ALBERS SCHOOL OF BUSINESS AND ECONOMICS
SEATTLE UNIVERSITY

2021 REPORT ON PROGRESS:

IMPLEMENTATION OF THE U.N. PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

PRME Principles for Responsible Management Education

SEATTLEU
ALBERS SCHOOL OF BUSINESS AND ECONOMICS

TABLE OF CONTENTS

Letter From The Dean 1

Albers School Of Business And Economics 2

Section Guide 3

Part 1: Educational Activities, Embodying The First Three Principles 4

Ethics And Sustainability Are Integrated Across The Albers Curriculums 5

Related Extracuricular Activities 10

Part 2: Research-Related Activities, as Described in the Second and Fourth Principles 11

- Organizational Practices 11
- Business Ethics 11
- Sustainability 11
- Corporate Social Responsibility 12
- Social Justice 12

Part 3: Engagement with the Broader Community, as Expressed in the Fifth and Sixth Principles 14

Albers' Faculty and Students are Widely Involved in The Broader Community 15

Albers Participates in the Following University-Wide Activities that Embody the Values Expressed in PRME 16

THE ALBERS SCHOOL OF BUSINESS AND ECONOMICS IS PLEASED TO SUBMIT OUR MOST RECENT COMMUNICATION ON PROGRESS REPORT.

Albers has long been committed to the values expressed in the Principles for Responsible Management Education, as expressed in our mission:

The Albers School develops ethical, inclusive, and innovative business leaders who lead and manage for the good of their organization, society, and the planet.

Albers' shared values:

- Honesty and integrity—in everything we do
- Academic excellence—in teaching, scholarship, and service
- Diversity and Inclusion —fostering a welcoming and open environment for all, treating others with respect, and collaborating toward a shared vision
- Jesuit mission—growth in persons, education for leadership, and service and commitment to justice that affirms the rights and dignity of all stakeholders

Participating in PRME is one way for Albers to focus our efforts and to hold ourselves accountable to our values. This document reports on our work over the past several years.

The faculty and staff at Albers work hard to achieve our mission and to apply the principles of responsible management education in our teaching, research, and community involvement.

I am happy to highlight our efforts and successes here, and to reaffirm our commitment to PRME.

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

AACSB ACCREDITED

ALBERS SCHOOL OF BUSINESS AND ECONOMICS
SEATTLE UNIVERSITY

This current report was written by numerous faculty, staff, and administrators in Albers under the coordination of Marc A. Cohen. PhD, Professor of Management and Program Director, Professional MBA and Online MBA.

Readers should feel free to contact Marc Cohen (cohenm@seattleu.edu) or Dean Joseph Phillips for more information.

Specific ethics-related outcomes are assessed as part of the Albers School accreditation process. More information is available on request.

Specific goals are also included in the accreditation materials.

Seattle University is a Jesuit Catholic university located on 48 acres on Seattle's Capitol Hill neighborhood, just east of downtown. The student population is approximately 7,050, enrolled in undergraduate and graduate programs within eight schools and colleges. *U.S. News and World Report's* "Best Colleges 2021" ranked Seattle University #124 out of the nearly 400 universities featured and #80 in the nation in the publication's "best value" category.

The Albers School of Business and Economics at Seattle University is home to over 1,400 undergraduate and graduate business students, 63 full-time faculty, and 29 staff-persons.

An Albers education is values-centered and prepares students for ethical and socially responsible leadership. Albers awards undergraduate degrees in business and economics. In addition to our five MBA programs—Bridge MBA, Professional MBA, Online MBA, MBA in Sport and Entertainment Management, and Leadership Executive MBA (LEMBA)—we award graduate degrees in finance (MSF), business analytics (MSBA), accounting (MPAC), and accounting and analytics (MSAA).

Our undergraduate and graduate programs are nationally ranked by *U.S. News & World Report*.

Our LEMBA program was ranked #16 in the nation and our graduate accounting program ranked #15 in *U.S. News & World Report's* 2022 rankings. Albers' business analytics graduate program was ranked #19 nationwide. The Professional MBA and other graduate business programs are also nationally ranked by *U.S. News*.

In addition, our undergraduate finance program was tied for #21 in the nation among specialty programs while the accounting program was tied for #31 in the nation by *U.S News* in 2021. The undergraduate Business Analytics program ranked #14 in the nation among specialty programs. Albers is accredited by AACSB International, a distinction earned by less than 5% of business schools worldwide.

