



ST. JOHN'S
UNIVERSITY

THE PETER J. TOBIN
COLLEGE OF BUSINESS



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"UN GLOBAL COMPACT AND UN PRME: WHAT WE PRACTICE AND WHAT WE TEACH IN BUSINESS ETHICS"

SIP REPORT DECEMBER 2017

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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. In this, our third 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 their impact on a global society. As a Catholic and Vincentian university, our vision demonstrates a commitment to *“addressing issues of poverty and social justice.”*

At Tobin, we reflect that campus-wide vision in our mission *“to develop men and women of character able to lead the way in today's global economy”* and to prepare graduates *“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 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 [#40 in ethnic diversity](#) nationwide with a student body composition that is far above the national average. This attribute, coupled with the fact that we are a private Catholic University, creates a distinctive 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 prepared to engage in academic activities that address issues of social justice and poverty. These students are drawn to St. John's and Tobin 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 – to develop leaders who will effectively steer the vehicles of economic growth and development in a positive social direction.

Here at Tobin, recently ranked #79 by *Poets&Quants* in their second annual ranking of the “Best Undergraduate Business Programs of 2017” we offer multiple paths to academic success for our students that require students to apply creative problem-solving skills. These paths 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 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 mentor students enrolled in these programs and have 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 who are 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 2014, targeted at research projects addressing global issues and values reflected in the six PRME Principles. Since then, we have bestowed awards on three papers authored by our faculty. We are confident, that with heightened awareness of our UN PRME signatory status at our institution, an increasing number of Tobin

faculty members will collaborate on research related directly to the values embodied in the PRME principles.

At the [Center for Global Business Stewardship](#), faculty have pursued research projects presented at a global conference for Catholic Business schools focused on business and poverty alleviation 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. As a consequence, the Center named five Research Fellows in the spring of 2016 who work together on PRME-related research and the UN Sustainable Development Goals (SDGs).

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 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 incorporates business, legal, psychological, statistical, forensic and anthropological perspectives.

Our actions and activities in the years since our last SIP report are a testament to our continued activities to deliver a value-based education aligned to principles of UN PRME.

Sincerely,



Noreen R. Sharpe, Ph.D.

Dean

Joseph H. and Maria C. Schwartz Distinguished Chair

Professor of Decision Sciences

The Peter J. Tobin College of Business - St. John's University



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. Global.



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) 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.



Since the inception of the Virtual VITA program, 3,270 clients have been served using advanced technologies to prepare income tax returns based on scanned tax documentation from VITA drop-off sites around NYC, resulting in a total of **\$3,353,946** in refunds. Adding this to the physical sites serving clients, the cumulative number of clients served through 2017 totaled over 10,000, resulting in **\$14,837,823** in refunds, with the help of 608 student volunteers.

In 2015, [VITA extended its services to allow qualifying veterans](#) to have their taxes prepared in person by on-campus volunteers.



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*.



In March 2016, The University's Vincentian mission of making a difference was a factor in a number of student presentations. For Langmia Fonjoe, a junior in the Tobin College's School of Risk Management, Insurance, and Actuarial Science, the chance to provide opportunities for young women in his native Africa was the motivation behind his unique and culturally inclusive business plan. Fonjoe manages the African Dance Team on the Queens campus, an activity designed to provide the St. John's community with exposure to a form of artistic expression somewhat different from their own.

"I'm here as a representative of the African Dance Team, and we'd like to formulate a social entrepreneurship program to assist young women in our home countries of Cameroon and Nigeria," he said. "We want to promote entrepreneurship in Africa, and we also want to promote young women's attendance in school. Right now, many young women in Africa don't have the opportunity to go to school. They're not

looked at as people who are capable of doing great things or becoming future leaders. So we're trying to help them maximize their talents. We are looking at a population that we're one and the same with, and we're reaching out our hand to them as they reach out their hand to us. It's making a difference for others, which is what the St. John's mission is all about."

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. In the 2015-2016 cycle, students have worked with [Ortlieb Foundation](#) (provides scholarships for young cancer survivors), [Ronald McDonald House](#) (keeps families with sick children close to each other and offers the care and resources they need), [Rescuing Leftover Cuisine](#) (dedicated to helping the hungry by rescuing and donating leftover food to homeless shelters), and the [YWCA](#), whose motto is "eliminating racism, empowering women".

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 “Managing for Global Success” that is not permitted to be waived by any previous course work, and that contains a module on business ethics. The primary reason

for making this a required course is that its inclusion of learning around 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 also 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 international 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 and students have leveraged social media to advance the program's goals, visibility and reach.



