



**ST. JOHN'S  
UNIVERSITY**

**THE PETER J. TOBIN  
COLLEGE OF BUSINESS**



**RIBBON-CUTTING CEREMONY AT THE NEW MANHATTAN CAMPUS – SUMMER 2014**

## **SIP REPORT DECEMBER 2014**

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**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 continues to enhance and develop its PRME-related activities and teaching. In this, our second SIP report to the UN PRME Secretariat, we highlight some of these new developments. 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 in a tie for second in the country in ethnic diversity according to a 2014 *U.S. News Education* report. 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 110 countries and 46 of the 50 United States 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 justice 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. To further encourage research in this direction we inaugurated the Dean's Award for PRME Faculty Research in 2013-14, targeted at research projects addressing global issues and values reflected in the six PRME Principles. 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. Within the *Center for Global Business Stewardship*, faculty have pursued discussions and research in anticipation of a global conference for Catholic Business schools focused on business and poverty alleviation, which will take place in February 2015. As we noted in our initial PRME SIP report this Center is acting as a 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.

Our actions and activities in the most recent two years are a testament to our continued activities to deliver a value-based education aligned to principles of UN PRME.

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.*

Our undergraduate and graduate business curricula focus on learning that is value-based, 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, sustainability and corporate social responsibility. Some of 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)**

The St. John’s University Volunteer Income Tax Assistance Program (VITA)<sup>1</sup> has partnered with the FoodBank for New York City now for the past six (6) years and services clients at *St. John’s Bread and Life* in Brooklyn, and at locations in Jackson Heights, Jamaica, and Staten Island. Students may volunteer as tax preparers, or, for repeat volunteers, as quality reviewers. Volunteer requirements include preparing for and passing the IRS Link and Learn examination, participating in 8-hour tax software training, and then volunteering 3 to 4 hours per week over 15 weeks during the tax

season. Some students have extended their service by adding service locations and preparing extension returns.

The VITA experience adds value to the education experience through experiential learning, specifically by enhancing students’ communication skills through the application of learned knowledge in a practical setting. This program is part of the Department’s Assurance of Learning program for the objective on professional demeanor.

The Foodbank for New York City presented an opportunity to St. John’s University to become the first university in the country to offer a virtual VITA site. The virtual VITA site established at St. John’s allows accounting and tax students to download client information that had previously been uploaded from various Foodbank sites throughout New York City.

Students prepare client tax returns electronically and discuss tax issues with clients telephonically. The St. John’s Information Technology (IT) Department provided the computers (with dual screens) and telephone access.

On January 27, 2014, the newly-created virtual VITA office space was officially opened with a Ribbon Cutting Ceremony.

<sup>1</sup> See: <http://www.stjohns.edu/about/news/2014-02-07/st-john-s-university-s-unveils-new-virtual-volunteer-income-tax-assistance-vita-center>



VITA's faculty advisor, Dr. Nina Dorata, in cooperation with the St. John's Service-Learning Program under the leadership of its Director, Mrs. Lynn Stravino, spearheaded the program. Information Technology (IT) installed seventeen (17) computer stations in the hollows of the Marillac Hall sub-basement (SB), Room 33. Administrators from the FoodBank for New York City supervised our student volunteers during the tax season.

During the 2014 tax season, FoodBank for NYC personnel and 80 St. John's University volunteer students worked furiously under the April 15th deadline to prepare the 2013 tax returns for clients from the NYC area. The virtual VITA site used advanced technologies to prepare income tax returns based on scanned tax documentation from VITA drop-off sites around NYC. The production of the virtual VITA office for its first tax season was nothing but astounding, serving nearly 5,000 tax clients who



received approximately \$5.2 million in income tax refunds for those who rely on those refunds for food, shelter, and clothing. One student, Mr. Jean, who has participated in the program for the past two years and serves as Executive Director of the St. John's chapter of the National Association of Black Accountants (NABA), explains that: "By preparing taxes, my fellow student volunteers and I really helped people move forward in their lives. It's a great feeling to give back to your community." Cumulatively since 2009, St. John's student volunteers have served over 6,700 clients, securing over \$11 million in refunds.

### **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. In the wake of corporate ethical lapses leading to workforce downsizing and threatening the livelihoods of those working in that sphere, entrepreneurship contributes significantly to a sustainable global economy and simultaneously builds solid leadership skills. The competition has been expanding each year, including a series of workshops on business plan creation featuring talks from leading Entrepreneurs and executives.