Seattle University is also nationally recognized as a green campus. All significant buildings in the past seven years have been built to LEED Gold standards. The 2020 Sustainable Campus Index by the Association for the Advancement of Sustainability in Higher Education (AASHE) also ranked Seattle University third nationally among master's institutions. Among the 650 higher education institutions that were measured, the university was fourth in the curriculum category and eighth in the public engagement category.

THIS DOCUMENT IS ORGANIZED IN THREE SECTIONS.

PART 1

The first reports on our education activities.

PART 2

The second summarizes research-related accomplishments.

PART 3

And the third outlines both Seattle University's and Albers' engagement with the broader community.

PART I: EDUCATIONAL ACTIVITIES, EMBODYING THE FIRST THREE PRINCIPLES

PRINCIPLE 1
PURPOSE

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

PRINCIPLE 2
VALUES

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

PRINCIPLE 3
METHOD

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

ETHICS AND SUSTAINABILITY ARE INTEGRATED ACROSS THE ALBERS CURRICULUMS.

Undergraduates are required to take a full-quarter course in business ethics.

The undergraduate course is entitled Ethical Reasoning in Business and is taught by a set of business ethicists on the Albers faculty (most of whom hold Ph.D.s in philosophy). In addition, ethics-related material is incorporated widely across the curriculum. For example: Each course in the accounting major involves at least one ethics-related topic, integrating that material across the major. The History of Economic Thought course (taught by Professor Dean Peterson) includes material on ethics to ensure that students have a critical understanding of the ethical precepts that underlie the discipline. Albers' business law courses use as a foundation the United Nations Global Compact (UNGC); students reflect on the elements of the UNGC and their (and other standards) efficacy in guiding behavior, how to operationalize the principles, and how progress should be measured and reported (taught by Professor Eva Sedgwick).

Graduate students complete significant coursework in ethics.

Graduate students in our Professional MBA and Online MBA programs take a six-course core curriculum that integrates material on ethics and sustainability across the courses. Students in our Bridge MBA and MSF programs take a full quarter ethics course. Students in the MPAC program take a full quarter ethics course oriented around CPA-relevant ethics material and questions about corporate governance. Students in the MSBA program take an ethics course focused on ethical issues in technology and computing, one taught by specialists in that field.

The Albers School's Center for Business Ethics, launched in 2011, continues to serve as a hub of activities related to business ethics and corporate responsibility.

It is currently directed by Professor Jeffery Smith who also holds the Frank Shrontz Chair of Professional Ethics. This Center's mission remains to prepare students to "identify, understand, address and resolve unethical or illegal behavior in the workplace, create and continuously improve ethical cultures at work, and champion corporate stewardship of society and the environment." The Center achieves these objectives through the contributions of faculty, students and corporate partners. It has an advisory board composed of executives from companies such as Microsoft, Kaiser Permanente Washington, Costco, Pemco Insurance, Boeing Employee Credit Union (BECU), McKinstry, and Starbucks.

The Center currently offers four signature programs

First, it organizes and sponsors Albers Ethics Week, an intensive, week-long program of classroom visits by members of the Seattle-area business community. These guests address an ethical issue or problem in their organizations and/or industries to provide students with discipline-specific, real-world examples of ethical issues that they can expect to confront upon graduation.

Second, it hosts visiting scholars from various universities to address ethical issues in business. Visitors from Rutgers University, Harvard Business School, the University of Michigan, and others, have been hosted.

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Third, it hosts the Northwest Ethics Network (NWEN), a regional "best practices" forum of ethics and compliance managers that convenes quarterly to collaboratively discuss ethical problems in business.

Fourth, the Center created a new Faculty Fellows program; it appoints faculty for a term of up to two years to continue their research in areas related to business ethics, broadly construed. The Faculty Fellows also work with the Director to support the Center's programmatic goals—for instance, by writing case studies, hosting meetings with NWEN and designing curricula. The Center's goal is to ensure that students and faculty understand the way that ethical commitments and ethical issues run through all business disciplines. Current and recent Fellows have completed research projects related to diversity and inclusion, the ethics of facial recognition technology, social responsibility assurance and reporting and creating trust and trustworthy organizations.

