



THE PETER J. TOBIN  
COLLEGE OF BUSINESS



## UN PRME - SIP REPORT DECEMBER 2012



**PRME**

This is our **Sharing Information on Progress (SIP)**  
Report on the Implementation of the **Principles for  
Responsible Management Education**

## PRME at St. John's University

The Peter J. Tobin College of Business (TCB) at St. John's University is proud to submit our first SIP report to the UN PRME Secretariat. As a business school with approximately 3,000 graduate and undergraduate students enrolled in a broad array of academic business disciplines, we are ever-mindful of our responsibility to provide an education that instills in our graduates a sense of personal ethics, a strong moral compass, and an acute awareness of the impact of converting their knowledge and skills into action in a global society. Our University's vision statement includes our commitment to the notion that *"...our graduates will excel in the competencies and values required for leadership and service in a rapidly evolving global community. As a Catholic and Vincentian university, we will be known worldwide for addressing issues of poverty and social justice."* At TCB, we reflect that vision in our mission statement, which reads: *"Our mission is to develop men and women of character able to lead the way in today's global economy. Prepared with state-of-the art problem-solving skills and an international perspective, our graduates will be known for ethical leadership benefiting all stakeholders."* With this mission guiding our strategic direction, we constantly strive to maintain and improve the delivery of our curricular and co-curricular programs so as to develop competencies in our students that complement traditional business precepts with active civil engagement and intercultural experiences directly in line with the six PRME Principles.

Our University, with 16,000 students and located in the most diverse county in the United

States, is ranked third in the country in ethnic diversity according to a *U.S. News Education* report this year. This attribute, coupled with the fact that we are a private, Catholic University, creates a very distinctive and fertile atmosphere for learning. Students from over 100 countries converge on our New York City and Rome, Italy, campuses already equipped and motivated through their secondary school and, in the case of graduate students, undergraduate preparation to purposefully engage in academic activities that address issues of social injustice and poverty. These students are drawn to St. John's and TCB and are eager to become part of the fabric of a university and a college that embrace and celebrate diverse paths to achieving one overarching goal --- that of developing leaders who will effectively steer the vehicles of economic growth and development in a positive social direction.

Here at TCB, we offer many paths to academic success for our students, cutting through some complex landscapes fraught with ethical challenges that summon students to apply creative problem-solving skills. Some of these paths are described in this report; they include a student-managed microloan program (GLOBE) that provides loans to budding entrepreneurs in developing countries, a volunteer income tax assistance (VITA) program for the underserved in a local Queens County community, and a new course offering in sustainability. Moreover, we have installed systems of assessment that assure our students are, indeed, learning about the ethical components of business in their core courses.

Our faculty who offer instruction and mentoring for students enrolled in these programs and courses boast credentials in research and teaching that similarly reflect the mission of our college. In this report, you will read about the research interests of our talented faculty members that are well-aligned with the PRME Principles, and in impressive numbers. We are confident that with heightened awareness of our UN PRME signatory status at our institution, an increasing number of TCB faculty members will collaborate on research related directly to the values embodied in the PRME principles. Our recent launch of the *Center for Global Business Stewardship* will serve as an important conduit for producing and disseminating this research so that its reach is broader in scope, and its impact on business and policy making more profound.

It is clear to us that our most effective approach to responsible management education must be interdisciplinary and innovative. We are strongly committed to these goals. Along with the other Deans at the University, we encourage cooperation among faculties of the six colleges to create academic programs that invite and integrate the application of a wide

range of skills to address the complex organizational challenges of a modern global society. We do so with the intention of enhancing our students' interaction as well as the research and grant-writing collaborations amongst the various faculties. The result is one of a progressively more innovative curriculum and research agenda that incorporate business, legal, psychological, statistical, forensic and anthropological perspectives among others.

The steps we have taken in the last two years of our PRME membership are exciting and reinforce our long-standing tradition of a value-based education. The resources of the UN PRME have helped us in consciously expanding our methods of responsible management research and teaching and we look forward with great anticipation to the promise that these efforts will yield in the next two years.

Sincerely,



Victoria Shoaf  
Dean



## The Principles of Responsible Management Education

**Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

**Principle 2 | Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

**Principle 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

**Principle 4 | Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

**Principle 5 | Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

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

**Catholic. Vincentian. Metropolitan.**



## 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.*

We endeavor to infuse our curriculum with value-based learning, engaging students at every turn to acknowledge and assume the responsibility that business managers have to positively impact society in a sustainable way and to be inclusive of all stakeholder perspectives in decision-making. At the same time, we encourage our faculty members to adopt pedagogical principles and to disseminate knowledge in the classroom and beyond that support academic integrity, ethical business practice and corporate social responsibility. The avenues we have constructed to help students develop the capabilities that will allow them to be “future generators of sustainable value of business and society at large” are described in this section.

### **VITA (Volunteer Income Tax Assistance)**

Beginning in the Spring of 2009 and continuing today, students in TCB participate in VITA and volunteer as tax preparers for the underserved in two local New York City communities during the tax season. Nearly 100 accounting and tax

students each year have provided aid to literally thousands of lower-income New Yorkers in Queens and Brooklyn by completing Federal and New York State income tax returns generating nearly \$3 million in refunds in one year alone. To date the TCB student volunteers in the VITA program have served 4,163 clients while processing \$7.3 million in income tax refunds. Students started their work in this program out of St. John’s University’s Bread & Life facility in Brooklyn, and were featured on a special ABC Eyewitness News broadcast during the program’s inaugural season.

This academic community service project provides an experiential learning opportunity for, to date, 291 students while having a significant positive impact on the lives of people in need of these services. This coming year, the program is opening up the opportunity to all TCB students to serve those living in poverty in our community with income tax filing assistance. Students, including the newly initiated non-accounting and tax majors receive



special training from the FoodBank for New York City who partner with the TCB Department of Accounting and Taxation to deliver the Internal Revenue Service VITA program in Bedford-Stuyvesant, Brooklyn and Jackson Heights, Queens. All undergraduate and graduate students who were involved in VITA were honored by NY1, a local NY TV station, as “People of the Week” for their outstanding service in the community.

### **Business Plan Competition for Social Business**

Each year, the *James and Eileen Christmas Business Plan Competition* is hosted by TCB along with Alumni Relations to encourage and reward student entrepreneurship. With corporate ethical lapses leading to workforce downsizing, threatening the livelihoods of those working in that sphere, entrepreneurship contributes significantly to a sustainable global economy and simultaneously builds solid leadership skills. In the Spring of 2012, the competition’s third year, a record number of business plans were submitted for consideration that focused on a wide range of proposed businesses from nonprofit loan programs to healthy restaurants and even eco-friendly wine bottles. Six plans were selected as finalists, and these students presented their ideas in front of a panel of alumni judges to compete for cash awards intended to be used to launch the students’ businesses.