Given the increased number of plans that featured social businesses or ideas centered on businesses with a social responsibility agenda, the competition introduced a new award category in Spring 2013 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. The competition is also in the process of developing separate judging criteria aimed to ensure that social businesses are evaluated with criteria appropriate to their different missions. 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**

Since Fall 2011, TCB has been operating 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. This program is book-ended for students in the introductory business management core class (MGT 2301, sophomore year) and the capstone strategy class (MGT 4329, senior year), both required of all TCB students.



Faculty from each section of the introductory management course have student teams collaborate on solving a real world problem or need facing a local NFP (e.g. Human Resource issues, client retention, and organizational growth), and presenting their ideas to the NFP management team at the close of the semester in a public forum. In the following semester, seniors enrolled in the capstone course continue working with that community service site, designing a strategic plan to implement any or all the suggestions that were recommended by the sophomores and which the site wishes to implement. This is a unique AS-L model in that the community service site works with the students for one full year; 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.



Students have consulted with a wide range of non-profits. One such non-profit is New Ground, an organization that served in this program two years ago and provides social work and education services to help families and veterans break the cycle of poverty and homelessness, offering services such as employment counseling, financial literacy and general life skills development. New Ground

has expressed its gratitude for the work performed by students by honoring TCB at its gala dinner.

Other organizations that the students have worked with from the Spring of 2013 through the Fall of 2014, the period of this report, include: the Girl Scouts of Nassau County, whose mission it is, through their activities, to build courage, confidence and character in girls who then make the world a better place; “Be the Best Sport”, which focuses on athletic development of children with special needs; The Interfaith Nutrition Network (INN), that operates multiple soup kitchens and homeless shelters throughout Long Island; and Immigrant Advancement Matters (I AM) who provide support to the immigrant community through educational, legal and personal advancement programs. The impact of the program can be measured by the fact that the clients find the

student insights valuable and return to the program year after year.

### **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, as reflected in our core values of Truth, Opportunity, Love, Service, Excellence and Respect.





## 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 in our students the social responsibility values attached to the UN PRME and Global Compact initiatives is consistently reflected on 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 that 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<sup>2</sup> and students have leveraged social media to advance the program's goals, visibility and reach.



The course runs every semester and has graduated 237 GLOBE student managers as of the Fall of 2014. 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

<sup>2</sup> [www.stjohns.edu/globe](http://www.stjohns.edu/globe)

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 celebrated its 5<sup>th</sup> year anniversary in 2014.



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 65 loans benefitting 93 borrowers (two of the loans are group loans) in five countries on three continents, with expansion this past year into Nicaragua. This represents 27 new loans borrowers since our last SIP report in December 2012. GLOBE offers students a hands-on academic experience that challenges some of the traditional views of the interface between business and society. In managing GLOBE, students apply their myriad talents to running a small, social enterprise, the goals of which are not 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 fundraise 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, staff, and the Vincentian Daughters of Charity around the world.

GLOBE, recipient of the “Innovation in Entrepreneurship Pedagogy Award” from the Academy of Management Entrepreneurship Division and McGraw Hill, has captured the imagination of scholars worldwide. Several schools are now looking to replicate GLOBE on their campuses, demonstrating the degree to which the program promotes systemic change. Moreover, the program was featured on the UN PRME Working Group on Poverty’s blog, “PRMETIME”. Muhammad Yunus visited our campus during the program’s inaugural semester, much to the delight of the founding GLOBE managers.



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. Other health problems of our borrowers that have interfered with their

success have motivated us to offer public health training, with the assistance of professionals.

### **GLOBE Student Fellows Program**

Related to the GLOBE initiative, we have developed a Student Fellows Program beginning in 2010 that would allow selected 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. In May of 2013, four students accompanied me to Nicaragua, where we met with the Daughter of Charity and members of her community to share news about GLOBE. As a direct result of that trip, three borrowers submitted loan applications that were subsequently approved. This led to a second visit by another 5 GLOBE Fellows in May 2014. Based on the exciting testimonies of the three successful GLOBE borrowers, 12 new Nicaraguan borrowers were approved and funded.



Field visits also permit GLOBE to implement its newly devised Field Impact Surveys, translated into Spanish. We administer a pre-loan and post-loan survey to determine what, if any

impact GLOBE has had on the lives of our borrowers and the welfare of their communities.