An integral part of the programming of the Center for Business Ethics is Albers Ethics Week, mentioned above, an intensive week of activities center around classroom visits and keynote events that bring a critical mass of professionals in contact with students and faculty.

During the Fall quarter the staff of the Center for Business Ethics selects the dates for "Albers Ethics Week" and then contacts eligible professionals—many of whom serve in various advisory capacities within the Albers School—to make arrangements for their appearance in different classes during this time. The Center's staff also uses the Fall quarter to assure faculty participation in the program and tentatively place professionals in courses that are appropriate for their experience and area of expertise. Individual faculty members are paired with specific professionals in the early Winter quarter and then they work collaboratively on the content and format of the classroom visit, which may include formal presentations, extended question and answer sessions, and case-based discussions.

Each year, approximately 100 course sections in the Albers School (about 80%) benefit from over 50 different guest speakers. These speakers represent organizations such as Starbucks, the Seattle Port Authority, Microsoft, the Seattle City Attorney's Office, Boeing, Costco, REI, Amazon and Premera.

The keynote events vary from year to year. The keynote events in 2020 focused on ethics and social media and featured a panel discussion with scholars from the University of Washington's Center for the Informed Public. In 2019 the keynote theme centered on ethics and artificial intelligence, and included David Danks (Carnegie Mellon University), Solon Barocas (Cornell University), and Margaret Mitchell (Senior Scientist, Google) as speakers.

The Albers Undergraduate Leadership Program (UGL) develops the leadership skills of first- and second-year students who plan to major in business.

The program helps students understand a variety of leadership forms, increase self-awareness of their personal leadership potential, and identify opportunities to assume leadership roles at Albers, at Seattle University, and in the community. UGL students are admitted by application in their freshman or sophomore year. In a course spanning Winter and Spring, students participate in class discussions and present policy proposals to University leadership for improving the student experience. Throughout their four years at Albers, they are encouraged to fulfill a variety of extracurricular activities, such as taking on a leadership role in a business club, attending leadership workshops, performing service, and serving as mentors for first-years.

In the 2020-21 academic year, students in the Albers Undergraduate Leadership Program hosted or co-hosted a workshop on leadership development, a panel discussion on BIPOC leadership in the workplace, and a number of professional development seminars and social events. Advanced students in the program (third-

Continued on page 8

ACADEMIC EXCELLENCE + VALUES-DRIVEN EDUCATION

and final-years) currently serve as representatives in student government, as officers in student clubs, and as captains of their athletics teams. They are also active as teaching assistants and research assistants for other business faculty, serving as role models for other business students seeking to maximize their experience as undergraduates and their development as leaders.

In addition to the graduate programs described above, Albers also offers a two-quarter Executive Leadership Program Certificate and a six-quarter (two- year) Leadership Executive MBA. Both include the significant coursework connected with the PRME themes, including: Building a Vision for a Global Commons, Ethical Leadership, Leading Responsible Organizations, and Leadership for a Just and Humane World. The Leading Responsible Organizations course includes a sustainability module, and uses it as a platform to discuss the role of leaders in addressing global sustainability issues. Leadership for a Just and Humane World is a project-based course requiring participant teams to serve a social justice (vs. charitable) need in the community. Groups choose their domain of service, develop a sustainable model for their project, and implement their projects within the community using executive-level skills. The course provides experiences in leadership and teamwork against a clear set of criteria. Participants learn new methods for making decisions that take sustainability into account, as well as working in teams, and affecting and leading change. And the course is designed to cultivate a richer sense of connection with the broader community, fostering alignment of personal values with organizational and societal needs in order to lead authentically for maximum impact. Examples of past projects include students collaborating as citizen activists to pass legislation in Washington State benefitting foster youth "aging-out" of state support; students working internationally to provide access to potable water to residents in rural African communities; students working to create, develop, and sustain on-going operation of a community center serving Latino immigrants; and student development of a wellness program for youth in low socio-economic communities where childhood obesity is a chronic issue.