The course runs every semester and has graduated **354 GLOBE student managers** as of the Fall of 2017. 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,

health and human services, 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 8th year anniversary in 2016.



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 benefitting 165 borrowers in six countries on three continents, with expansion during this last PRME SIP cycle into the Philippines. This represents nearly 100 new loans borrowers since our last SIP report in January 2015.

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, and recognized by AACSB in the spring of 2017 in its inaugural [Entrepreneurship Spotlight Challenge](#) award, 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” and in a [recent issue \(July 2017\) of BizEd magazine](#), the AACSB International official publication, in an article on

fundraising. With all loans sourced through donations, it is critical to find new and innovative ways for GLOBE student managers to fundraise. In 2015, GLOBE Director and Founder, Linda M. Sama, Ph.D. experimented with her first online crowdfunding campaign, [GIVECAMPUS](#), seeking to raise a large sum of money with a single concentrated effort. GLOBE student managers have run a campaign on GIVECAMPUS every semester since then, raising a total of \$24,360 in 6 separate campaigns.

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 2016, four students accompanied the GLOBE director to the Philippines, where we met with over 20 new borrowers in Iloilo, and a dozen borrowers in Libon, Albay (pictured below).



In May of 2015 (and again in May of 2017), GLOBE Student Fellows traveled to Nicaragua, where they met with the Daughters of Charity and GLOBE borrowers. Borrowers in that country now number 24, and the majority of these borrowers have taken out 2nd and even 3rd loans with GLOBE, making it the first country to achieve close to full self-sustainability (repaid loans providing funds for new loans).



Field visits also permit GLOBE to implement its newly devised Field Impact Surveys, translated into Spanish for our Nicaraguan borrowers, and

into Vietnamese for our borrowers in Vietnam. We administer a pre-loan and post-loan survey to determine what impact GLOBE has had on the lives of our borrowers and the welfare of their communities.

Other Curricular Offerings Emphasizing Values-laden Education and SDGs

In addition to GLOBE (covered in this section) and the Not-for-Profit projects required of all TCB students described in the previous section, a number of other curricular offerings are designed to emphasize the values embedded in the UN Sustainable Development Goals (SDGs). These include:

1. MKT – Professor Joan Ball uses the UN Sustainability Development Goals (SDGs) and design thinking tools/tactics as a framework. Graduate and undergraduate students in two courses (**MKT3322 Creativity and Innovation for Business and Society** and **MKT603 Services Marketing**) identify and seek to solve local problems through a global “SDG” lens. They spend the semester designing and launching a prototype of a service potential solution to the problem they identified with real users. The variety of outcomes launched by the end of the semester was remarkable. Examples include school-based programs such as a “He for She” chapter, drug education and mentoring programs for high school students and community-based programs for the homeless and hungry. One MBA student launched a service program called *For the Kids* in her native Haiti and delivered food and water from two partner firms to an orphanage there. Each student was required as part of the coursework to create a customer-facing website to showcase their prototype and describe the process they employed to clarify and launch. While some students completed their projects with the

launch of their prototypes and the end of the semester, several of them intend to continue their initiative into the future.

2. Two elective Accounting Courses (one UG, one G) in Sustainability Accounting and Reporting, are offered by Dr. Tim Coville, who is certified in the Fundamentals of Sustainable Accounting (FSA) by the Sustainable Accounting Standards Board (SASB). These courses introduce students to (a) the fundamental concepts of corporate sustainability and how sustainable development issues influence company accounting and reporting practices, (b) the systems and procedures that help ensure sustainability issues are considered in decision making and reporting, (c) the accounting tools to help assess and manage the social and environmental impact of business operations, and, (d) contemporary approaches and techniques to account for a company's social, economic, and environmental impacts (sourced from the course syllabus).

3. In the Department of Management students in Dr. Charlie Wankel's on-line courses are involved in the United Nations Global Compact PRME project called [AIM2flourish](#) as a service learning project embedded in the course. This involves their conducting video interviews with business executives who share the story of how they are doing well in business by doing good and having the best ones displayed on this United Nations affiliate's website to provide examples to students and business people of how such things as poverty alleviation can be fostered along with profit-making business endeavors. Specifically, they demonstrate how they are helping to realize one of the 17 Sustainable Development Goals of the United Nations. Videos are competitively selected for display on AIM2Flourish's website and we are pleased that **45** Tobin students have attained

this recognition. This currently comprises 7% of all published AIM2Flourish stories around the world.

