek consulting on the open market).



Seattle University accounting students have been providing the local community with a valuable tax preparation service since 1975. The program is a joint venture between Seattle University accounting students and the Internal Revenue Service. Students prepare tax returns for the public free of charge. The program was developed with the goal of helping individual taxpayers cope with the complexity of filing an accurate tax return. It gives accounting students a chance to use their skills to help others in the Seattle University community.

In *Environmental and Natural Resource Economics*, students participate in service learning by completing an economic analysis for an environmentally nonprofit organization (taught by Gareth Green). Projects included: a cost-benefit analysis to determine the impact of the Western Climate Initiatives' proposed Cap and Trade program (for the Washington State Office of Financial Management); a cost-benefit analysis of filtering pollutants from entering the Duwamish River (for Seattle Public Utilities); and cost-benefit analyses for maintenance, construction, and sustainability efforts on the Seattle University campus.

In *Business Statistics*, students participate in service learning by conducting a price comparison study for a local nonprofit organization, the Neighborhood Farmers Market Alliance, that runs seven urban Seattle farmers markets (taught by Stacey Jones).

Sections of MBA-level *Leadership Skills and Team Development* have performed service learning projects at a number of organizations including the Boys and Girls Clubs of King County--Gold Creek Lodge, Juvenile Arthritis Camp--Pacific Northwest, the Ronald McDonald House in Seattle, the Greenwood Food Bank, the Eastside Domestic Violence Program, and Habitat for Humanity.

E-Commerce and Information Systems undergraduate courses (part of Albers' Management Department, taught by James Lee) require a quarter-long team project. Many of the teams develop websites to help local small businesses build solid identities on the Web. Teams have worked with a local tea shop, a restaurant, and a consumer products importer.

*Project Management* is offered as an elective in the MBA Program (taught by Greg Magnan). Teams of students use project management tools to plan and execute "extreme make-over" projects for local service organizations. Past projects supported agencies that serve foster youth, adults in transition from substance abuse, at-risk spouses, homeless youth, and agencies that work to educate the community on organic gardening benefits and techniques.

Service learning projects for *Financial Markets and Institutions* (taught by Fiona Robertson) involve working with a local nonprofit that provides help and assistance to the needy. Projects included quantifying cost savings associated with building a new sustainable location, and helping the organization with budgeting and funding models.

Both cohorts in the Albers Undergraduate Leadership Program (Winter 2008 and Winter 2009) completed service-learning projects as part of their leadership education (taught by Teresa Ling). Students worked on community gardens, painted a community center, worked in a food bank, and did house cleaning for elderly individuals.

Albers runs a recurring service-oriented study tour in Ghana (taught by Harriet Stephenson), to teach students about efforts to eradicate poverty and build communities in developing



countries. Students meet with representatives of nongovernmental organizations, universities and businesses. Class research focuses on social enterprise business plans to be implemented in the villages, and also concerns questions of sustainability in microfinance and international development. The August 2008 group of students worked with a Students in Free Enterprise (SIFE) Team on the project described below in the description of SIFE.

The Southeast Asia Study Tour 2010 organized by Quan Le pursued Academic Service-Learning projects at the Jesuit Service in Siem Reap, Cambodia. The students planted trees in two rural village schools, assembled a dozen wheelchairs for landmine survivors, campaigned for the Ban on Cluster Bombs, and raised over \$2000 to support four programs at the Jesuit Service.

#### Related extra-curricular activities

Students in Free Enterprise (SIFE) is an international student organization devoted to service learning projects throughout the world to help underprivileged individuals and organizations enjoy a better quality of life. Seattle University's SIFE team devotes thousands of hours in helping others in their volunteer efforts. Examples of the impact of this program include: (1) An extensive and broad based effort in Ghana to work with local SIFE teams to provide technology education in rural Ghana for "Valued Girls" so they can learn computer skills—computer labs are being established by SU SIFE in collaboration with Village Net and local champions; (2) A multiphase training program for men's and women's homeless shelters in Seattle to help residents get jobs (extensive clothing drive, training sessions on getting jobs, and individual counseling on personal development); (3) An entrepreneurial program for the King County Juvenile Detention Center and Monroe Correctional Facility (maximum security) to develop entrepreneurial skills and business plan development to reduce recidivism rates; (4) Participation in programs for disadvantaged high school youth in Seattle in entrepreneurship including the Y's Black Achievers Program, the SU Summer Business Institute, and the Academy of Finance; (5) The development of a website (sustainablenorthwest.com) that has three components directed at (a) grade school kids communicating about sustainability; (b) people over 50 networking on sustainability ideas; and (c) small businesses communicating about sustainability issues.