According to the Center for Leadership Formation director Teresa Rothausen: *"One of the differentiators of the Seattle U Leadership Executive MBA is that, throughout the first one-third of the program, we engage students in experiences and projects that result in significant expansion of their concept of themselves as leaders as well as expansion of their sphere of influence. They learn to take social just and environmental sustainability into account in all decision-making, and they develop impact projects wherein we develop their capabilities to be generators of sustainable value for both business and society into the future. The work they do in the program utilizes frameworks, materials, and processes that challenge and support them as they do a social impact project together, and later activities encourage them to customize this for their future individual leadership impact and legacy."*

In 2013 Seattle U established the Center for Environmental Justice and Sustainability (CEJS), the first of Seattle University's "centers of excellence." The purpose of the center is to promote cross-cultural scholarship, teaching, and action in the broad realm of sustainability, both on campus and in interaction with local and global communities. Albers faculty were heavily involved in writing the proposal for the center, along with faculty from Arts and Sciences, Engineering, and Theology.

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Albers has also collaborated with the Institute for Catholic Thought and Culture (ICTC) at Seattle U, established officially in 2012. The Institute aims to create opportunities to explore the relevance of Catholic intellectual tradition to the contemporary world, a task proper to a Catholic university.

The Institute supports research, education, and projects that expand beyond a strictly Jesuit focus. One initiative is the creation of a Summer Faculty Study Group that supports the formation of faculty in their commitment to social justice as animated by faith. Several Albers faculty have participated and/or led the Summer Study Group. In 2016, the ICTC partnered with the Center for Business Ethics to convene a seminar entitled "Economy, Violence, Justice: Catholic Social Thought and Contemporary Issues." Four Albers faculty were involved in that seminar. The next seminar the ICTC partnered with the CEJS to produce a seminar on the Catholic Tradition at the Nexus of Ecology and Social Justice. One business ethicist from Albers was heavily involved in the planning, coordination, and facilitation of that event. Several Albers faculty have received support for research projects, including Jessica Imanaka ("Laudato Si: Technologies of Power, and Contemplation: A Search for Liberation, Equity, and Justice") and Valentina Zamora ("Individual Tax Provisions and Income Inequality from a Catholic Social Thought Lens").

Relatedly, in 2013, Albers faculty and staff formed a cohort dedicated to advancing the Jesuit mission of the university as it pertains to the Albers context.

This group is comprised of Albers alumni from the university Arrupe Seminar on Visions and Foundation of Jesuit Education. This group has coordinated several spiritual and mission-centered retreats for Albers Arrupe Alumni. The group has continued to meet in subsequent years and has sponsored lectures, including one set of lectures by a Jesuit Professor of Marketing. Catholic Social Thought provides an important foundation for ethics, justice, sustainability, and global responsibility in a Jesuit Catholic university.

Service learning in courses

Each undergraduate major is required to offer a service learning course within its curriculum. This initiative is expected to evolve into a societal impact course in the near future.

Pre-COVID, Albers offered student study tours that incorporate social and environmental commitments. These will resume when possible.

One program was in Guatemala, and in past years the students worked with Guatemalan organizations such as Uxibal, which means sister in the Mayan language Qu'iche'. Uxibal improves the lives of women in Guatemala, a traditionally male-dominated society, by providing opportunity where little previously existed. Students interacted with these women, who lived in extreme poverty, and were often subject to domestic violence and sexual abuse. The experience helped SU students to create dialogue and become agents of change to enable and empower the marginalized to create better lives for the future.

Another regularly offered tour visited the European Union and focused on organizations involved in public and corporate governance—so that students could explore how interests are aligned between individuals, corporations, and society. As part of this tour, Professor Valentina Zamora taught a course on Comparative Corporate Governance.

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RELATED EXTRA-CURRICULAR ACTIVITIES

The Albers Innovation and Entrepreneurship Center (IEC) conducts an annual business plan competition, the Harriet Stephenson Business Plan Competition, and sustainability is one of the screening criteria. The IEC has also initiated a virtual social impact business competition called the Albers-SJIM International Business Plan Competition. Students from Seattle University and St. Joseph's Institute of Management in Bangalore, India collaborate on creating business solutions for a pressing social problem. Teams are intentionally made of students from both schools to consider the causes, effects, and possible solutions to global issues from a larger perspective. Past topics have included:

- 2020: Universal digital inclusion
- 2019: Food insecurity
- 2018: Combatting fake news
- 2017: Bringing recycling to Bangalore, India

Another key IEC project is the Resource & Management Amplification Program (RAMP-up). It provides business coaching, planning, technical support, and other assistance to underserved local businesses in Seattle. Qualified clients are assigned a Seattle University client account manager and student consulting team for a renewable one-year engagement. Around 150 underserved businesses have been helped since 2016, while RAMP-up businesses in 2019-20 accessed $1.5 million worth of funds.