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, students studying transactions in emerging markets for an international business course have traveled with their professor during the winter break over the last three years to Ecuador, Brazil and Argentina

to visit executives at businesses and NGOs who will explain how the theoretical knowledge they have obtained works on the ground. These visits also included cultural experiences in indigenous communities that are striving to adapt to the changing economic conditions in their country.

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

Brazil GDC, January 2016

The learning in this program is profound, and student testimonials have lent momentum to the program’s enrollment numbers. Academic year 2015-2016, we offered four GDCs with **60** students participating. Academic year 2016-2017, we offered six GDCs with **88** students participating, an increase in student engagement of nearly 47%. We also continue to offer a range of courses at both the Undergraduate and Graduate levels and across the different subject concentrations, with five different departments in the college represented. For this current academic year, we plan on having **106** students participating, another 20% increase, in a total of 9 course offerings.

We also initiated a scholarship program to help offset some of the costs of the program. Every course in the Spring of 2017 was subsidized in whole or in part, with scholarship support ranging from \$500 to the full cost of the program, and that trend continues this year.



Ecuador



Argentina



Brazil

New International Management (IM) Program

We have made progress since our last report in launching the new International Management program at TCB. Due to some changes in our undergraduate curriculum, this initiative was temporarily stalled. However, the program was launched in the fall of 2016 after being vetted by the Provost's office and approved by the State Department of Education.

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.

Empowering Women – SDG 5

In addition to GLOBE and its outreach to women globally with the provision of micro-loans, the Women's Alumnae Leadership Breakfast (see Principle #5 – partnership), and the Women's Marketing Academy for Business (also discussed in Principle #5), TCB is engaged in a number of extra-curricular initiatives designed to address the challenge of **women's empowerment described in SDG 5**. For our students, business faculty provide mentorship and workshops as part of the St. John's University Women in Leadership Program, including: Women in Action, Leadership 101, Women's EmpowHERment seminar, and Women in Leadership: Stress to Success. These sessions serve women of all majors and provide them with the opportunity to connect and network across departments to discuss the challenges and opportunities facing women transitioning from the classroom to the marketplace in the 21st century.

Solidarity in Support of DACA

In December, 2016, Conrado "Bobby" Gempesaw, Ph.D., President of St. John's University, joined close to 100 leaders in Catholic higher education who have signed a statement expressing solidarity with undocumented students, urging continued support for a vulnerable student population. The statement issued by the Association of Catholic Colleges and Universities (ACCU) promotes the belief that students who have met the criteria of the Deferred Action for Childhood Arrivals (DACA) policy, issued by President Barack Obama in 2012, should be allowed to continue their studies without interruption.

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 ten 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.” The Summer of 2016 marked COAP’s 10th year at St. John’s University.

Academic Service-Learning (AS-L)

[Academic Service-Learning](#) at St. John’s University is an academic course-hosted program that involves students in community service in over 100 sites in the five boroughs of New York City and in four countries abroad. Students engage 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. Each year, every freshman is

introduced to the university's Vincentian Mission through participation in AS-L as a mandated part of the Discover New York experience. In addition, there is an AS-L award bestowed on a faculty member each year as a part of the New Faculty Convocation, held at the start of the academic year. AS-L is infused throughout the curriculum, making it virtually impossible for any SJU student to graduate without having taken a course with a service-learning component.

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 calendar year 2015, **32 TCB faculty members (with participation up over 45% from the previous year)** from four different departments incorporated academic service-learning in their academic course preparation – with 18 faculty participating in the spring semester, and 14 in the fall (some participated during both semesters). This represents 31% of our full-time faculty who were engaged in AS-L in 2015. In calendar year 2016, a record 54 TCB faculty – over 50% of all TCB faculty -- participated in AS-L, an increase of 68% over 2015. In the last year alone, AS-L course participation reached **over 1800 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 19th century Paris – the [Ozanam Scholars Program](#) offers a scholarship of up to \$10,000 annually for 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 TCB 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. In 2016-17, of the 70 Ozanam Scholars enrolled in the program from the 5 undergraduate colleges at the University, 13 were TCB students (nearly 19%) hailing from five departments: Economics and Finance, Management, Marketing, Accounting, and Risk Management. In addition to the TCB students, many of the 24 Ozanam scholars enrolled in the College of Professional Studies take classes at TCB and have minors in business. In the previous year (2015-2016), of the 80 Ozanam scholars 11 were TCB students,

In addition to TCB Ozanam scholars, TCB faculty have been involved in Ozanam capstone projects and initiatives. Two such initiatives include: (1) Ozanam Scholars Junior Trip, where a TCB faculty member traveled to the Pine Ridge Reservation in South Dakota, teaching two days of Entrepreneurship workshops with the students at Red Cloud Indian School (a Jesuit Catholic school) and leading a day of service at Conscious Alliance, who run a food bank on the reservation; and, (2) Ozanam Scholars Senior Project Pitch Competition, with a TCB faculty member assisting in the pitch competition that the program runs each year, primarily as a judge.