### Global Destination Courses (GDCs)

TCB continues to expand its 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 Ecuador to visit executives at businesses and NGOs who will explain how the

theoretical knowledge they have obtained works on the ground. Part of that visit will also include cultural experiences in indigenous communities that are striving to adapt to the changing economic conditions. The learning in this program is profound, and student testimonials have lent momentum to the program’s enrollment numbers. This Spring alone, we will offer five GDCs with 60 students participating. We also continue to offer a range of courses at both the Undergraduate and Graduate levels and across the different subject concentrations. This year we also initiated a scholarship program to help offset some of the costs of the program. More than half of the students travelling this Spring will receive financial support ranging from \$500 to the full cost of the program.

*“The favela tour was the most valuable experience because it showed a different side of Rio de Janeiro!”*

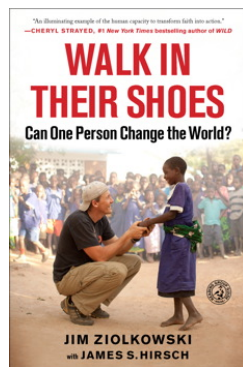
Brazil GDC, January 2014



## buildOn

At the Eighth Biennial Vincentian Chair of Social Justice Conference: *Educational Justice: Opportunity, Inclusion and Social Equity for All* that took place at St. John's University on October 26, 2013, buildOn CEO and founder Jim Ziolkowski spoke about his book, *Walk in Their Shoes*. This book chronicles the story behind the buildOn movement and the thousands of people who have stepped forward to break the cycle of poverty, illiteracy and low expectations through service and education. Jim's story of perseverance under insurmountable odds, and the impact of his contribution to education both domestically and abroad, inspired many in attendance to get involved with buildOn.

Inspired by Jim's moving story, St John's University decided to designate *Walk in Their Shoes* as the 2014 Freshman Book. The Freshman Book program, a pivotal part of the incoming student experience, was designed to introduce incoming freshmen to important questions in contemporary society and encourage reading and discussion about those topics. All incoming students received a copy of the book at orientation. Subsequently, in the fall, 2014, TCB professor Dr. Ryall Carroll invited author Jim Ziolkowski for a repeat engagement, this time to a filled auditorium of over 700 students, faculty and alumni within the St. John's community.



As a result of the enthusiasm and excitement surrounding the buildOn movement, St. John's University established a buildOn chapter under the mentorship of Dr. Carroll with over 80 students signing up. The buildOn chapters are comprised of students, teachers and community members, coming together in an effort to advance



buildOn's mission through fundraising and awareness-building. Through social media, the press and community events, St. John's chapter members are shedding light on the need for literacy and its links to poverty reduction. buildOn chapter members gain global perspectives, leadership skills, professional experience and a sense of community.

In a short period of time, the St. John's chapter demonstrated that it has taken the buildOn mission to heart and took part in a buildOn-organized march in the Bronx against gun violence in late October. In addition, the chapter started using a unique fundraising platform to raise money and awareness to the buildOn movement<sup>3</sup>. To date, through this website students have pledged to do approximately 1,000 hours of service in the local community and have already raised over \$3,000. St John's is serving as the pilot program for this fundraising model, which will be rolled out to all other chapters across the country later this year.



<sup>3</sup> [www.stjohnsbuiltOn.org](http://www.stjohnsbuiltOn.org)

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

We have made progress since our last report in finalizing plans for a new International Management program at TCB. Due to some changes in our undergraduate curriculum, this initiative was temporarily stalled. However, in Fall 2014, the program was vetted by the Provost's office and is slated to be presented to the University Board of Trustees in the spring semester, 2015 after which it will be forwarded to the State Department of Education for final approval. Expected rollout for the program is now slated for Spring 2016.

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.



## 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 eight 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.

Mark Ulrich, CPA, who is the chair of the COAP St. John's Advisory Board, past president of the Queens/Brooklyn Chapter of the NYSSCPA, and a director on the NYSSCPA’s state-wide board of directors, 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 200 students, many of which are already working at big firms or are studying accounting at major universities.”

In the summer 2014 program, COAP visited Ernst and Young, Madison Square Garden, and Goldman Sachs. COAP guest speakers included, among others, the FBI; Sherry-Ann Mohan, CPA and Vice President, Goldman Sachs; and, Rumbi Bwerinofa-Petrozzello, CPA. Several SJU faculty and the TCB Dean also participated as speakers.

The closing banquet featured keynote speaker J. Michael Kirkland, CPA, Director at Deutsche Bank and Immediate Past President of the New York State Society of CPAs.