Alpha Kappa Psi (AKPsi) business fraternity is the largest student business organization on Seattle University's campus. The mission of AKPsi is to develop fraternity members (both men and women) and promote business education, including the role business plays in the community. To this end, the fraternity has engaged in a number of service events such as card-making for Seattle Children's Hospital, organizing a virtual garage sale for Mary's Place, volunteering at on-site vaccination locations for Washington state, and organizing a BIPOC Experience Panel. Through these activities, the club enables leadership formation and the opportunity to practice skills acquired in business courses in support of the community.

Beta Alpha Psi (BAP) is the international honor society for financial information students and professionals. The Delta Eta chapter of BAP at Seattle University has existed since 1973, and for over 20 years our composite group of accounting, finance, and business analytics students have attained Superior Chapter status. Part of this recognition is due to BAP's ongoing belief in stewardship. We strive to ensure that we leave our families, communities, companies, teams, and world better than when we started.

Per chapter bylaws, each student member of BAP is required to complete six to eight hours of community service, per quarter, to maintain active status. Chapter events traditionally include VITA (Volunteer Income Tax Assistance), Adopt-A-Street neighborhood cleanup (Capitol Hill neighborhood), meal preparation at Lifelong AIDS Alliance, volunteer tutoring for introductory accounting courses, collecting and bundling books for local elementary schools (in collaboration with KPMG), collecting wellness supplies and toys for local hospitals, and providing personal time to act as support staff for various other SU-sponsored charitable events. During the last 1.5 years of COVID, and due to the necessary social distancing, students have spent the majority of their volunteer time hand-crafting support cards for patients at local hospitals and residents at neighboring nursing homes. Students also helped raise funds for a newly endowed accounting scholarship fund.

Over the last five years, the total number of BAP volunteer hours (and average student membership counts) were:

- 2020-2021 451 Hours (29 Members)
- 2019-2020 760 Hours (48 Members)
- 2018-2019 805 Hours (54 Members)
- 2017-2018 556 Hours (34 Members)
- 2016-2017 773 Hours (46 Members)

PART 2: RESEARCH-RELATED ACTIVITIES, AS DESCRIBED IN THE SECOND AND FOURTH PRINCIPLES

PRINCIPLE 2
VALUES

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

PRINCIPLE 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 2 is repeated here because we consider research to be an "academic activity."*

ALBERS FACULTY PUBLISHED WIDELY ON ISSUES RELATED TO RESPONSIBLE MANAGEMENT (ON ETHICS AND SUSTAINABILITY BROADLY CONSTRUED).

THE FOLLOWING IS A VERY ABRIDGED LIST OF RELEVANT PUBLICATIONS.

ORGANIZATIONAL PRACTICE

- Vernon, E., Gottesman, Z., and Warren, R. (2020). "The Value of Health Awareness Days, Weeks and Months: A Systematic Review." *Social Science & Medicine* 268.
- Cohen, M.A., and Isaac, M. (2020). "Trust Does Beget Trustworthiness, and Also Trust in Others." *Social Psychology Quarterly* 84 (2): 189-201.
- Isaac, M.S., Wang, Y., and Schindler, R.M. (2020), "The Round-Number Advantage in Consumer Debt Repayment." *Journal of Consumer Psychology* 31 (2): 240-262.
- Foster, T.N., and Arnesen, D.W. (2019). "Legal Strategies for Combating Online Terrorist Propaganda." *Atlantic Law Journal* 21: 45-124.
- Lee, M., Mu, X., and Zhang, Y. (2020), "A Machine Learning Approach to Improving Forecasting Accuracy of Hotel Demand: A Comparative Analysis of Neural Networks and Traditional Models." *Issues in Information Systems* 21 (1): 12-21.

BUSINESS ETHICS

- Cohen, M. A., and Peterson, D. (2019). "The Implicit Morality of the Market and Joseph Heath's Market Failures Approach to Business Ethics." *Journal of Business Ethics* 159 (1): 75-88.
- Cohen, M.A. (2020). "Generalized Trust in Taiwan and (as evidence for) Hirschman's Doux Commerce Thesis." *Social Theory and Practice* 46 (1): 1-25
- Cohen, M.A. (2019). "The Problem of Imposing Risk and the Procedural Dimension of Stakeholder Management." *Business and Society Review* 124 (3): 413-427
- Smith, J. (2019). "Navigating our Way Between Market and State." *Business Ethics Quarterly* 29 (1): 127-141.