The Seattle University Project Center was established in 1987 as a collaboration between the College of Science and Engineering and the Albers School of Business and Economics. The Project Center links small teams of students with companies and nonprofit organizations to work on real-world business and engineering challenges. Albers MBA students work on projects in teams under faculty supervision, as part of three consulting courses: *International Business Consulting, New Ventures Consulting, Social Entrepreneurship,* and *Sustainable Business Consulting*. Each student provides approximately 100 hours of work in an academic quarter. Over thirty-five MBA teams have successfully consulted with small businesses, including restaurants, retail stores, a print shop, and an independent video store. One multi-year project is especially noteworthy: Ten teams of MBA students have worked closely with Sound Transit, Seattle Central Community College, and the Capitol Hill neighborhood business community to develop plans to mitigate the effects of a large public works construction project.

Albers graduate students participate in the MBA Service Project every April. This is a nation-wide



initiative, partnering with other Jesuit schools, to serve our communities. In 2009, students partnered with Seattle Public Schools to improve the grounds at Rainier Beach High School. In 2010, students collected office supplies and donations for Washington Cash, a local non-profit organization that serves low-income entrepreneurs. This project is organized by Nadeje Alexandre, Albers Graduate Programs Coordinator.

Moneythink is a new student club at Seattle University, comprised mainly of business students (but open to all), with an Albers faculty advisor, Bryan Ruppert. Moneythink reaches out to neighborhoods that are economically disadvantaged and vulnerable. Club members run workshops for high school students on financial literacy and teach basic money management skills. At the same time, the club molds university students into teachers, mentors, and leaders, so that they members gain valuable on-site training and experience. The club's mission statement reads: "Moneythink aims to foster smart money management among high school students, promoting decisions and habits that will lead to a lifetime of financial independence. Through a flexible curriculum, discussion-based classes, and connecting students with bright and motivated college-age mentors, we give students encouragement and support to set ambitious goals, and the tools they need to reach them."

The Albers 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), foster scientific research in business fields and educate the public about business and the role business plays in the community. To this end, the fraternity engages 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.



# 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 the following papers in peer-reviewed journals, and one book, with primary focus on issues related to responsible management (on ethics and sustainability broadly construed):

(organized alphabetically by author, names of co-authors from other schools in parentheses)

"Managerial Decision-making on Moral Issues and the Effects of Teaching Ethics," *Journal of Business Ethics* 78:1-2 (2008), by Vidya Awasthi

"Integrating a Social Justice Perspective in Economics Education: Creating a Distinctly Catholic Education," *Catholic Education, A Journal of Inquiry and Practice* 13:4 (2010), by Dave Carrithers and Dean Peterson

"The Narrow Application of Rawls in Business Ethics: A Political Conception of Both Stakeholder Theory and the Morality of Markets," *The Journal of Business Ethics* (forthcoming, published online June 30, 2010), by Marc A Cohen

"Sustainability, Collaboration, and Governance: A Harbinger of Institutional Change?" Business and Society Review (2010), by John W. Dienhart and Jessica Ludescher.

"Managerial Moral Principles," *Business Ethics Quarterly* 19:4 (2009), by (E. Soule), (M. Hedahl), and John W. Dienhart

"The Separation Thesis: Perhaps Nine Lives Are Enough," Business Ethics Quarterly 18:3 (2008), by John W. Dienhart

"The Ethical Commitment to Compliance: Building Value-based Cultures," *California Management Review* 50:2 (2008), by John W. Dienhart and (T. Tyler)

"Learning Statistics at the Farmers Market? A Comparison of Academic Service Learning and Case Studies in an Introductory Business Statistic Course," *Journal of Statistics Education*, forthcoming (November 2011), by Bridget Hiedemann and Stacey Jones