### 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. 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 through reflection students examine issues pertaining to social justice and civic responsibility.<sup>4</sup>

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

<sup>4</sup> <http://www.stjohns.edu/faith-service/service-opportunities/academic-service-learning>



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, 22 TCB faculty members from four different departments incorporated academic service-learning in their academic course preparation – with 17 faculty participating in the spring semester, and 12 in the fall (some participated during both semesters). This represents 21% of our full-time faculty who have been engaged in AS-L in the last year, which is an increase of 10% in faculty engagement over the previous year, and an increase in participation of 100% of our faculty from the 2009-2010 academic year. In a single semester of AS-L, current course participation reaches over 530 TCB students.





### 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 80 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 to the TCB students, many of the 28 Ozanam scholars enrolled in the College of Professional Studies take classes at TCB and have minors in business.

One current TCB project supervised by Associate Dean Mitch Casselman involves a student who is working on a business plan for a restaurant that employs deaf and hearing-impaired employees.

### 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 numerous and varied 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, but are not limited to: the annual International Vincentian Business Ethics Conference (IVBEC); Vincentian Fellows activities 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 business ethics, corporate social responsibility, fraud and corruption, good governance, executive pay,

charitable giving, income inequity, business and poverty at the Base of the Pyramid (BoP), microfinance, gender issues, and sustainable business. In the time frame from 2013 to 2014 - the two years since our last report - over 56% of the journal articles (and books or book chapters) produced by the faculty related to these and similar PRME topics (this compares to only 20% that were reported for the previous cycle); and, just over 50% of the 54 different faculty members reporting their published work in the system were consistently producing research that helped to support PRME (compared to about 33% with the last report). Most importantly, related research was conducted in all seven departments of the College including: Accounting and Tax, Economics and Finance, Management, Marketing, Risk Management, Law, and Decision Sciences. In addition, we noted a high number of conference presentations and published proceedings that addressed PRME topics, with one-third of all self-reported proceedings publications for the two calendar years 2013-14 focused on PRME-related research. We expect the numbers are conservative, as all 2014 data has not yet been entered into the system (as we transition from Sedona to Digital Measures).

### PRME Research Award

We attribute the notable increase in PRME-related research activity in part to the visibility

we have created around PRME and our signatory status, making reporting of it more attractive to faculty. Visibility is boosted by a more active PRME Steering Committee as well as publicized announcements at our regularly held Faculty Council meetings. Most importantly, we implemented an annual Dean's Award for PRME-related research, designed to recognize scholarship at TCB that aligns with the PRME mission "to inspire and champion responsible management education, research and thought leadership globally". The PRME Research Award is targeted at research projects addressing global issues and values reflected in the six PRME Principles, such as: sustainable development, corporate social responsibility, responsible business leadership and stewardship, stakeholder management, international business ethics, and engagement with civil society and other key sectors to resolve pressing global problems. This award joins our established categories for research awards that include basic research and pedagogical research, and are now announced as part of the Faculty Research Awards Application memo. The recipient of this honor receives a framed certificate and a monetary award.

### **Vincentian Conference**

Every year, St. John's University co-sponsors a conference in business ethics – the International Vincentian Business Ethics Conference (IVBEC). 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

2014, the conference was hosted by All Hallows, a Vincentian college in Dublin, Ireland with a history dating back to the mid-1800s. This is the first time the conference was located at a school outside of the U.S., and permitted the participation of more of our European colleagues.

We are now planning for the October 2015, 22<sup>nd</sup> annual IVBEC to be hosted by St. John's in Manhattan with the theme of "UN Global Compact and UN PRME: What We Practice and What we Teach in Business Ethics". We hope to attract close to 300 participants from around the world, garnering more visibility for UN PRME and featuring the Head of UN PRME's Secretariat, Jonas Haertle, as the conference keynote speaker.<sup>5</sup>

### **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 Research 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 as reflected in its mission and core values.

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<sup>5</sup> See <http://www.ivbec.org/> for the Call for Papers

Since the beginning of the program 97 research fellows – an increase of about 50% since our last SIP report for PRME – from the six colleges, have been selected to participate in the Vincentian Research Program. To be named a Center fellow, professors must demonstrate effective teaching and scholarly research and must be recommended by the Dean of their Faculty. After two years of positive performance as a first and second year Fellow, a professor may be appointed to Senior Research Fellow status and become part of an overall advisory group to the Vincentian Chair of Social Justice and the Vincentian Center. In that capacity, a Senior Fellow participates in two regular meetings each semester with the Deans and Vincentian Center personnel, assists with program planning of the Vincentian Center and serves as a resource for local activities. At the present time, 79 St. John’s professors serve in the three levels of First Year Fellow, Second Year Fellow and Senior Fellow. There are currently 57 Senior Vincentian Research Fellows across the University. Tobin College of Business has 13 Fellows (an increase of about 50% since our last report), 9 of whom are Senior Vincentian Research Fellows. This The Tobin Fellows represent nearly all the disciplines in the college, and include professors of Accounting and Taxation, Economics, Finance, Management and Marketing.