SUSTAINABILITY

- Chipalkatti, N., and Rishi, M. (2019). "Economic Growth and Reduced Carbon Emissions: The Impact of Carbon Pricing Policies." *International Journal of Teaching and Case Studies* 10 (1): 12-30.
- Kimbro, M. (2020). "Walking the Talk? An Examination of The Investments of Jesuit Universities in Fossil Fuel Firms." *Journal of Management and Global Sustainability* 8(1): 47-76.
- Kimbro, M. (2020). "Walking the Talk? Jesuit Universities and Fossil Fuel Investments." *Journal of Management and Global Sustainability* 8(1) 77-96.
- Li, D., Rishi, M., and Bae, J.. (2020). "Green Official Development Aid and Carbon Emissions: Do Institutions Matter? *Environment and Development Economics* 26 (1): 1–20.
- Modarress, B., Ansari, A., and Ansari, A. (2020). "Sustainable Development and Ecological Deficit in the United Arab Emirates." *Sustainability* 12 (15).
- Ashrafi, M., Walker, T., Magnan, G. M., Adams, M., and Accario, M. (2020). "A Review of Drivers of Corporate Sustainability in Maritime Ports: A Multi-Stakeholder Perspective." *Maritime Policy & Management* 47 (8): 1027-1044.
- Ashrafi, M., Accario, M., Walker, T., Magnan, G. M., & Adams, M. (2019). "Corporate Sustainability in Canadian and US Maritime Ports." *Journal of Cleaner Production* 220: 386-397.

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CORPORATE SOCIAL RESPONSIBILITY

SOCIAL JUSTICE

- Hughes, M. C., Vernon, E., and Kowalczyk, M., and Basco-Rodillas, M. (2021). "US Hospices' Approach to Racial/Ethnic Minority Inclusion: A Qualitative Study." BMJ Supportive & Palliative Care online, forthcoming in print.
- Hughes, M.C., and Vernon, E. (2020). "Hospice Response to COVID-19: Promoting Sustainable Inclusion Strategies for Racial and Ethnic Minorities". Journal of Gerontological Social Work 64 (2): 101-105.
- Hughes, M.C., Vernon, E. (2019). "Closing the Gap in Hospice Utilization for the Minority Medicare Population." Gerontology and Geriatric Medicine 5: online.
- Jilla, A. M., Johnson, C.E., and Huntington-Klein, N. (2020). "Hearing Aid Affordability in the United States." Disability and Rehabilitation: Assistive Technology online, forthcoming in print.
- Hiedemann, B., Vernon, E., and Bowie, B. (2019). "Re-Examining Genetic Screening and Oral Contraceptives: A Patient-Centered Review." Journal of Personalized Medicine 9 (1).

PART 3: ENGAGEMENT WITH THE BROADER COMMUNITY, AS EXPRESSED IN THE FIFTH AND SIXTH PRINCIPLES

PRINCIPLE 5
PARTNERSHIP

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

PRINCIPLE 6
DIALOGUE

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

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

ALBERS' FACULTY AND STUDENTS ARE WIDELY INVOLVED IN THE BROADER COMMUNITY.

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

As one example, students provide assistance with filing taxes through the VITA program—Volunteer Income Tax Assistance. Students in the ACCT 3365 and ACCT 5355 service practicum courses provide federal income tax filing assistance to underserved populations. The department has partnered with United Way of King Country for over 40 years. In 2021 (tax year 2020), SU volunteers were part of the team providing 704 hours of service, processing $4.28 million in federal income tax refunds, and assisting clients with receiving $888,000 in earned income tax credits and $1.26 million in child tax credits, bringing in needed funds to the households served.

MotMot Coffee is a student founded and student managed Direct Trade certified coffee company, founded several years ago by Albers undergraduate student Brandon Wild.

Its mission is 'students redefining the coffee industry by committing to ethical sourcing, incubating business leaders, and creating sustainable solutions for the future.' The brand operates under the Direct Trade model, where all profits go back to agricultural partners in Nicaragua and Vietnam. MotMot sells coffee to B2B and B2C consumers.