Given the increased number of plans that featured social businesses or ideas centered on businesses with a social responsibility agenda, the competition has introduced a new award category to honor the best *Social Business Plan*. With finalists paired with special mentors, who in turn help them put the finishing touches on their business plans, those students proposing a

social business will have a head start in developing businesses that add value to society. Through this exercise, students learn how they can earn a living while making an improvement in the lives of others and in the sustainability of our globe.



### **Not-for-Profit (NFP) Management in the Undergraduate Core**

Last year, TCB introduced a new form of student engagement in the undergraduate core that is geared very specifically at amplifying student skills in tackling problems facing not-for-profit managers. By focusing their work on the NFP sector, we conscientiously combine students’ core business training with our value-based educational mission. Students in the introductory business management core class, required of all TCB students, faculty members from each section of the course have student teams collaborate on solving a real world problem facing a local NFP, and presenting their ideas to the NFP management team at the close of the semester in a public forum. We repeat this exercise in their required capstone course at the end of their undergraduate career, so that students can demonstrate to themselves

and others the growth and development in their thinking, creativity and approaches that the TCB education has facilitated. The outcome for students, faculty and our NFP clients of this consulting opportunity is positive all around, and our local NFP community is enormously grateful for contributions of student talent to the resolution of seemingly intractable problems. In fact, one such organization – New Ground – is expressing its gratitude for the work performed by students in the introductory and capstone courses by honoring TCB at its gala dinner this month of December, 2012. New Ground is an organization that works to solve the problem of homelessness and to prevent it in the future by identifying and responding to those families at risk through intensive case management programs that provide educational, technical, and emotional support.

### **Core MBA course Featuring Business Ethics**

At the graduate level, all MBA students are required to take a management course in the graduate core entitled “Organizational Behavior and Business Ethics” that is not permitted to be waived by any previous course work. The primary reason for making this a required course is that its focus on business ethics dilemmas and cases serves as the groundwork for all the business courses that follow, whatever concentration is elected by the student. Our consideration of the ethics component as indispensable in our graduate curriculum is testimony to our unwavering commitment to educating students to be morally upright leaders of business.



## 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.*

The importance of instilling the social responsibility values attached to the UN PRME and Global Compact initiatives is ever-present in our planning and delivery of curricula at TCB. As described under Principle 1, several programs at TCB have been developed to ensure that students have the tools needed to guide our society and their businesses in a manner that is ethical, socially responsible, and creates sustainable value. All the programs we described in that section also respond to Principle 2, in that they incorporate ethical values and models of education that focus on a sustainable economy. In this section, we choose to highlight those programs that do incorporate CSR principles, but on a more global scale. As is the case with business, defining and implementing CSR can be a challenge. Definitions vary and schemes of delivery are differentially effective. Nonetheless, we seek to be interdisciplinary and innovative, as our Dean explains in her introductory letter, and that helps to guide our efforts and articulate desired outcomes.

### **GLOBE (Global Loan Opportunities for Budding Entrepreneurs)**

GLOBE is an undergraduate 3-credit course in social entrepreneurship developed and housed in the Tobin College of Business at St. John's University and designed to provide students with the opportunity to manage an

entrepreneurial global microloan business. This social business offers microloans, sourced through donations, to entrepreneurs in developing countries, providing them with a "dignified route out of poverty" in the words of microfinance expert and Nobel Peace Prize winner, Dr. Muhammad Yunus. Working with field partners, the Vincentian Daughters of Charity, students work in task teams to identify loan candidates, vet loan applications, market and promote the program, create web-based documentation and social media sites, track loans, assess portfolio risk, and recommend new strategies to a governing Board of Directors. GLOBE has a strong web-presence ([www.stjohns.edu/globe](http://www.stjohns.edu/globe)) and students have leveraged social media to advance the program's goals, visibility and reach.



The course runs every semester and has graduated 165 GLOBE student managers as of the Fall of 2012. GLOBE managers are mostly business students coming from a variety of business disciplines; however students from other colleges who meet the eligibility criteria are invited to apply. In our endeavor to create a truly interdisciplinary course where students learn from each other as well as from the professor and the field, we welcome the



expertise that students majoring in journalism, psychology, government and politics, mathematics and modern languages bring to the table. While learning how to be social entrepreneurs, the students also assist entrepreneurial talent around the globe, offering business plan advice and financial literacy training. Students, in describing their mission as part of GLOBE, say: *“We are committed to building a global community (starting here at St. John’s) that is going to contribute to the goal of eradicating poverty within our lifetime.”*

GLOBE was launched in the Spring of 2009, and continues to grow. Inspired by Kiva’s web-based microlending program as well as the work of Dr. Muhammad Yunus’ Grameen Bank in Bangladesh, the program now has made 38 loans benefitting 65 borrowers (two of the loans are group loans) in four countries on two continents. This hands-on academic experience challenges some of the traditional views of the interface between business and society. In developing a social business,

students apply their myriad talents to running a small enterprise with goals that are not predominantly focused on profits – a very new concept for many of our business students.

GLOBE is truly a full University undertaking. Assistance in institutionalizing the program and its values emanate from offices of Institutional Advancement, the Vincentian Center for Church and Society, the Treasurer, Marketing and Communications, and legal staff. We plowed through all the logistics of setting up the program, wiring funds to the field, creating a web site, and developing a donation page. We proceeded to fund raise so that we would have enough seed money to get the program successfully started and it is now one of the college’s premier programs involving several faculty guest speakers, deans, advisors, students, alumni and staff, not to mention the Vincentian Daughters of Charity all around the world. Muhammad Yunus visited our campus during the program’s inaugural semester, much to the delight of the founding GLOBE managers.



GLOBE recently received the Innovation in Entrepreneurship Pedagogy Award at the 2012 Academy of Management annual meeting from the Entrepreneurship Division and McGraw Hill signaling the interest of scholars worldwide in this initiative and the value that they place on this type of learning. Moreover, the program was featured on the UN PRME Working Group on Poverty's blog, "PRMETIME".