One of the Fellows from TCB, Dr. Charles Clark (also one of the Scholars in Global Solidarity – see Principle 6), is working on research with a group of students on the role of supply chain management in combating forced labor in Brazil. Specifically, they are collaborating with Brazilian NGOs on tracing products made with forced labor into the supply chain of U.S. corporations. The goal is to identify ways that

corporations can better control their supply chains and keep forced and child labor out of their supply chains. Industries involved include the Pig Iron, Cattle, Timber, Textile and Coffee industries. This research will be helpful for companies that are interested in developing more sustainable practices.

### 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 (8 in total) have dealt with intergenerational justice, extreme wealth and poverty, poverty and the common good, the moral dimensions of poverty and human trafficking. 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.*

We conform to the belief that business education without links to the business community is a hollow enterprise. A recent TCB newsletter quotes the Dean as saying: "We are strengthening our ties to various industries by developing our relationships with alumni and professional groups." With this in mind, 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 and partnership 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.

In line with these objectives, the Center, working with the Vincentian Center for Church and Society, launched a new series of faculty development workshops beginning in the spring of 2013 devoted to research in our mission-related approach to business as a vehicle for positive social change, specifically in its contributions to poverty reduction. Faculty members from across all of the TCB disciplines meet three times per semester to share their research on the role of business in alleviating global poverty, and how we define these concepts differently in our various fields of scholarship. The culmination of these efforts is a review article that scours the literature on business and poverty with a focus on understanding the factors and conditions that pertain to environments where poverty is prevalent, and the strategic and financial business models that have demonstrated effectiveness in forging solutions to global poverty. This paper has been accepted for presentation at an upcoming 2015 conference in Manila, the Philippines, the theme of which is *Prosperity, Poverty and the Purpose of Business*. The various presentations and the

plenary revolve around the Catholic Social Thought concepts of “Good Work, Good Goods, and Good Wealth.” Participants also are preparing individual research projects, with input and feedback from their peers, for this conference, and several faculty members are traveling to Manila during our spring break to present these group and individual research projects. The Dean has provided additional research travel money for any research coming out of the faculty development workshop series on business and poverty and accepted for presentation at this conference. This signals the College’s commitment to PRME and its principles.

The Center has built a web presence in 2014 and is working to enhance the content. Center directors, Dr. Sama and Dr. Casselman have built a strong foundation of relevant research, having published three articles in the last two years. The poverty workshops have successfully encouraged faculty research and teaching that promotes good global stewardship of the resources under management’s control. Center activities will continue to 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, Conferences, and Industry Partnerships**

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 Regulation and Business Risk at Bank of New

York Mellon in Manhattan. More than 170 regulators, industry leaders, academics and students came together to discuss insurance regulation and supervision, exploring all aspects of the issue.



In November 2013, a lecture sponsored by the Finance and Economics Department and the Charles Koch foundation featured renown professor, Dr. Jonathan Morduch, a visitor from NYU’s Wagner Graduate School of Public Service and who also serves as the Executive Director of the Financial Access Initiative, a consortium of researchers focused on financial inclusion. Professor Morduch, whose research centers on microfinance, social investment, and the economics of poverty, spoke about “Understanding Poverty: Abroad and at Home”, a topic of special interest to the GLOBE students who all attended the lecture.



Other TCB-hosted conferences invited alumni and industry professionals, including the 2014 Global Consumer Behavior Conference last October. At this conference, marketing practitioners joined St. John's faculty, students, and alumni to learn about 21st-century changes in the industry. Nearly 200 participants attended the event, held at the Queens campus. The conference examined the evolution of marketing theory and practice due to advancing digital technologies. Sharon Mayeri Chesler, regional vice president, account activation at the Nielsen Company, spoke about the ways her company improves the performance of its digital advertising to maximize its clients' investment. Speakers also have been invited to our campus by individual faculty members. For example, a management professor offers a speaker series highlighting environmental management topics and regularly invites guest speakers to both his face-to-face classroom and his virtual classroom.

The School of Risk Management (SRM) recently partnered with the International Insurance Society (IIS) to analyze global risk management and insurance education in a rapidly expanding market. A recent study -- *The Collegiate Education in Risk Management and Insurance Globally: Past, Present and Future* -- authored by SRM faculty member Dr. W. Jean Kwon study, calls for a need to increase the quality and broaden accessibility to risk management and insurance education.