Seattle U RAMP-up

As mentioned previously, the Resource & Management Amplification Program (RAMP-up) provides business coaching, planning, technical support, and other assistance to underserved local businesses in Seattle. Qualified clients are assigned a Seattle University client account manager and student consulting team for a renewable one-year engagement. Around 150 underserved businesses have been helped since 2016, while RAMP-up businesses in 2019-20 accessed $1.5 million worth of funds.

MBA Students Offer Free Project Management Makeovers to Non-Profits

The Professional MBA Project Management class participates in a joint venture with the Center for Community Engagement where they put out a call to non-profit organizations they have relationships with, if they would like a makeover with PMBA students. Students benefit from real world experience while nonprofits benefit from SU expertise. The program has generated $100K+ in time and fundraising with roughly 75 to 100 projects under its belt.

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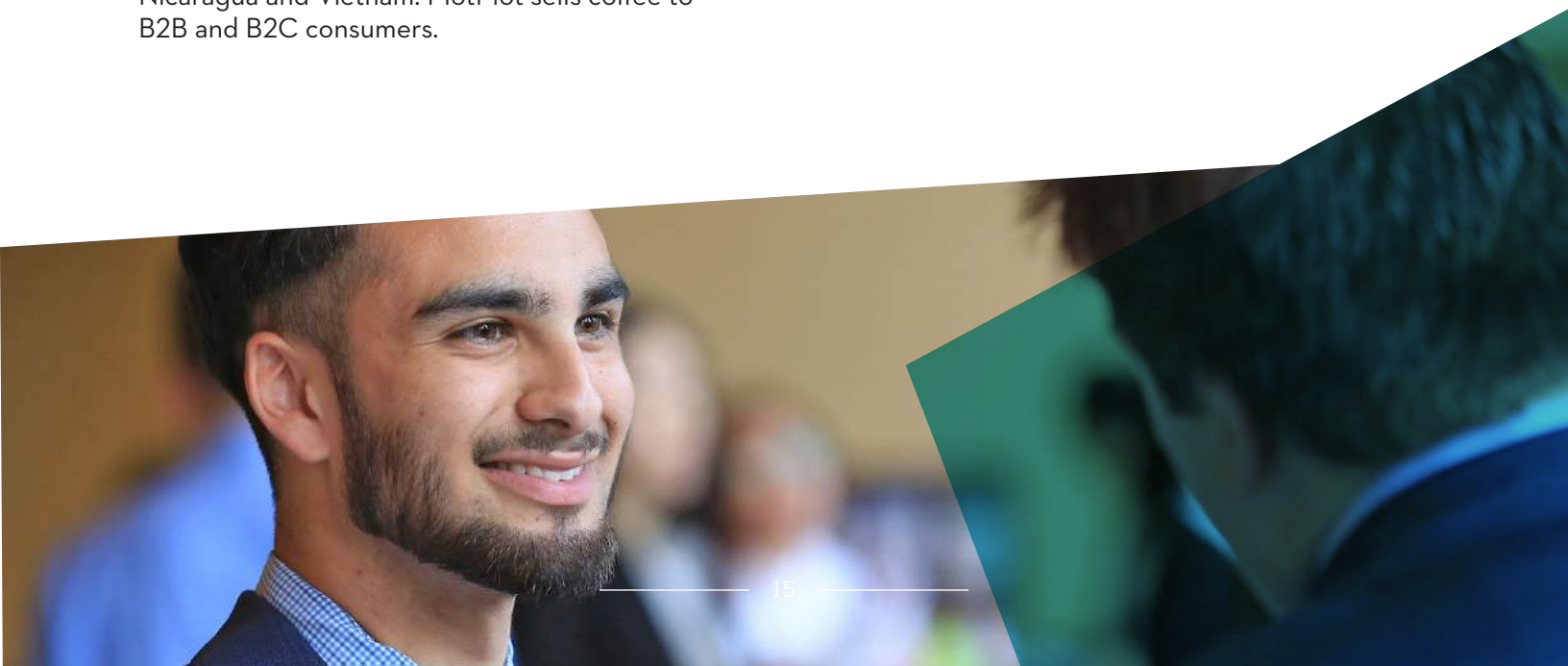

Albers sponsors a program for high school students

Now in its 18th year, the Summer Business Institute enables high school students of African American, Latino/Hispanic, Native American Indigenous, and Pacific Islander heritages to experience business school for a week in June. A $50 fee is available to qualified participants, who earn 3 college credits upon completion. The program features lectures by Albers faculty, team projects, and networking. In the last five years, 165 students have participated in SBI.