GLOBE's capacity to provide students with special knowledge and experience that transform their worldview and enable them to become "future generators of sustainable value for business and society" is difficult to measure, but clearly witnessed. No longer can they believe in the futility of one person's efforts. Their every action makes a difference, and the impact from what occurs in a classroom here in Queens is felt on the other side of the world. Already, students have done important work in adjusting the program to better meet borrower's needs who live in wretched conditions, and in developing new ways to communicate and fundraise.

While successes in the program are many and highly gratifying, the reality of working with poverty inevitably presents challenges, all of which compel students to grapple with the complexities of monumental and real world dilemmas through the creation of innovative, path-breaking solutions. In GLOBE, students learn that compromise, patience and operating with integrity – always keeping in mind the program's larger goals – yields the small wins needed to make the program a reality and sustain it. In terms of the field, we have had some heartbreaking stories of default – such as the woman in Kenya who unbeknownst to us or the Daughter there suffers from alcoholism, and after she took out her loan and made a few

payments, she fell back into drinking and has been unable to keep up her business. This has taught us the importance of understanding the challenges our potential borrowers may face physically and psychologically as well as financially before burdening them with a loan, and the value of peripheral social programs such as sobriety programs to help borrowers be successful.

### **GLOBE Student Fellows Program**

Related to the GLOBE initiative described above, we have developed a Student Fellows Program in 2011 that would allow two GLOBE students to receive a fellowship and travel to a place in the world where either GLOBE or some other microfinance institution (MFI) operates, in order to glimpse the face of poverty first-hand and how a social business model can work to help alleviate poverty's grip on borrowers' lives. A trip to Vietnam launched the program, and this year (Spring 2013) we are planning a trip to Nicaragua.

### **Global Destination Courses (GDCs)**

In 2010, TCB launched a new international travel study program called the "*Global Destination Course (GDC) Program*". GDCs provide an opportunity to our students to accrue the academic benefits of international travel on a shorter-term basis than offered through semester-long study abroad programs. Given that our institution caters to first-generation college students, a large majority of whom are Pell-eligible (a US Federal government aid program for university students), we are sensitive to the fact that many students must work while enrolled in our academic programs in order to supplement their income with enough funds to pay for college fees and tuition. At the same time, we

are fully persuaded that first-hand cross-cultural experiences add significantly to the global education we want our students to enjoy, and this program was devised with that objective in mind.

GDCs are constructed to be delivered partly in a distance-learning format, so that students from all our campuses (Queens, Manhattan, Staten Island and Rome) may all participate. The lectures, readings and assignments that occur in this format prior to the travel component of the course prepare the students for what they will experience in the field. The destination for travel corresponds to the academic content of the course. For example, this semester, students studying transactions in emerging markets for an international business course will then travel with their professor during the winter break to Peru to visit executives at businesses and NGOs who will explain how the theoretical knowledge they have obtained works on the ground. We work diligently with third party providers as well as faculty and alumni contacts in the destination country to offer a meaningful academic experience to the students that meets their budget constraints. The learning in this program is profound, and student testimonials have lent momentum to the program's enrollment numbers. This year, we grew the number of GDCs from three to five, and expect to continue to grow the program each year to accommodate increasing student demand.

*"The trip to Chile has been one of the best experiences so far in my life. The companies that were chosen were done in such a way that we got to understand how Chilean business works."*

- Sastharam Ravendran  
January 2012

### **New Microinsurance Course**

A new graduate course in microinsurance has been introduced at TCB in its School of Risk Management, housed at our Manhattan campus. One of the few courses of its kind, this course complements the GLOBE program course at the undergraduate level, which also attracts a few risk management majors each year. According to the course syllabus, the learning objective of this course is help students understand the role of insurance in society, both as a catalyst for economic development and as a force of private regulation. Through the learning that occurs in this course, students will be able to articulate the economic and societal forces driving the supply and demand for microinsurance, and will become familiar with the current and evolving microinsurance products, services, delivery and practices that operate to improve the lives of impoverished communities around the world. The course takes a close look at how microinsurance is crafted to meet the special needs of women and children, and examines the role of international donors and global capital markets as well as that of local/regional institutions and partners. Governance, public-private partnerships and community involvement are included in the course topics. This course very clearly corresponds to the principles of UN PRME and also to those of the UN Global Compact, particularly those principles addressing Human Rights, and the right to life and security. Microinsurance is one tool in the arsenal of efforts to eradicate poverty, secure the livelihood of farmers and impoverished workers, and permit everyone in society to contribute to the economy in a sustained and dignified manner.

### **New International Management (IM) Program**

An exciting new International Management program has been approved by the College and is being prepared to submit to the State Department of Education. Expected rollout for the program is in Fall of 2013. The program is both innovative and interdisciplinary, offering interested students opportunities to combine their international business studies with learning about language and culture in the University's college of liberal arts (St. John's College). Students would be asked to select a region of the world on which to focus their studies and to build expertise, and would then carve out a program to include business, language, history and culture courses pertaining to that region. The program further anticipates that students enrolled in the program will be invited to participate in international internships to advance their acquired global skill set and to engage in at least one study abroad opportunity (either short-term such as the GDCs described above or longer-term semester programs) that would also typically incorporate an academic service-learning component. Students graduating from this program are expected to have attained a level of written and oral proficiency in a chosen language, a strong familiarity with the culture norms of a selected region of the world, customized business aptitude that meets the needs of various global communities, and an understanding of how to deal with the increasingly complex situations in international business ethics and corporate social responsibility that emerge from operating outside of one's domestic business environment.

### **Social Entrepreneurship in Ghana**

As a direct outgrowth of the GLOBE program described earlier, St. John's Law School expressed an interest in devising a course to be offered in conjunction with TCB that would engage law school students and graduate business school students in a common classroom and travel experience to learn about social entrepreneurship as practiced by not-for-profit Microfinance Institutions. This innovative and interdisciplinary course, to be team taught by a law school and a business school professor, will engage students in readings, lectures, debates and simulations that will lend them the foundational skills needed to work and negotiate with MFIs and borrowers in developing economies. By combining students from the two schools, students will be able to share information and cross-pollinate skills. As part of the course, a live case study will be presented of a Catholic, NFP bank in rural Ghana that has a fledgling microlending program for area farmers. Students will familiarize themselves with the microlending model used by the bank, and inform themselves about the specific challenges posed to the bank and its borrowers within the Ghana context. Three weeks of intensive course work during a Summer session will be followed by a faculty-led visit to Ghana to put into practice the learning that occurs in NY. Students will meet with bank branch managers, farmers and other community stakeholders to test their assumptions about poverty and poverty alleviation and to witness first-hand the power of microfinance to make a difference in the lives of local residents. This course is slated for Summer 2013 and contingent on approval by the schools' respective Faculty Councils.