"Dynamic Social Norms and the Transformation of Women's Higher Education, 1965-1975," Social Science History Journal 33:3 (2009), by Stacey Jones

"Opening Pandora's Box: Corporate Social Responsibility Exposed," *The Independent Review: A Journal of Political Economy* 15:1 (2010), by Jessica C. Ludescher and Rubina Mahsud

"On Supply Chains and Reputation Risk: Tracking Changes in Supplier Codes of Conduct," International Journal of Procurement Management (forthcoming), by Gregory M. Magnan, Talia Alcantar (MBA student), Kenneth Henshaw (MBA student), (S.E. Fawcett)

"Leading the Way to a Better Tomorrow: Best Practices for Creative Collaboration by Cross-Sector Partnerships," *Journal of Law and Social Change* (forthcoming), by Gail Lasprogata and (M. Cotten)

"Tastes Great or More Fulfilling': The Effect of Brand Reputation on Consumer Social Responsibility Advertising for Fair Trade Coffee," *Corporate Reputation Review*, 12:2 (2009), by Carl Obermiller, Chauncey Burke, Gareth Green, and Erin Talbott

"Economic and Social Characteristics of Albanian Immigrant Entrepreneurs in Greece," *Journal of Developmental Entrepreneurship*, 14:2 (2009), by Meenakshi Rishi and (D. Halkas et al.).

"Global Financial "Fixes: A Political Economy Perspective," the *India Economy Review* 5 (2008), by Meenakshi Rishi (with K. Burruss)

"Female Immigrant Entrepreneurship in India," in Female Immigrant Entrepreneurs: The Economic and Social Impact of a Global Phenomenon, Halkias, Daphne, Thurman, Paul, Harkiolakis, Nicholas, Hwang, Rebecca, Okpara, John and Smith, Celina. (Eds.) (Gower Publishing Limited, Hampshire, UK, 2011), by Meenakshi Rishi

Socially Responsible Investment in a Global Environment (Edward Elgar Publishing Limited, U.K., 2010), by (Hung-Gay Fung), (Sheryl A. Law), and Jot Yau

"Business Ethics Research: A Global Perspective," *Journal of Business Ethics*, 95:1 (August 2010), by (K.C. Chan), (H.-G. Fung), and Jot Yau

#### **Faculty presentations:**

"Sustainability Reporting of US Listed Chinese Companies," V. Awasthi and (C.W. Chen), The 2nd International Conference on Business and Sustainability (October 2008)

"Assessment, Aims and Methods in Business Ethics Education: Preliminary Data on Cultivating Cooperation," M. Cohen, The Society for Business Ethics Annual Meeting (August 2010)

"Business Ethics Is About Connection, Not Prevention," J. Dienhart, Colleagues in Jesuit Business Education Meeting (July 2010)



"Sustainable Development in the Amazon: The Need for Complicit, Collective, Shared, and Universal Responsibility," J. Ludescher, 4th CORE Conference: The Potential of CSR to support the integration of core EU strategies (international conference organized International Center for Corporate Social Responsibility at the University of Nottingham, and others, Germany, June 2009)

"Environmental Management/Sustainability at Seattle University," J. Phillips, The International Association of Jesuit Business Schools Meeting (Summer, 2010)

"Students' Perception of Ethical Behavior--a comparison of attitudes towards entrepreneurs and traditional business managers," L. Simpson, (J. Batchelor), (M. Harris) and (S. Gibson), The United States Association for Small Business and Entrepreneurship Meeting (January 2010)



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

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' involvement in the broader community is expressed in a number of programs.

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

Albers sponsors two programs for high school juniors and seniors; the programs are intended to introduce the students to the basics of business, introduce them to college life, and talk with them about the option of applying to Albers. The Summer Business Institute is a program for high school juniors from underrepresented minorities (defined as Hispanic, African American, and Native American Indian). For the past eight 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. In addition, during winter quarter, Albers partners with the Seattle Public Schools through their career academies, including the Academy of Finance, to offer students an introduction to business. High school juniors and seniors come to campus once a week to learn the basics of business, including finance, marketing, entrepreneurship, ethics, economics, and management. As with the Summer Business Institute, the courses are taught by Albers professors.