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. Each department in the college is represented on a college-wide AOL committee that gathers data for tracking program-level learning, as well as adjusting programs and courses that are not delivering on their stated objectives (“closing the loop”), 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 has been touted feature of our AACSB report. A TCB faculty member also sits on the University-wide Assessment Committee where we share and learn from each other about best practices in assessment.

In 2015 we began implementation of [Digital Measures Activity Insight](#), a fully customizable online information management system designed to organize and report on users’ teaching, research, and service activities. Activity Insight has multiple features that will benefit faculty, administrators, and staff. Most importantly for our PRME-related activities, it helps track PRME-based research and teaching innovations so that we can better report out on these important initiatives.

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 (pedagogical research). 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.

Several research activities relate directly to PRME objectives as well as the integration of SDGs in business research. 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 the CRS Global Campus activities.

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 2015 to 2017 - the years intervening since our last report - over **60%** of the journal articles (and books or book chapters) produced by the faculty related to these and similar PRME topics; and, well over **50%** of the faculty members reporting their published work in our database were consistently producing research that helped to support PRME. 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 over one-third of all self-reported proceedings publications for the reference years focused on PRME-related research. We expect the numbers are conservative, as all data has not yet been entered into the system and not all faculty self-report.

PRME Research Award

We continue to 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 and the 17 SDGs, 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.

The last three years of PRME research award winners and their research appears on the [Center for Global Business Stewardship PRME tab](#)

International Vincentian Business Ethics Conference (IVBEC)

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 October 2015, TCB hosted the

22nd annual IVBEC at the Downtown Marriott hotel in New York City. The theme of the IVBEC 2015 conference was: ***UN Global Compact and UN PRME: What we Practice and What We Teach in Business Ethics***, addressing topics in all areas of business and professional ethics. The theme of the conference focused on how business education and business practices align to foster responsible management of organizations in a sustainable future. Proposals related to the intersection of Business Ethics and the role that the UN Global Compact and the UN Principles of Responsible Management Education (PRME) play in sustainable and inclusive development within a global context.

Keynote addresses by UN and business leaders, panel sessions, academic paper sessions and paper development workshops were used to spur discussion amongst conference participants on ethics and ethical decision making in business. The Head of UN PRME’s Secretariat, Jonas Haertle, was a conference keynote speaker.



TCB and the Center for Global Business Stewardship are now planning for the 25th anniversary ***IVBEC 2018*** to be hosted once again by St. John’s in Manhattan in October with the theme of ***“People, Planet, Progress: Business Ethics for a Global Society”***. We hope to attract close to 300 participants from around the world,

garnering more visibility for UN PRME and the SDGs, and inviting NGO, academic and industry leaders as panel participants and keynoters. As we race toward a 2030 deadline to meet the UN Sustainable Development Goals (SDGs), we focus the theme of the IVBEC 2018 on how progress and prosperity in business are achieved in the context of a sustainable future for the planet and all who inhabit it. With research, practice, and educators attending to the responsible management of business, the conference will feature work that highlights the progress made in achieving global development goals and the challenges that remain in institutionalizing them.

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.

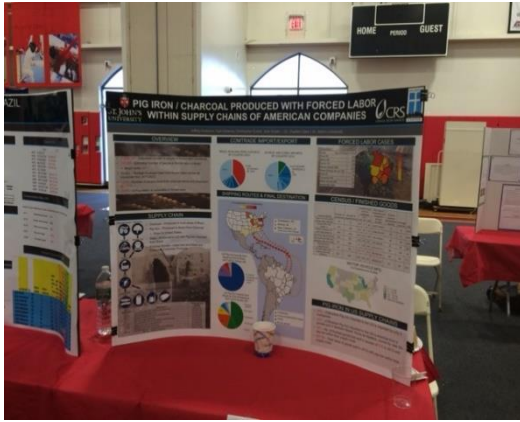
To be named a Center fellow, professors must demonstrate effective teaching and scholarly research and must be recommended by the Dean of their Faculty. After two years of positive

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 present, 91 St. John's professors from the six colleges, have been selected as Vincentian Research Fellows in the three levels of First Year Fellow, Second Year Fellow and Senior Fellow. This is up by 15% since our last SIP report. There are currently 80 Senior Vincentian Research Fellows across the University. The Peter J. Tobin College of Business has **16 Fellows (23% more than the last report), 13 of whom are Senior Research Fellows (up about 50% from the last report)**. The Tobin Fellows include professors of Accounting and Taxation, Economics, Finance, Management and Marketing.