## Principle 3 - Method

*We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.*

The educational infrastructure and value chain that undergird our programs, courses, and global initiatives represent opportunities to facilitate the delivery of academic content around the PRME principles, provide access for all students to “live” the principles in the course of their academic work at the College, and assure related learning such that our graduates emerge with responsible leadership capabilities. With outreach to students of diverse backgrounds even before they arrive at our institution through the COAP Initiative and the Ozanam Scholarship Application, and with systems in place to provide academic service-learning opportunities to students enrolled in our program, PRME principles are introduced early on in a student’s tenure at the college and reinforced throughout their academic career at the school. Moreover, we are committed to substantiating that the learning around the PRME principles is taking place, and making adjustments where it is shown to not be taking place, through a rigorous Assurance of Learning Process. These efforts are described in this section.

### **COAP Initiative**

Over the past six years, TCB and the Foundation for Accounting Education of the New York State Society of Certified Public Accountants (NYSSCPA) have partnered to offer an invaluable learning experience to minority high school juniors in the Queens area through their Career Opportunities in the Accounting Profession (COAP) program. This partnership

sets up an educational framework for students who otherwise may not have exposure to this level of training before they even enter the St. John’s community or other college of their choosing, building leadership skills early on in our feeder network.

The director of the program, Mark Ulrich, CPA, who is the chair of the COAP St. John's Advisory Board and president of the Queens/Brooklyn Chapter of the NYSSCPA, views the program as a great success. He attests that: “Through COAP, students get an edge in learning about the tremendous opportunity in the accounting profession, succeeding in college and developing their soft skills. We now have an alumni base of over 150 students, many of which are already working at big firms or are studying accounting at major universities.”

### **Academic Service-Learning (AS-L)**

Academic service-learning at St. John’s University is a classroom/experiential site-based program that involves students in some form of required community service that benefits the common (public) good and uses service as a means of understanding course concepts

([www.stjohns.edu/faith/visa2/learning](http://www.stjohns.edu/faith/visa2/learning)).

The service activity chosen by the faculty member, from an array of options offered by the University’s Office of AS-L, meets course objectives and invites student reflection on issues pertaining to social justice and civic

responsibility that emanate from the experience. Areas of service may include homelessness and hunger, healthcare, education and youth services, or other forms of civic engagement. In order to qualify as an AS-L activity, the following five criteria must be met:

1. Academic service-learning must be part of an academic course, with a designated number of service hours and specific learning objectives
2. It must serve a real and existing need identified by the community agency
3. It must be for course credit only, that is, there is no financial reward for service
4. There must be a reciprocal relationship – service reinforces learning and learning strengthens service – with identifiable benefits for both university students and the community site
5. Academic service-learning must have a reflective component



At TCB, faculty members work closely with the office of AS-L to design activities with lasting impact for the community in need, which also fully utilize the specialized skills of business students. In the past year alone, 27 TCB faculty members from four different departments incorporated service learning in their academic

course preparation. This represents 29% of our full-time faculty who have been engaged in AS-L in 2012, an increase of 23% faculty engagement over last year (2011), and an increase in participation of 93% of our faculty since 2009.



#### **Ozanam Scholars Program**

The University, in an effort to establish itself as a distinctive leader in responsible global education, installed a scholarship program in 2007 to recruit qualified high school applicants who are committed to becoming outstanding citizens through a lifelong dedication to helping the poor and doing pro bono work, whatever their chosen profession upon graduation. Named after Frédéric Ozanam -- a French scholar who founded the Society of St. Vincent de Paul to serve the needy in 19<sup>th</sup> century Paris – the scholarship of up to \$10,000 annually requires selected students to engage in local and global community service and in related research and field study activities during their four years of undergraduate education. The Ozanam Scholarship program guides its selection of incoming freshmen students on the basis of their performance of creative and meaningful service during their secondary school education. Rooted in the themes of Scholarly Research, Vincentian Service and Global Citizenship, students are mentored by

faculty and community leaders, and must maintain a high GPA to secure their seat in the program. Their service is designed to have a positive social impact on the communities where they operate. As one business management major with a social justice minor attests, “As an Ozanam Scholar, I support the local community, as well as contribute to communities across the globe. My experience has allowed me to lend a hand in making a difference in the world” (from the Ozanam Scholars Brochure published by the University).



Tobin students are active in the Ozanam Scholars Program, which is open to students of all majors. Of the currently enrolled class of 81 Ozanam scholars from the 5 undergraduate colleges at the University, 7 are TCB students, hailing from three departments: Risk and Insurance, Accounting and Management. In addition, many of the 42 Ozanam scholars enrolled in the College of Professional Studies take classes at TCB and have minors in business.

### Assurance of Learning (AOL)

While the opportunities we highlight in this report are many and varied, we deem it critical to our success and integrity as an institution of higher education to be able to assure that the learning we profess to be happening is, indeed, occurring. To do this we have installed an elaborate Assurance of Learning system that tracks key learning objectives, measurements of that learning, and action plans that are developed to handle those cases where our measure might indicate unmet objectives. We use a system called “*Weave On-line*” to input the data we collect, and each department works assiduously to adjust programs and courses that are not delivering on their stated objectives, with the result being a higher quality education experience for all of our students in all of our programs at all of our campuses.

Important to the commitment we make in the form of PRME’s Principle #3, this AOL process and evolving AOL culture in our school attends to, among other learning objectives, objectives addressing learning about leadership, global awareness and ethics. These assessments are delivered in a number of different courses throughout the curriculum in a manner that is inclusive of every business student in the college. Our process for assessment is exemplary and in its implementation, we are dedicated to “closing the loop” on learning in a manner that benefits the students and improves our instruction. It is an evolutionary process and we continue to learn as we delve deeper into quality assurance of learning models in curricular and instructional development.

## 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.*

In line with the overall mission of our University, the Peter J. Tobin College of Business encourages its faculty to pursue research in organizational issues related to ethical business practice, corporate social responsibility, social justice and poverty. Faculty undertake research not only to enhance discipline-based scholarship but also with a goal of informing their teaching. This in turn helps to enable students to become more informed about ways to positively impact society in a sustainable way and to be inclusive of all stakeholder perspectives in decision-making. There are a number of different research activities related to PRME objectives that the University undertakes that are either directly driven by the College of Business or have substantial business faculty involvement. These include the Annual Business Ethics Conference, Vincentian Fellows and the Vincentian Center for Church and Society (VCCS), the biennial poverty conference and other activities outlined in other sections of this report such as the Center for Global Business Stewardship or Scholars for Global Solidarity.