The Department of Accounting and Taxation partners with KPMG, a big four accounting firm who generously sponsors scholarships to ten students of \$5,000 each and presents them at a special scholarship dinner. Recipients are selected based on criteria that include the student's grade point average, financial need

and fulfillment of service. KPMG also works closely with TCB on issues of sustainability compliance, as to all the "Big 4" accounting firms.



### TCB Alumnae Women in Leadership Breakfast

Women in business face the unique challenge of juggling a successful home life while simultaneously excelling in the professional world. St. John's alumnae tackled these complex issues during the annual Women in Leadership Breakfast in 2014 hosted by the Peter J. Tobin College of Business and the Office of Alumni Relations. Held at Manhattan's 3 West Club, the annual event allowed alumnae panelists to share their insight, expertise and personal stories with students and other early career business professionals to help them navigate their own journey into the world of business.





### **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.

In addition, several departments within the college have developed relationships with relevant industry professionals through the creation of their own departmental Advisory Boards. These include the departments of Accounting and Tax, Finance, Marketing, and Management, as well as the School of Risk Management that has a very active Board of Governors.

The Dean of the SRM and its Board of Governors hosts an annual *Insurance Leader of the Year* award dinner with over 1,000 industry executives in attendance. The dinner, which honors an executive demonstrating a career that highlights service, ethics and excellence, raises substantial funds that go toward scholarships for students enrolled in the school.



This year's dinner honored Mike McGavick (pictured, center), CEO of XL Group, plc.

### **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, Grant Thornton, Leerink Partners, Broadridge Financial Solutions, Dukal, WeiserMazars, Healthfirst, TBWA Worldwide, STV, Inc., and Thompson Contract. Not-for-profit clients have included Goodwill Industries, School Sisters of Notre Dame, Literacy Nassau

and the Developmental Disabilities Institute (DDI). Literacy Nassau issued a Partners award to EIRP director Dr. Larry Boone, and EIRP instructor, Dr. Linda Sama. In the case of DDI, two EIRP undergraduate students who were so moved by the organization's purpose and good work with autistic children, organized a "From the Brooklyn Bridge to the Montauk Lighthouse" 128-mile walk in Spring 2013 to raise money for DDI. They organized a second fundraising walk the following year. EIRP was a sponsor for both events. Each year they raised more than \$20,000 for DDI.



2014 EIRP Students with WeiserMazars executives at their mid-town Manhattan offices, 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.

SJU CRS Scholars in Global Solidarity took part in the following activities from 2012-2014:

- Attended Orientation Seminars on CRS Operations at CRS Headquarters, Baltimore. MD (June 2012)
- Participated in CRS Faculty Webinars to support Civic Engagement on Stopping Human Trafficking and Slavery, University-wide (Fall 2012- Spring 2013)
- Travelled to Brazil on an Anti-Slavery Fact Finding Trip (June 2013), meeting with key organizations central to anti-slavery campaigns and advocacy in Brazil
- Presented “Integrating the CRS Global Solidarity Network into the Classroom” for the Center for Teaching and Learning and Office of Global Studies, Global Certificate Program. St. John’s University, Queens, NY (March 2014)
- Organized the First Annual Conference on: *“Global Development and Sustainability: Forced Labor Slavery/ Sustainable Consumption”* offered at

the Center for Global Development, St. John’s University, Queens, NY (May 2014)

- Had classes participate in CRS Global Solidarity Network (GSN) Study E-Broad Programs on “Forced Labor and Trafficking” (Spring 2014) and “Addressing Hunger through Livelihoods and Food Security” (Fall 2014)
- Incorporate CRS model of Integral Human Development into course curricula (Ongoing)
- Conducting research on tracking forced labor supply chains (Ongoing)



Scholars in Global Solidarity - Meeting with Community Members near Maraba, Brasil

### 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.

We continue to view our relationship with the U.N. as 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 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”. During the summer of 2014, PRME Steering Committee Chair, Dr. Linda Sama, was invited to speak at the *UN PRME Working Group on Poverty Conference* in Managua, Nicaragua. She made a presentation on GLOBE with a focus on its operations in Nicaragua. She also attended the first North American PRME regional conference in Seattle during the fall 2014, and has two research projects in progress with fellow PRME attendees as a result of that dialogue. Another of our faculty, Dr. Clark, acts as an advisor for the Holy See (Vatican) at the United Nations on social and sustainable development issues. Dr. Clark represents them at meetings, writes

reports on related UN activities, and drafts statements on these issues.