A number of outside speakers addressed social and environmental responsibilities in the context of global business and entrepreneurship.

Albers courses actively involve outside speakers on a regular basis. In the 2020-21 academic year we had at least 54 outside speakers.

As mentioned in the first section, Jeffery Smith, Professor of Management and Frank Shrontz Chair in Professional Ethics, organizes the Northwest Ethics Network, an independent group of ethics and compliance officers from the Seattle and Puget Sound area.

The Network is a signature program of the Center for Business Ethics. The Network meets quarterly to discuss ethical challenges in business and the ways that ethical values intersect with the compliance function to create healthy corporate cultures. Members of the Network represent organizations such as Alaska Airlines, the Boeing Company, Group Health Cooperative (now Kaiser Permanente Washington), Microsoft, Premera Blue Cross, Russell Investments, Siemens, Starbucks, and Weyerhaeuser. Many meetings of the Network are held on-site at the offices of the participating companies.

ALBERS PARTICIPATES IN THE FOLLOWING UNIVERSITY-WIDE ACTIVITIES THAT EMBODY THE VALUES EXPRESSED IN PRME.

Increasing Procurement Spending with Local Black, Indigenous, and Other People of Color (BIPOC) Businesses

The Innovation & Entrepreneurship Center (IEC), in collaboration with Seattle University's Sundborg Center for Community Engagement and the university's Procurement Office, was awarded a $750,000 grant from the JP Morgan Chase Foundation in support of the implementation of the SU Diversity for Inclusive Recovery Supplier(DivIRS) Program. This program enables SU to significantly advance its commitment to increase procurement spending with local diverse business enterprises (DBEs) by 10% by FY2025, thus doubling current procurement spending with DBEs annually for the next five years.

With support from the JP Morgan Chase Foundation, the DivIRS program will both direct wealth to local diverse businesses and engage local BIPOC and especially Black communities and businesses. It aims to increase the resilience of the local business ecosystem by increasing university spending with local Black- and BIPOC-owned businesses; building the capacity of community businesses to engage large institutional procurement pipelines; supporting local business in building networks; and developing a model to facilitate sharing and growth of neighborhood-focused supplier diversity efforts among peer universities and anchor institutions.

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The Sundborg Center for Community Engagement

The Sundborg Center for Community Engagement aims to connect classroom, campus, and community to promote a more just and humane world. Among its many accomplishments in 2019-20: 446 SU students engaged in the community as service learners, academic mentors and student leaders; 5,800 hours of early education support were provided to preschool classrooms, and $85,000 of supplies were distributed to families during the pandemic.

Throughout the year, staff and faculty are encouraged to volunteer. Faculty plan service learning projects with students, and staff use their community service leave for individual volunteering. While most projects happen in the local area, International opportunities for service are ongoing for faculty, staff, and students.

Seattle University's Youth Initiative (SUYI)

Seattle University's Youth Initiative, overseen by the Sundborg Center for Community Engagement, aims to become a national model of campus-community engagement. It strives to strengthen education and support for 1,000 neighborhood youth and their families while enhancing the university by providing service, learning and research experience for students, faculty, and staff. Launched in 2011, the Youth Initiative is the largest community engagement project in the institution's history and a signature element of Seattle U.

Sustainability is a core value for Seattle University.

Former Seattle University President Fr. Stephen Sundborg was an early signatory of Second Nature's Climate Leadership Network College & University Presidents' Climate Commitment (ACUPCC). In 2010, the University submitted its Climate Action Plan, committing to: (a) expand sustainability in the curriculum, (b) expand sustainability-related student co-curricular programs, (reducing carbon emissions by 50% by 2050, and (d) share knowledge with others. These goals easily map to all six of the PRME principles. The committee established to oversee the University's execution of the plan involves faculty from all of the schools on campus, including Albers, as well as staff and local business and community leaders in sustainability. The President's Committee for Sustainability has been co-chaired by two separate faculty members from Albers in past years. Albers faculty also serve on the committee. In 2020, Seattle University also reached its halfway point nine months ahead of schedule to divest its endowment portfolio of companies owning fossil fuel reserves by 50%.

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SEATTLE UNIVERSITY | 901 12th Avenue | P.O. Box 222000 | Seattle, WA 98122-1090