### Faculty Research

Faculty research consistently deals with issues related to PRME objectives such as ethics, corporate social responsibility, good governance, and sustainable business. In the time frame from 2008 to 2012, twenty percent of the journal articles produced by the faculty

related to PRME topics and roughly one third of the faculty were consistently producing research that helped to support PRME. Most importantly, related research was conducted in all disciplines of the College of Business including: accounting, economics, finance, management, marketing, risk management and decision sciences.

### Vincentian Conference

Every year, St. John's University co-sponsors a conference in business ethics. This conference is run jointly by three Vincentian universities: St. John's University, DePaul University and Niagara University. The conference brings together ethics researchers from around the world and from different disciplines to examine topical concerns over the responsible management of business organizations. In Fall 2011, St. John's hosted the conference at its Manhattan campus with the theme of "Sustainability: the Legacy of Business Ethics". 170 participants participated from 31 countries including scholars from Kyungsoong University (Korea); Nam-gu Busan (Korea); Fundacao Vargas-EAESP (Brazil); Universite de Lausanne, Quartier Dorigny (Switzerland); Sup de Co Amiens Institute (France); University of Gloucestershire (United Kingdom); Istanbul University (Istanbul); Swinburne University of Technology (Australia); and the Norwegian Business School (Norway). The 20<sup>th</sup> Annual



International Business Ethics Conference will be held at DePaul University in October 2013.

### **Vincentian Center for Church and Society**

The VCCS was established to fulfill three key objectives: to promote the life and teachings of St. Vincent de Paul, to connect the University with the Church and to conduct and disseminate research on poverty, social justice and religion & science. The Center supports research that embodies the spirit of compassion and service exemplified by St. Vincent de Paul and seeks to build public discourse on poverty and social justice with an aim of contributing to public policy initiatives.

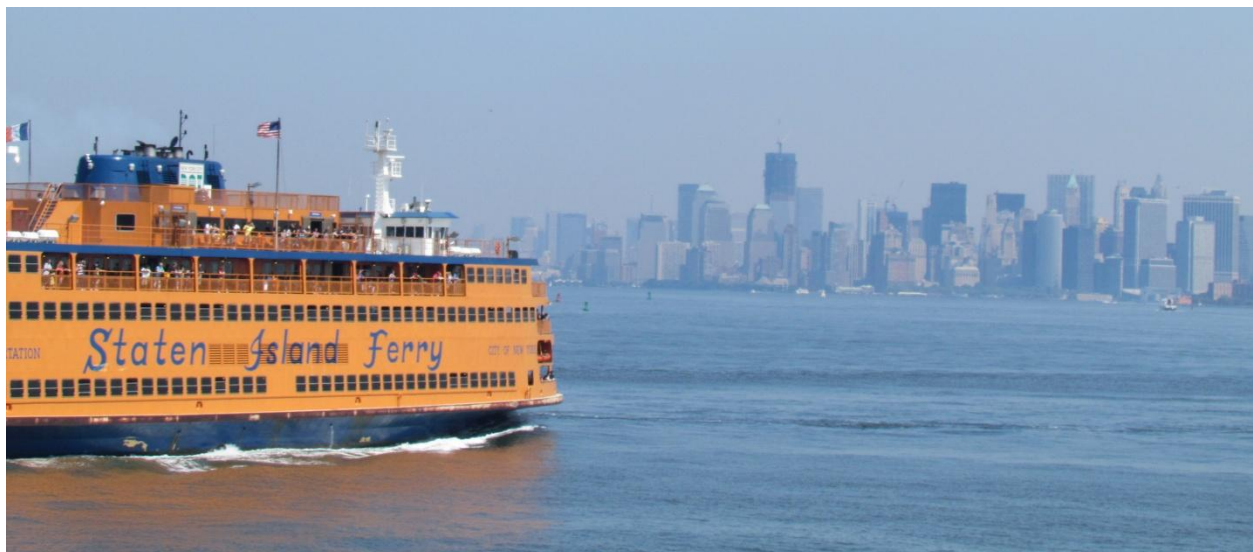
### **Vincentian Fellows**

The VCCS created the Vincentian Research Fellows' Program in 2000 to develop interdisciplinary research that supports the social justice orientation of St. John's University. The program has developed and now consists of 66 research fellows, 9 of which are in the Peter J. Tobin College of Business. To be named a Center fellow, professors must demonstrate

effective teaching and scholarly research and must be recommended by the Dean of their Faculty. Vincentian Fellows meet on a regular basis to discuss issues related to poverty and social injustice and to share perspectives from a broad range of disciplines.

### **Vincentian Biennial Poverty Conference**

In keeping with the Vincentian tradition of helping the poor and marginalized in society, the VCCS conducts a biennial Poverty Conference focused on contemporary issues of poverty and development. Past conferences (7 in total) have dealt with intergenerational justice, extreme wealth and poverty, poverty and the common good and the moral dimensions of poverty. The conferences bring together the Vincent Chair for Social Justice, academics, church leaders, students and the community to develop a conversation surrounding poverty. One of the unique features of the conference is that it urges all participants to take an active role in the eradication of poverty through personal action.



## 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.*

Business education without links to the business community is a hollow enterprise. We are constantly striving to incorporate into the classroom the real challenges that business managers face in meeting their social responsibilities, and to invite our corporate partners to the table to discuss how we might better educate our students to meet those challenges in the future. Our interaction with business organizations occurs at many levels – through academic programs, our newly launched Center for Global Business Stewardship, speaker/lecture series and our talented TCB Board of Advisors. In this section, we highlight these paths of interaction to demonstrate how they enable us to better understand the modern business dilemmas related to the PRME principles.

### **The Center for Global Business Stewardship**

Launched in the Spring of 2012, the TCB *Center for Global Business Stewardship* -- in recognition of the importance of responsible management of the globe's resources -- has at the core of its mission a commitment to promoting rigorous research, sponsoring conferences and symposia, and creating or maintaining global academic programs all focused on business ethics, CSR, sustainability, and innovative social business models. To do so effectively, the Center engages in initiatives for faculty and student development while cultivating global partnerships with schools of business and

organizations (for-profit and not-for-profit) worldwide.