### **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).

### 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.



Visiting Scholar Piotr Borowski (Poland) with  
Linda Sama at SJU Open House Event, fall 2014  
GLOBE exhibition table

## PRME Objectives 2015 - 2016

Continuous improvement toward achievement of the goals embedded in the six (6) PRME Principles remains an important part of our Strategic Planning effort. 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 also reflecting on those objectives set two years ago. 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:** In 2012, we had set as a key focus area that 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. Although our specific accomplishments have been less noteworthy in building awareness about the importance of “greening” in business than we would have liked, we continue to make great strides in promoting responsible global economic development through our research and teaching with an emphasis on poverty alleviation. In terms of the natural environment, we successfully implemented a new course in sustainability and it has been over-subscribed several semesters in a row. This is a good first step, but we plan to do more through our Center of Global Business Stewardship to engage both students and faculty in developing a deepened awareness of how to manage resources in a sustainable way, and also to provide avenues to understanding the strong link between sustainability and poverty.

In terms of sustainable economic development, we have expanded our reach through two additional Global Destination Courses (GDCs) traveling to two new emerging economy destinations in Latin America - Brazil and Ecuador. Students were able to witness first-hand the dilemmas that plague societies struggling with income and gender inequalities, and dependent on sustained natural resources to survive and thrive. Through our Center resources, we also have identified relevant cases for classroom instruction that might be useful for faculty interested in bringing these concepts into their course syllabi. We are in the process of setting up a repository on our Center website for these and other pedagogical tools relevant to the issue of sustainability. We set as an objective for 2015-16 the development and implementation of this document repository. Other academic-service learning activities can offer opportunities for students to hone their skills in these areas going forward and we are poised to engage the office of Academic Service Learning in an increased number of courses and activities in TCB in the next two years.

**Principle 2 – Values:** We continue to be proud of the work we have done to incorporate the values of global CSR in our academic activities. Our flagship GLOBE program continues to grow and now boasts 237 graduates – an increase of 72 students over the past two years. We have funded an additional 27 borrowers since our last report, and meeting our objective, we added a new country of operation to our portfolio from Central America – Nicaragua. The GLOBE Student Fellows Program has traveled twice to that country, and student fellows have met with borrowers to learn more

about their lives and businesses. Our goal in future semesters is to work more deeply in existing countries so that we may implement our impact assessment program, and to enhance our lending activities by adding programs in public health and business training. We also intend to expand modestly, with the expectation of opening up operations in the Philippines, working with the Daughters of Charity there and our sister Vincentian University in Manila, Adamson. In February 2015, coinciding with our conference in Manila we have arranged to meet the Daughters of Charity there. Finally, we had set as an objective in our last report for GLOBE that of 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. This has occurred with Assumption College in Massachusetts, a Catholic college and the first school to fully model a program after GLOBE. Work with Assumption has been ongoing and an objective for the next cycle is to cooperate in the field in our endeavors for mutual benefit of our respective borrowing communities. We will also continue to present the GLOBE pedagogical model at conferences and seminars to help in its adoption at other institutions.

Our GDC program continues to grow, and we have planned five of these travel courses for the Spring of 2015 – a record number of GDCs, far exceeding our expectations for growth in this program. One of the impediments for our students to take advantage of these courses is a lack of funds for travel. In the past two years we have worked with industry, our own internal University grants (Office of Global Studies) and private donors to help subsidize the costs of a number of our GDCs, benefitting nearly 50 students who otherwise may not have been

able to afford this trip. We believe these efforts align well with the Values Principle of PRME. Moreover, as we grow the program, we endeavor to incorporate learning about the environment of business to include the natural, cultural and social environment.

We remain interested in developing a course with an interdisciplinary sustainability focus in Costa Rica, and have made some efforts to plan for this. The GDC to Ecuador, a fall 2014 course, did involve work in sustainability and represented collaboration with a professor from St. John's College of Liberal Arts. Progress on the Costa Rica course has slowed due to other priorities taking precedence, but we remain committed to interdisciplinary learning around the themes of PRME and are eager to continue planning on this front.

**Principle 3 – Method:** Remarkable progress has been achieved in the area of establishing the infrastructure necessary to effectively deliver an education for our students that breeds responsible leadership skills. As noted in this report, several of these successes include our continued outreach to our high school feeder network, a robust set of AS-L activities, and a rigorous AOL system. To grow our service component, AS-L initiatives have been and will continue to 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.