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) and Washington CASH (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 speakers addressed social and environmental responsibilities in the context of business, including: Jeff Raikes, CEO of the Bill and Melinda Gates Foundation, who spoke as part of the Albers Executive Speakers Series, and Rosabeth Moss Kanter, who spoke about her research on vanguard companies and corporate social responsibility as part of a Genevieve Albers Forum. Albers courses had 535 outside speakers over the two academic years represented in this report.

In Spring Quarter 2009 Albers hosted a conference on sustainability and business, "Working Collaboratively for Sustainability: Learning from Failure and Success," organized by John W. Dienhart, the Boeing/Frank Shrontz Chair of Business Ethics at Albers. The conference focused on cross-sector collaboration (business, government, and NGO) in addressing sustainability. It featured over 50 speakers from the United States, the United Kingdom, Canada, Central and South America, and was attended by approximately 300 students, faculty, and members of the local business community. Several papers from the conference will be published in *Business and Society Review*, with an introductory essay, "Sustainability, Collaboration, and Governance A Harbinger of Institutional Change?" by John Dienhart and Jessica Ludescher. They argue that pressures for sustainable solutions require the three main social sectors--government, business, and CSO's (civil society organizations)--to work together, and this will require the development of new governance mechanisms.

#### Albers' faculty and staff are active in the broader community.

John W. Dienhart serves as Director of the Northwest Ethics Network, an independent group of ethics and compliance officers from the Seattle and Puget Sound area. The group meets quarterly to discuss how values and compliance intersect to create healthy governance and employment cultures. Members include: Microsoft, Starbucks, Weyerhaeuser, the City of Seattle, King County, Swedish Hospital, Regence Health Care.

Gareth Green served as President of the Board of Directors of the Washington Water Trust, an environmental non-profit with goal of restoring instream flow for critical salmon habitat and recreation (through September, 2009).

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

During 2008 and 2009, Seattle University laid the groundwork for 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. During 2008-2009 and 2009-2010 the university prepared for this initiative by researching strategies for change and by building relationships with community partners. Along with engaging local low-income youth, the initiative aims to include educational opportunities for Seattle University students and professional development opportunities for faculty and staff.

The University's Center for the Study of Justice in Society is directed by an Albers faculty member, Gail Lasprogata. The Center sponsors yearly research seminars that foster interdisciplinary and collaborative faculty scholarship on select justice issues; provides writing workshops where faculty learn practical tools for structuring research and writing activity; hosts informal gatherings over meals for faculty to share their ideas, frustrations, and concerns as they engage in scholarly work; and presents short educational conferences on specific types of justice scholarship, such as community-based research. The During the 2009-2010 academic year, the Center sponsored a seminar on Transforming Business: Enterprise Solutions to Poverty, directed by Meenakshi Rishi of the Department of Economics, Albers School. Meenakshi Rishi and Albers faculty-member Bridget Hiedemann are on the Center's Board of Directors.

Sarah Bee, Senior Lecturer, Accounting Department, went to Malawi (Africa) with two students to set up business training for small businesses. To create a sustainable program, they trained Malawian college students to deliver the training. The Malawian college students will collaborate with Seattle University accounting students to provide solutions to business problems. (Summer 2010)

Seattle University President Fr. Stephen Sundborg was an early signatory of the American 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 programs, (c) increase sustainable practices in university operations, and d) share knowledge with others. These goals easily map to all six of the PRME principals. The committee established to oversee the University's execution of the plan will involve faculty from all of the schools on campus, including Albers, as well as local business leaders in sustainability and community members. The University's report committee was cochaired by a faculty member from Albers.

Human Resources and the Center for Service and Community Engagement placed 89 faculty and staff, 10 from Albers, in various neighborhood organizations to give back to the community. Projects addressed community needs such as environmental restoration, homelessness, social services, and more. Following the service projects, volunteer opportunities were showcased as staff was encouraged to take advantage of the new Community Service Leave Benefit that the university offers (Fall 2010).



This report was written/complied by a committee.

Readers should feel free to contact any of the committee members, or Dean Joseph Philips, for more information.

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