While still in its infancy, the Center leadership has worked to: develop a web presence; build a strong foundation of relevant research; meet with key business leaders who are also alumni of the college for input and advice; and, encourage faculty research and teaching that promotes good global stewardship of the resources under management's control. Center activities will be designed to offer TCB faculty and students the tools they need to become socially responsible and compassionate leaders/stewards in the global business arena, and invite like-minded scholars and professionals to cooperate with us in related research and learning activities.

### **Lectures and Conferences**

Exposing our students and faculty to the best minds in academe and in business is achieved through in-house conferences and lecture series. This year, The School of Risk Management (housed in TCB) held a conference on "Rethinking Regulation and Supervision in Insurance Globally", which was held on our Manhattan campus. Several well-known insurance professionals spoke, including Keynote Speaker David Chavern, Executive Vice President and Chief Operating Officer of the U.S. Chamber of Commerce. Panelists at the conference included top insurance regulators, as well as noted insurance company leaders.

The conference concluded with the Parkinson Lecture, delivered by Jim Wrynn, former Deputy Superintendent of the NYS Department of Financial Services.

A recent lecture sponsored by the Economics and Finance Department featured a visitor from the University of Missouri, Professor David C. Rose, who spoke about a subject reflected in the title of his recent book “The Moral Foundations of Market Behavior”. A frequent contributor to policy debates on radio, television and national newspapers, Dr. Rose focused his talk on why morality is so important to economic prosperity, and examined the dual roles of trust and culture on economic development.

Other speakers have been invited to our campus by individual faculty members. For example, one Marketing Professor offers a speaker series highlighting small entrepreneurial businesses with a strong ethical mandate. Last year through this series, he invited the founders of Voltaic systems – a company that builds solar chargers and has done some very compelling work donating their products to communities in need, including victims of Hurricane Sandy; and more recently, Adirondack Creamery – an all natural ice cream-making business that sources its milk and cream only from local family farms and distributes it locally as well, selling only within 150 miles of the dairy where the ice cream is produced. The company believes in the production value of local food that is healthy and environmentally friendly.

### **The Tobin College of Business Board of Advisors (BoA)**

One way in which we interact with the business community is through our College Board of Advisors. The Dean and Associate Deans meet with the BoA regularly throughout the academic year to work on strategic planning for the college and exchange information relevant to the education of our students for careers in business. These outstanding business leaders share with us the values that look for when hiring college students and what we might do by way of curricular and program development to best prepare our students for professional life. Students are occasionally invited to attend these meetings in order to present some of their work and specific experiences to the Board for feedback.

Board members hail from a variety of industries and both the for-profit and not-for-profit sectors. They include accountants, bankers, human resource managers, entrepreneurs, financial officers, marketing experts and energy executives, and they operate at the highest levels in their respective organizations – for example, President, Senior Vice-President, Vice Chairman, CEO, CFO, COO, Managing Director, Controller and Partner. Their expertise and guidance have allowed us to continuously improve in the delivery of a quality, value-based business education.

### Executive-in-Residence Program (EIRP) Partners

Our Executive-in-Residence Program (EIRP), now in its 35<sup>th</sup> year, is an academic program that challenges student “consultants” to find creative solutions to live business issues facing corporations, small businesses and not-for-profit agencies. Working closely with top-level executives, many of whom are TCB alumni, students are presented with pressing business and organizational problems and are asked to devise recommendations for tackling these issues. These recommendations are presented at the end of the project period of 6-7 weeks’ duration, typically in the organization’s boardroom to a group of interested managers and board members. Undergraduate students are enrolled for two full semesters in the course and work on four projects, while graduate students spend one semester working on two projects. The program is highly selective, inviting students with strong academic track records to apply and interview for a seat in the

class. The program develops students’ capabilities and builds leadership skills. Issues that students have been called upon to address include: increasing employee diversity; recruiting, retaining, and managing a volunteer staff; global growth strategies; new product development; and, re-branding strategies to name a few. Each year, approximately 40 undergraduate and 40-50 graduate students enroll in this program, where interaction with business leaders allows students to develop professionally. Executives typically mentor students in the process on topics that they have found useful to their successful careers, such as the value of ethics in business, and how to manage organizational resources in a responsible way. EIRP’s recent roster of clients includes Goldman Sachs, Ridgewood Savings Bank, Pfizer, TBWA Worldwide, the Developmental Disabilities Institute (DDI), Goodwill Industries and United Cerebral Palsy of Suffolk County.



2012 EIRP Students with TBWA Worldwide, International Advertising Agency on Madison Avenue, NYC

## Principle 6 - Dialogue

*We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.*

Several initiatives, programs and courses described in this report culminate in this sixth PRME principle -- that of "dialogue and debate" on "critical issues related to global social responsibility and sustainability". Our ultimate goal as an institution of higher learning is to provide a forum for the exchange of informed ideas that will result in shaping a better society. Thoughtful discourse is a proven means of fostering understanding among varied constituents, and the constituents of the University are indeed diverse and wide-ranging in purpose and views. As such, it is incumbent on us to promote and encourage faculty and student engagement with business, government, and civil society to ensure that we are in a position to find the best solutions to society's most pressing problems, and that our students are equipped with the tools necessary to make the positive changes needed in the world. In this section, we draw attention to some recent efforts to open the way for vital dialogue directed at these lofty, but fully attainable goals.

### **Scholars in Global Solidarity**

In the Spring of 2012, and as a direct result of years of collaborative work focused on social justice, St. John's University and Catholic Relief Services (CRS) signed a Memorandum of Understanding (MOU) to work on a new joint venture known as the "Scholars in Global Solidarity" program. Our partner, CRS, is the official international humanitarian agency of

the Catholic community in the United States and provides assistance to over 100 million people in need in nearly 100 countries.

This partnership, building upon the assets of both institutions, expects to develop faculty leadership in solving thorny global dilemmas affecting the poor and the vulnerable overseas through the exchange of expertise between the faculty and CRS's technical experts in the field. St. John's (a Vincentian University) is one of three universities to team up with CRS in the "Scholars in Global Solidarity" program – the other two are University of San Francisco (a Jesuit University) and Dayton University (a Marianist University). These institutions were singled out on the basis of their demonstrated commitment to social justice and to infusing their curricula and campus life with content and activities aimed at helping and empowering the world's most vulnerable citizens. The expected outcome is the creation of educational and practical innovations in addressing concerns with poverty, access to clean water, food security, health, and access to education in the world's most impoverished communities.