One of the Senior Vincentian Research Fellows from TCB, Dr. Charles Clark, worked on research with a group of students on the role of supply chain management in combating forced labor in Brazil. Specifically, they collaborated with Brazilian NGOs on tracing products made with forced labor into the supply chain of U.S. corporations to identify ways that corporations can better control their supply chains and keep forced and child labor out of their supply chains. Industries involved included Pig Iron, Cattle, Timber, Textile and Coffee. This research can

inform companies interested in developing more sustainable practices.



Charles Clark's student designed poster session on forced labor in supply chains in Brazil

Biennial Vincentian Chair of Social Justice Conference

In keeping with the Vincentian tradition of helping the poor and marginalized in society, the VCCS conducts a biennial *Vincentian Chair of Social Justice Conference* focused on contemporary issues of poverty, development and social justice. Past conferences (10 in total) have dealt with intergenerational justice, extreme wealth and poverty, poverty and the common good, the moral dimensions of poverty and human trafficking.

In 2016, the conference was entitled "Care for Our Common Home: The Cry of the Earth and the Cry of the Poor." The event addressed the current ecological crises and their impact on those in need around the world, following the encyclical letter from Pope Francis (*Laudato Si'*). Approximately 240 participants, attendees,

faculty, and students took part in panels, breakout meetings, and question-and-answer sessions.

Another conference on Human Trafficking was also run in Spring of 2016.



This past fall 2017, the conference theme was: "A Focus on the Common Good: Homelessness and the Need for Systemic Change." TCB GLOBE students hosted a table at this event.



The conferences bring together the Vincentian Chair for Social Justice, academics, church leaders, students and 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. We constantly strive 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 addition, we enjoy partnerships with NGOs, most notably our new partnership with CRS (Catholic Relief Services). St. John's became a CRS Global Campus in November 2016, reinforcing our commitment to global social justice and solidarity with those in need or marginalized populations. We also were designated a Fair Trade University by [Fair Trade Campaigns](#), a sub-division of Fair Trade USA. 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.

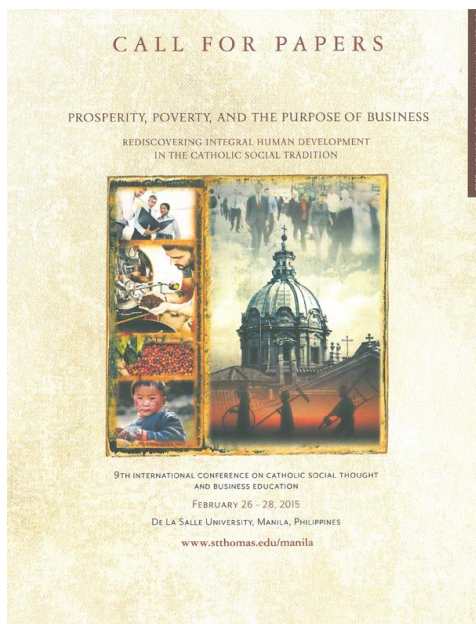
The Center for Global Business Stewardship

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 PRME-related 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. Papers developed through these workshops are presented at Global conferences, including the International Vincentian Business Ethics conferences. One consequence of these efforts was a review article that scoured 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 was presented in February 2015 at the 9th International Symposium on Catholic Social Thought and Management Education in Manila, the Philippines, the theme of which was *Prosperity, Poverty and the Purpose of Business: Rediscovering Integral Human Development in the Catholic Social Tradition*. The various presentations and the plenary revolve around the Catholic Social Thought concepts of “Good Work, Good Goods, and Good Wealth.” Participants from TCB also prepared individual research projects, with input and feedback from their peers, for this conference, and several faculty members traveled to Manila to present these group and individual research projects. The Dean 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 and is continually updating content. Center Executive Director, Dr. Linda Sama, has built a strong foundation of relevant research with colleagues, as have the other [Center Research Fellows](#). The poverty workshops have successfully encouraged faculty research and teaching that promotes good global stewardship of the resources under management’s control. Center activities 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. Several speaker series events over the last two years have included: “*3rd Global Conference of International Human Resource Management*” (in partnership with Penn State); “*Coffee & Conversation with Nathan Schneider- Economic Cooperatives & Catholic Social Teaching*” (in partnership with Catholic Relief Services); and “*Debating UN World Economy Forum, Sustainable Business Investment, and Sustainable Development Goals*” (in partnership with TCB’s Economics and Finance Society). Upcoming seminars include two back-to-back events on impact investing.