In terms of AOL, we have been planning the implementation of a new measurement system to complement WEAVE on-line, that of Digital Measures, and are including the means to generate reports about teaching and research in PRME. This will make our job of tracking PRME activities more seamless and will also raise the visibility of our PRME signatory status



to our faculty. This responds directly to our goal, stated in our last report, of devising the means to have 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. With our recent AACSB visit, we were able to successfully demonstrate to the visiting team how we are assuring learning around PRME principles and received high marks on this score. We will continue to track this and address any emerging gaps in that learning. Over the next two years, we will implement the Digital Measures system, including the PRME tracking measures, and be able to report on progress in this area (some of this was also listed as an objective under Principle 4 in our last report).

**Principle 4 – Research:** We have exceeded our expectations in terms of PRME-related research over the past two years. With over 56% of the journal articles (and books or book chapters) produced by the faculty relating to PRME topics (this compares to only 20% that were reported for the previous cycle); and, with just over 50% of the 54 different faculty members who reported their published work in the system consistently producing research that helped to support PRME (compared to about 33% with the last report), we have made great strides. Most importantly, PRME-related research was conducted in all seven departments of the College including: Accounting and Tax, Economics and Finance, Management, Marketing, Risk Management, Law, and Decision Sciences. 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. The increased visibility of PRME and work of the Center for Global Business Stewardship have also succeeded in generating

more research around the issues that PRME seeks to address.

Our goal over the next two years is to continue to encourage and promote PRME research such that the depth and breadth of our PRME-related research activity is in evidence. With AACSB now looking for demonstrated impact, we will focus on the degree to which our research has practical and theoretical impact and serves to inspire the work of others in significant ways. 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 will be implementing a tracking device in our new Digital Measures system. Faculty will be able to categorize their research as relating to a PRME principle, thus making our job of tracking this work easier while also increasing the visibility of our signatory status with PRME to our faculty. This was a goal of ours in our last report that we expect to be fully operational by the time we report back in 2016.

**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 -- continues to be a major focus of our 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.

In our last report we established a number of goals related to partnering with the business community and other scholars and Centers. This included establishing an advisory board, creating an award program for practicing executives, invited speakers and creating linkages with other centers around the world with similar goals. While we did make some progress in this regard, we came to realize that as a new Center, our external networks were undeveloped. We have concluded that establishing better internal practices for developing relationships with business executives and academics was an interim step that was necessary to progress our further goals. As a result, we are committed to develop these practices and capabilities, including a contact management system, over the 2015-16 reporting period and begin to understand and further develop our external network.

Linking our Center with other centers at colleges and universities around the world that have similar goals and agendas is an important effort to help share information and engage in collaborative activities. This goal from our last report is in progress. We met with a significant number of external center participants at events such as the North American PRME Regional Meeting and plan to more formally develop these relationships as well as actively building an enhanced network at presentations we will make at future AOM meetings.

The goal of establishing a conference or symposium with invited speaker(s), will kick off with our International Vincentian Business Ethics conference in October of 2015. Sponsored by the Center for Global Business Stewardship, and working with our sister Vincentian Universities, we have established a PRME-related conference theme and will be inviting PRME signatory schools to send representatives as speakers at the plenary session, along with representatives from UN Global Compact firms. The conference will offer a unique perspective on how the principles practiced in schools of management map to the principles adhered to by Global Compact signatories. The Call for Papers focuses on the topics that relate to these sets of principles. We are eager to report on what we expect to be a very successful event in our next SIP report.

***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 that we have grown over the last two years to bring visitors from other nations who are studying and collaborating with us into the conversation around PRME-related topics and principles.

A new goal under this Principle 6 is to engage in regular dialogue with at least 1-2 UN Global Compact companies over the next two years. This objective would also be facilitated by the networking we do at the October 2015 Vincentian conference referenced in the preceding Principle 5 as well as our network development goals. These dialogues could be leveraged in the following ways:

- Experiential learning projects for students, particularly in courses dealing with sustainability and global social responsibility
- Establish guest speaker/Skype presentation series in at least one required core course where we have learning assessments in place
- Joint research projects with industry via the Center for Global Business Stewardship
- Representation on the advisory board of UN Global Compact firms
- Sponsorship and funding of our flagship programs, which promote PRME, namely GLOBE, GDCs, EIRP, COAP, VITA and AS-L courses.
- Leverage the Manhattan campus to draw corporate involvement in our academic life.



St. John's University – Manhattan Campus



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December 17, 2014

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

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

Dear Member 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, and to 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,

Conrado "Bobby" Gempesaw, Ph.D.  
President

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

**For Further Information or Questions Contact:**

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