One part of the MOU summarizes the goal of the program very well, saying: "CRS and St. John's share a common goal with the other Catholic universities: to advance the Catholic values of global solidarity, peace and social justice through scholarship, formation, service and research. The parties shall therefore work

together to fulfill their common goal while affirming their different identities.”

Of the five Scholars named in this newly inaugurated program, two are from the College of Liberal Arts (St. John’s College), one is from the College of Professional Studies, one is a Library Information Specialist, and one is a TCB faculty member from the Economics and Finance Department, Dr. Charles Clark, whose research interests revolve around issues of poverty and income inequality, alternative measure of economic and social well-being, and Catholic social thought and the economy.

Under the auspices of the program, faculty will travel with CRS for site-studies of programs and to meet staff and partners in the field. CRS offers its resources to participating Universities to integrate them into University life, and to encourage student participation and learning related to poverty alleviation and global social

justice so that they will graduate as informed, compassionate and active global citizens.

### U.N. presentations and interaction

Another point of interface between the college and civil society that encourages constant dialogue is our involvement with the United Nations. Faculty members and students alike have participated in several U.N. meetings, side events and conferences and the University was the first to host the Lower Hudson Valley Catholic College and University Consortium’s “UN Global Student Leadership Conference” three years ago at our Manhattan Campus. Hosting this conference, which was entitled **“Living the Millennium Development Goals: Engagement, Employment, Education = Empowerment”** and that featured a TCB faculty member as a panelist, reflects the University’s commitment to preparing students to become solution-driven global leaders in the 21<sup>st</sup> century.

A core group of faculty members in the new Scholars in Global Solidarity program meet at Catholic Relief Service’s headquarters. Photo by Mikaele Sansone/CRS



Our relationship with the U.N. is an institutional one. The Vincentian congregation applied for and received recognition as an NGO with the U.N.'s Department of Public Information (DPI) back in 1998, which has opened the door for easier access to various U.N. meetings and information. Our TCB faculty have been invited and/or presented to the U.N. on topics that include: The Human Dignity of Women in Contemporary Society; Global Economic Ethic – Consequences for Global Businesses; and most recently, a faculty-led student presentation on GLOBE for the 50<sup>th</sup> Session of the U.N. Commission for Social Development focused on the theme of “Poverty Eradication”.

#### **PRME Steering Committee & PRME Working Groups**

One effective way of promoting dialogue and debate among affected stakeholders on issues related to the PRME principles is through participation in PRME's own Working Groups. Upon becoming a signatory to PRME, the first thing we did at the college was to form a PRME Steering Committee with representation from all the disciplines within TCB, to discuss ways in which we are already reflecting the principles in our education systems, research and curriculum, and how we might amplify our integration of the principles in our delivery of education and production of research throughout the college and the University. This core group of faculty members has worked assiduously to make our signatory status and the responsibility it carries evident and transparent to all within the various departments. Slowly, we are beginning to raise awareness and collect data that gives testimony to the work we do that is directly related to PRME.

As a means of deepening our commitment, all Steering Committee members are following or joining PRME Working Groups, in order to connect with like-minded scholars and stakeholders around the world who are engaged in similar activities. Representation from our college thus far reflects our collective interest in working groups on Poverty, Gender Equity, Anti-Corruption and Climate Change. We have been more active in some of these groups than others, and expect to amplify our connections to and involvement with these groups over the course of our next two years with PRME (see “Key Objectives” section).

#### **MFCNY at St John's – 2 symposia/conferences in the past year**

Given our path-breaking work in microfinance and microinsurance at TCB, we view it as valuable to embark in a dialogue with those who are working in this field, whether they represent banks, NGOs or other organizations. As such, the GLOBE director applied for and won a seat on the Board of the Microfinance Club of New York (MFCNY) in 2010 (she has just won a seat for a second two-year term beginning in January 2013). MFCNY has, as its mission “*to be a leading forum for the free exchange of information and ideas about microfinance and to disseminate readily understandable, transparent and succinct information so as to further the microfinance field.*” Participation of our faculty member in MFCNY has given us an insider's view of the field of microfinance, arguably one of the most effective poverty alleviation tools in modern history. With our link to MFCNY, St. John's University-TCB has hosted two MFCNY events on its Manhattan campus that also houses our School of Risk Management. One of those events held in the spring 2011 focused

specifically on microinsurance (“Linking Microfinance with Microinsurance”) and featured, as one of its panelists, the Chair of our Department of Risk Management. The other event hosted by STJ-TCB occurred in the fall of 2011 and organized by our faculty, was entitled “Managing Risk in Microfinance: Lessons Learned from the Field”. As a result of our direct involvement in these programs, TCB students and faculty attended the events of the club in greater numbers, meeting and speaking with important industry players, NGOs and borrowers about the impact of microfinance on the poor and marginalized in developing regions of the world.

#### **Visiting Scholars-in-Residence Program**

As a college interested in a truly global education and one that welcomes a variety of

perspectives on the key issues of the day, we have embarked on an institutionalized program of inviting Visiting Scholars to our New York City campuses to collaborate on research projects with our faculty and to act as guest lecturers to our students about their work and viewpoints. In the past two years, we have put in place a strategic plan for creating a more vibrant Visiting Scholar program, and have been able to invite scholars from Korea, Japan, Greece, Norway and China. Our goal is to diversify the pool of scholars both in terms of their research and their disciplines, as well as to invite visitors that hail from different parts of the world. We look forward to continued growth in this program with expanded involvement of the visitors in the life and work of our school.





## PRME Objectives 2013 - 2014

Continuous improvement toward achievement of the goals embedded in the six (6) PRME Principles remains an important part of our Strategic Planning going forward. For the next two years of our signatory status with PRME, we have outlined a few key objectives that will be central to our activity in this realm. While many of these proposed initiatives cut across several of the Principles, we offer these objectives within the established framework of the Principles for ease of presentation.

**Principle 1 – Purpose:** A key area for focus over the next two years in our work with student leaders will revolve around the themes of sustainability -- both in terms of the role business plays in sustaining the natural environment for future generations, and linked to that, the role business plays in supporting and sustaining economic development globally. The goal would consist of further developing programs and courses that raise student awareness about the importance of “greening” in business, and that promote a deepened understanding of the global implications of egregious environmental neglect. One course in sustainability has been approved at the college level, and we will work to ensure its implementation. We will further engage students in environmental initiatives that are taking place at the University level, so that practice will accompany theoretical instruction.