Catholic Relief Services (CRS) Global Campus



In November, 2016, St. John’s University became the 10th [CRS Global Campus](#) in the nation. A TCB faculty member (and research fellow of the Center for Global Business Stewardship) represents the college on the CRS Global Campus committee. “A CRS Global Campus promotes global solidarity through an

institutional partnership with CRS that engaged the three core constituencies of a college or university--institutional, faculty, and students--with the support of campus staff. CRS Global Campuses participate in the CRS Student Ambassador and the Faculty Learning Commons programs, and establish an interdisciplinary CRS advisory group. The advisory group sustains the partnership and supports broad engagement on campus, including during major global emergencies” (from: [CRS Global campus website](#)). While our relationship with CRS is not new, this partnership highlights the University’s commitment, and that of TCB, to help impoverished and disadvantaged people around the globe.

Fair Trade Campus Designation

The Provost announced in April of 2017 that St. John’s University was officially designated a Fair Trade University by [Fair Trade Campaigns](#), a subdivision of Fair Trade USA. This partnership with a nonprofit organization and the largest third-party certifier of fair trade products in the country is an important step in our efforts to enact a sustainability agenda. We are the third Fair Trade College or University in New York City, the fifth in the state, and 42nd in the nation.

Fair trade is an economic system that lets consumers understand that the products they buy are grown, harvested, crafted, and traded in ways that improve lives and protect the environment. Above all, it provides opportunities for international farmers, artisans, and workers to lift themselves out of poverty through fair pricing, an aspiration aligned with our Catholic and Vincentian identity.

To achieve fair trade designation, colleges and universities are required to demonstrate completion of five objectives: assemble a fair

trade leadership committee; work with campus vendors to make fair trade products available; serve fair trade products at meetings and events; promote fair trade education in courses and at events; and pass a fair trade resolution. As the Provost indicated in a memo to the University community, “...our University achieved these goals through the collaboration of numerous offices and organizations, including St. John’s for Fair Trade; [Campus Ministry](#) and [Catholic Relief Services](#) ambassadors; the [Vincentian Institute for Social Action](#), including [Academic Service-Learning](#); and the Office of University Mission; and our vendors, Chartwells and the University Bookstore.

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. Beyond those mentioned in the previous section on Center for Global Business Stewardship conferences and seminar, there have been other conferences emanating from various departments and centers within the college. The School of Risk Management (housed in TCB) regularly holds a conference on Regulation and Business Risk, most recently 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.



The Economics and Finance Society hosted a PANEL discussion on *Sustainable Development and Sustainable Investment*, in October of 2017, two new Tobin CEO Seminar Series for graduate students with high-placed TCB alumni as guest speakers, and a lecture on *From the Classroom to the Boardroom*, sponsored by Synchrony Financial (whose CEO is a TCB alum).

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 [TCB Alumnae Women in Leadership Breakfast](#) hosted by the Peter J. Tobin College of Business and the Office of Alumni Relations each fall. Held at Manhattan's 3 West Club, the annual event allows 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.



Women in Leadership Breakfast – Alumnae speakers with Dean Noreen Sharpe

Women's Marketing Academy for Business

In 2015 and 2016, TCB hosted "Designing a Career in the Marketing Academy: A Gathering of Future Leaders" mini-conference during the summer at St. John's Manhattan Campus on Astor Place.

A total of 20 handpicked attendees from highly ranked business schools across the U.S. and Canada were selected for this two-day get-together intended to gather early career academics and Ph.D. students in a casual setting to discuss career-building, networking and leadership development among women in the marketing academy.

"First, we use design thinking tools to ascertain the unique challenges, barriers and opportunities facing early-career academics coming into the field in this second decade of the 21st century. Next, we provide space for teasing out possible solutions or areas requiring further understanding through research that might help pave a way forward. And finally, we aspire to create a community of women that lasts beyond

the event and grows through future gatherings with similar themes and topics," stated Joan Ball, Assistant Professor of Marketing.

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 Constantine "Dinos" Jordanou, Chairman and Chief Executive Officer, Arch Capital Group Ltd., as the "2017 Insurance Leader of the Year" (pictured above).