In terms of sustainable economic development, we have several emerging avenues that might be broadened to deliver on this objective. Through our GDCs that bring students to witness business operations around the world, including emerging economies, we will focus

relevant coursework on responsible and sustainable economic development in these regions. We will also, through our Center resources, begin to investigate relevant cases for classroom instruction that might be identified for faculty interested in bringing these concepts into their course syllabi. Other academic-service learning activities can offer opportunities for students to hone their skills in these areas.

**Principle 2 – Values:** We are proud of the work we have done to incorporate the values of global CSR in our academic activities. We have a flagship program in GLOBE that we continue to improve and enhance, our relatively new GDC program that grows each year, and several other new courses related to this Principle. Our goal in this area for the next two years is to continue to build on the existing platform of activities and curricular enhancements that have defined this success thus far. For GLOBE, we plan to open up loan operations in Central and/or South America in the next two years, as well as to improve communications with existing borrowers, and offer them training and other peripheral services. Goals for GLOBE also include seeking out partners to work with at other institutions of higher learning in an effort to develop replication models of our program, thus creating truly systemic change.

The GDC program continues to grow and we hope to add one or two courses each year to those currently on our menu of courses. One of the courses we are looking at developing includes an interdisciplinary sustainability focus in Costa Rica, and we have a goal of at least having the planning in place for that course

during the next two years. We also are looking for meaningful Academic Service-learning activities to pursue in some of the countries to which students and faculty travel through this program's portals.

**Principle 3 – Method:** Our College has done a great deal of work in establishing the infrastructure necessary to effectively deliver an education for our students that breeds responsible leadership skills. Important among these are our continued outreach to our high school feeder network, a robust set of AS-L activities, and a rigorous AOL system. As mentioned in Principle 2 above, to grow our service component, AS-L initiatives may be incorporated into our GDC program, and we will continue to grow our in-house AS-L offerings working closely with the office of Academic Service-Learning. One program that has been identified to offer more in the way of AS-L is our Rome MBA program, and we are working with our Director in Rome to incorporate AS-L components in the curriculum there. This represents an important goal that we expect to accomplish over the next two years and that would help us to demonstrate how AS-L occurs on all campuses and at all levels of instruction.

In terms of AOL, our system is well developed for measurement, and our goal over the next two years is to develop more precise action plans to address gaps in learning related to responsible management and leadership. We are particularly interested in having a firm grasp on business ethics education at the College -- where it is occurring and how effective it is -- so that we might enhance our efforts in this field.

**Principle 4 – Research:** Faculty research, in increasing numbers, addresses PRME-related topics as our colleagues in the College begin to appreciate the growing importance of

developing a body of work that will lend itself to resolving some thorny dilemmas in the new global economy. Since we emphasize at our institution the importance of research that has impact, this type of research activity is clearly becoming more critical and more widely embraced.

With approximately one-fifth of current research identified as relating to the principles, our goal over the next two years is to encourage and promote PRME research such that both the overall percentage increases and the impact of the generated research becomes more significant. We also want to see results that indicate an inclusive PRME-related research agenda, cutting across all disciplines.

To better capture the research that relates to the principles, and to heighten awareness among our faculty of the value we place on such research, we are investigating a means of inserting a “check-box” in our SEDONA system (where faculty currently report all academic activity for purposes of their yearly evaluations, merit and promotion, and AACSB reporting) that would be used to identify their work as related to the PRME principles. We would offer a brief pop-up explanation of what would constitute research meriting a “check” in the box. Our goal is to have this in place for our next SIP report.

**Principle 5 -- Partnership:** Interacting with business to advance mutual understanding of the challenges they face in meeting social and environmental responsibility goals internationally -- and to explore effective responses -- is a major role of our newly launched Center for Global Business Stewardship. While EIRP is an important conduit to our local business community, that program is solidly established and already was

modified to incorporate not-for-profit organizations as client firms. It is another flagship program for the college, and we are enormously proud of all we have accomplished through EIRP. However, the number of students and faculty involved is limited by the size of the classes and the availability of client firms. At a more centralized level, the Center can be the fulcrum point for meaningful relations with business and other like-minded scholars and Centers locally, nationally and internationally. Our Center goals for the next two years include:

1. Build an advisory board for the Center that would include business leaders who have a vested interest in promoting business ethics and social responsibility in their operations.
2. Linking our Center with other centers at colleges and universities around the world that have similar goals and agendas in an effort to share information and engage in collaborative activities.
3. Launch a “Global Steward of the Year” award to acknowledge the exemplary work of an executive or executive team in the area of good business stewardship as a means of heightening awareness around the themes reflected in the PRME principles.
4. Establish a yearly mini-conference or symposium with invited speaker(s), either independently or in conjunction with other colleges within the University, to highlight an emerging issue related to global business stewardship.

**Principle 6 – Dialogue:** Engaging our various partners in an ongoing dialogue about the values reflected in the PRME principles is an effective means of forging positive solutions to otherwise intractable problems. We will continue to track and promote the work of our Scholars in Global Solidarity through the Center for Global Business Stewardship, and to continue our important relationship with the United Nations, whose close proximity presents unique opportunities for us.

The PRME Steering Committee will be the focus of our goal-setting for the next two years. With this committee, we will develop and formalize a plan that strategically incorporates dialogue as a central premise and work together to serve as a model of dialogue for our faculty. Each member of the committee will report on his or her engagement with a PRME working group, and we will feature those activities on our Center website. We will also leverage our Visiting Scholar-in-Residence program to bring visitors from other nations who are studying and collaborating with us into the conversation around PRME-related topics and principles.



St. John's University – Manhattan Campus



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December 10, 2012

PRME Steering Committee  
c/o Jonas Haertle  
Head PRME Secretariat at United Nations Global Compact Office  
801 2nd Avenue, 2nd Floor  
New York, New York 10017

**RE: Renewal of Commitment to the Principles for  
Responsible Management Education (PRME)**

Dear Members of the PRME Steering Committee:

As an institution of higher education involved in the development of current and future managers, **The Peter J. Tobin College of Business at St. John's University** renews its commitment to progress in the implementation of the Principles for Responsible Management Education (PRME), starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions.

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

We encourage other academic institutions and associations to adopt and support these Principles.

Sincerely,

Donald J. Harrington, C.M.  
President

cc: Dr. Victoria Shoaf, Dean, The Peter J. Tobin College of Business  
Dr. Linda Sama, Associate Dean, The Peter J. Tobin College of Business

**PRME**

This is our **Sharing Information on Progress (SIP)**  
Report on the Implementation of the **Principles for**  
**Responsible Management Education**

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