Executive-in-Residence Program (EIRP) Partners

Our [Executive-in-Residence Program \(EIRP\)](#), now in its 38th year, and currently directed by Dr. Chris Long, 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, and develops students' capabilities and leadership skills. 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.

One of the four UG projects is always with a NFP and students apply their business skills to solving real challenges facing area NFPs. Not-for-Profit organizations that the program has worked with over the last two years alone include: [Developmental Disabilities Institute](#) (DDI - helps children and adults with autism and other developmental disabilities experience personal growth and fulfillment), [Special Citizens Futures Unlimited](#) (providing personalized care to adults and children with autism including group homes and vocational training), [New York Public Radio](#) (produces innovative public radio programs, podcasts and live events), and the national

[Ladies of Charity USA](#) (developed a mission market for sale of artisan goods by the Ladies from impoverished communities globally).

In the case of DDI, two EIRP undergraduate students, inspired by the organization's purpose and 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. This has now become an annual event, and in September 2016, DDI hosted its ["Walk Run & Ride for Autism"](#), which grew out of the TCB's students embryonic efforts back in 2013. DDI raised over \$47,000 at this event to help fund the vital programs and services DDI provides to over 5,000 families served by their educational and residential programs, adult day training and medical services. "This event is all about coming together as a community and helping those who cannot help themselves," said Co-Chairman of the event Brian Brunjes. At the 2016 event the Grand Marshals were six recent St. John's University graduates who again spent one week walking 128-miles in the blistering heat the previous May from the Brooklyn Bridge to the Montauk Lighthouse in order to benefit DDI. Raising over \$22,000, Nathan Holmes, John Kenny, Morgan Zajkowski, Michael Cunniff, Liam Kenny and Michael Sardone (pictured below) have proved to be worthy honorees.



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.

The work of the Scholars in Global Solidarity continues today as part of our partnership with Catholic Relief Services and our designation as a CSR global campus. Much of the research inaugurated in 2012-2014 is ongoing.



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

Participation and Presentations at SDG and PRME-related Conferences and Workshops

TCB faculty have been called on to present and participate in a number of SDG-related conferences including the a presentation for the

Mid-Atlantic Regional Conference on Business Development in Underserved Communities, which was held at New York University (NYU – Stern School in May of 2016. A TCB Faculty member was also invited as a panelist for the SDG workshop held at Columbia University and co-sponsored by Luiss University: *“Make SDGs Happen through Integrated Thinking”*. This workshop, building on early experiences of industry and academe, offered an opportunity for participants to discuss ways in which business organizations can rethink their management processes, accounting tools and reporting mechanisms so as to contribute to the achievement of the SDGs alongside long-term value creation, competitiveness and growth.

TCB was represented at both the 2015 and 2017 PRME Global Forum, and Dr. Linda Sama was elected to serve as a Discussion Leader during the 2017 forum. We also participated in the 2016 UN Global Compact Leadership Summit.

Holding a seat on the board of the newly formed North American Regional Chapter of PRME, TCB has attended two of the last three regional meetings – Seattle in late 2014, and Atlanta in 2015.

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” five 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 21st 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 50th Session of the U.N. Commission for Social Development focused on the theme of “Poverty Eradication”. In February 2017, TCB’s GLOBE program was presented at the UN Civil Society Forum - 55th session of the Commission for Social Development (CSocD55). 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. We continue 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 expect to amplify our connections to and involvement with these groups over the course of our next two years with PRME as a selected PRME Champion.

Visiting Scholars-in-Residence Program

As a college interested in a truly global education and one that welcomes a variety of perspectives on current issues, we have an institutionalized program of inviting Visiting Scholars to our NYC campuses to collaborate on research projects with 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 invited scholars from Korea, Japan, Greece, Norway and China. We look forward to continued growth in this program

PRME Objectives 2018 - 2019

At TCB, we seek to mirror PRME's dedication to continuous improvement as we deepen our involvement and improve on our programs that are aimed at achieving the goals embedded in the six (6) PRME Principles. 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 our last report, we had reported on sustainability efforts and our commitment to growing our promotion of sustainability in our research, teaching and partnerships. In this cycle, 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 several new courses in sustainability as described in this report and students are flocking to these offerings, even though they are elective courses. 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 additional Global Destination Courses (GDCs) that traveled to three new destinations representing three

emerging economies in Latin America - Ecuador, Brazil and Argentina. We also have extended our commitment to poverty alleviation in Nicaragua and the Philippines through GLOBE and the GLOBE Fellows Program. By dint of these field experiences, students were able to witness firsthand 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 354 graduates as we enter the program's 10th year. We have funded an additional 75 borrowers since our last report, and meeting our objective, we added a new country of operation to our portfolio – the Philippines. The GLOBE Student Fellows Program has traveled to Nicaragua and the Philippines since the last report, and 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.

Our GDC program continues to grow, and we have planned a record number of GDCs for Spring 2018, 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 nearly all of our GDCs, benefitting nearly over 90 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.

For the next cycle, we are planning to introduce a Sustainability Track for undergraduates, and sustainability offerings for graduate students, as well as related Career Services symposia on jobs/careers in sustainability. In addition, we are crafting an honors program with the PRME-related curriculum as a key element of the program. This will be sent to the Dean for approval in early 2018.

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 did install the new Digital Measures reporting system, and are now able to generate reports about teaching and research in PRME. This has made it somewhat easier to collect and track PRME-related activities, but we have a way to go to achieve a fully seamless process of reporting that would 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. Our next visit occurs next year and we are poised to deliver stellar results. We applied, and were accepted, as a PRME Champion for the next cycle, and have built a team of champions who will work together on this initiative, with a special focus on the SGDs.

Principle 4 – Research: We have exceeded our expectations in terms of PRME-related research over the past two years as reported in that section of this report, with over 60% of the journal articles (and books or book chapters) produced by the faculty relating to PRME topics and, over 50% of the faculty members who reported their published work in the system consistently producing research that helped to support PRME. 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.

As stated in our last report, we repeat our goal over the next two years 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. With the installation of Center Research Fellows and the PRME Champion team, we are well situated to achieve this goal. As set as a goal in our last report, the Digital Measures system with a tracking mechanism for PRME-related research has been implemented, and the PRME research award continues to attract an increasing number of applicants.

Our International Vincentian Business Ethics Conference (IVBEC) in 2015 featured the PRME principles as a theme and brought researchers from over 30 countries to share their emerging work in the field. The next IVBEC we host in October of 2018 revolves around the SDGs as a theme and we are anticipating record participation from academics and practitioners,

amplifying our research footprint as it relates to PRME.

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.

We are setting as a goal for the next cycle a path to partnering with business organizations through the Center for Global Business Stewardship, either through an advisory council or an established award for alumni executives who live the PRME principles in their businesses. We have been very successful in designing lectures and symposia with invited speakers and creating linkages with other centers and initiatives on campus to broaden our reach. We now seek to expand that reach to Centers of excellence in the country and ultimately around the world. 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 is ongoing from our previous reports. 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) from our last report was achieved 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, this PRME-related conference theme featured panelists from the UN PRME Secretariat, PRME signatory schools and UN Global Compact firms. The 2018 IVBEC promises to offer new opportunities for partnership that will lend a fresh perspective on how the PRME principles and the SDGs are integrated into the research, teaching and partnership activities of schools of management and how firms are mirroring this call in their processes and operations. We are eager to report on what we expect to be another very successful event in our next SIP report.

Principle 6 – Dialogue: We continue to foster the engagement of our various partners in an ongoing dialogue about the values reflected in the PRME principles as an effective means of forging positive solutions to otherwise intractable problems. We will continue to track and promote the work of our CRS initiatives on campus and to further our important relationship with the United Nations, whose close proximity presents unique opportunities for us.

The PRME Steering Committee and PRME Champion team 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. 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 principles and SDG-related issues.

A new goal under this Principle 6 is to engage in regular dialogue with our fellow PRME Champions with an eye to collaboration on curricular challenges and research efforts. This objective would also be facilitated by the networking we do at the October 2018 IVBEC referenced in the preceding Principles. These dialogues could be leveraged in the following ways:

- Collaborative experiential learning projects for students, particularly in courses dealing with sustainability and global social responsibility
- Rotating series of guest speaker/Skype presentations across participating PRME schools.
- Joint research projects with industry and academics via the Center for Global Business Stewardship
- Identification of best practices for benchmarking and implementation
- Heightened sponsorships and funding of our flagship programs that promote PRME, namely GLOBE, GDCs, EIRP, COAP, VITA and AS-L courses

The PRME logo is displayed in a bold, blue, sans-serif font. It is positioned in the top left corner of a white rectangular box that also contains the report title. The background of the entire page is a photograph of a large, multi-story university building with a stone facade and a central tower. An American flag is visible on the left, and a red flag with a white emblem is on the right. In the foreground, there is a paved walkway, a grassy area, and an outdoor seating area with several tables and umbrellas where people are gathered.

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

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