
CELEBRATING 1913 • 2013
100 YEARS OF BUSINESS EDUCATION
FROM A HIGHER PERSPECTIVE

Report on Progress 2014
Principles of Responsible Management Education



Duquesne University • Palumbo-Donahue School of Business
600 Forbes Avenue • Pittsburgh, PA 15282
www.duq.edu/business



Dean B. McFarlin, Ph.D.
Dean and Professor of Management
Palumbo • Donahue School of Business

Launching our Second Century

“Much has changed since 1913. Yet our Spiritan commitment to innovation, ethics and the idea that business should be a force for good has not wavered in 100 years. This is the essence of what distinguishes us as a business school.”

As we mark 100 years, Spiritan values remain at the core of what we call *business education from a higher perspective*. Indeed, ethics is one of our historic strengths. More recently, we have built a nationally recognized supply chain management program, created the country's top-ranked sustainability-focused MBA, and earned accolades from *Bloomberg Businessweek*, *U.S. News & World Report*, and *The Princeton Review*. And while it is great to be among the five percent of those schools to have earned accreditation by AACSB – the gold standard in business education – we cannot afford to rest on our laurels. We aspire to become a premier business school.

We offer a distinctive education marked by strong engagement with our alumni and the business community as well as innovative and transformational programs for our students. Our faculty includes outstanding scholars from some of the finest Ph.D. programs in the country, many with considerable business experience.

As we prepare to educate and transform students for the next 100 years, we will exceed the needs and expectations of the business world and the demands of a new generation of students, especially when it comes to ethics, sustainability and good corporate citizenship. Leading corporations will continue to welcome Palumbo-Donahue students as professionals whose vision, knowledge and skills are best suited for the new opportunities of value creation in the next century.

We will be focusing even more on the principles of PRME as we begin our second century of providing outstanding education for students in all dimensions of business.

Sincerely,

A handwritten signature in dark ink, appearing to read "B. McFarlin".

Dean B. McFarlin, Ph.D.
Dean and Professor of Management

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Mission Statements



Duquesne University Mission Statement

Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students – through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

Palumbo-Donahue School of Business Mission Statement

Provide Transformative Education in a Spiritan Tradition...

We develop ethical business professionals who understand the global marketplace and serve others by leading with integrity to transform their communities, organizations and society. Toward this end, we engage our students, alumni, and business partners with passionate faculty members who create impactful scholarship and innovative educational experiences that connect theory to practice.

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.

Some business schools prepare students to make a living. The Palumbo-Donahue School of Business at Duquesne University prepares students to make a difference. The School balances its storied history with a focus on the future.

The history of the University began in 1878 when the Congregation of the Holy Spirit founded the University to educate the children of Pittsburgh's immigrants. The University established the School of Business, one of its earliest programs, in 1913.

The Palumbo-Donahue School of Business - and its graduates - are guided by the highest principles of ethics and integrity. We aspire to be one of the finest business schools anywhere, recognized as a global leader in Catholic higher education.

Palumbo-Donahue School of Business Values

Business as a Force for Good—6 Principles that Drive Us Forward...

- **Ethics and integrity.** Ethics and integrity are winning characteristics of high-performing organizations over the long term. We want our business school—and our graduates—to be guided by the highest principles of honesty, fairness, transparency, and moral courage.
- **Practical wisdom.** Business education is no longer about the simple acquisition of knowledge—instead, it's about giving students transformational experiences that show employers and others what they can do with that knowledge.
- **Change and innovation.** Business today is rapidly changing and our competitors aren't standing still. We embrace change and monitor trends in business education to measure ourselves against external benchmarks as well as by who our students become.
- **Collaborative boundary spanning.** Our students need to understand different cultures since today's business environment is increasingly and unmistakably global. Indeed, our students will enter a work world filled with cross-functional teams and eroding boundaries across disciplines, communities, and cultures.
- **Scholarship that matters.** We embrace impactful scholarship--whether it involves discipline-based research that creates new knowledge, applied research that shapes business practice, or pedagogical research that helps improve teaching effectiveness.
- **Respect.** Our business perspective is shaped by the Spiritan emphasis on respect for the world and the pursuit of good environmental stewardship and social justice in doing so. In addition, our faculty and staff show mutual respect toward each other as well as our students, even when differences of opinion exist.

Duquesne University's approach to business education is based on a philosophy that responsible, ethical leadership in business creates a better society for all. The program expands beyond the classroom learning into boardroom leadership, workplace integrity and community action. This innovative approach has distinguished Duquesne and earned the Palumbo-Donahue School of Business numerous recognitions from highly respected, independent bodies.

The Palumbo-Donahue School of Business earned these distinctions based upon its legacy of producing ethical leaders, providing innovative curricula, attracting the highest caliber of students and retaining exceptional faculty revered for their scholarly excellence and practical expertise.

Recent rankings and recognitions of the Palumbo-Donahue School of Business:



Association to Advance Collegiate Schools of Business

The Association to Advance Collegiate Schools of Business has accredited the Palumbo-Donahue School of Business since 1962, a coveted endorsement claimed by less than five percent of business schools worldwide.



Princeton Review

The Princeton Review ranked the Donahue Graduate School of Business among the Best 295 Business Schools in the nation in its 2014 edition.



Corporate Knights

Corporate Knights, a quarterly international publication focused on social, economic and ecological benefits and costs, has ranked Duquesne's MBA Sustainability program No. 1 in the U.S. and No. 8 worldwide in 2013. Among small schools, Duquesne's program is No. 2 internationally.



Bloomberg Businessweek

The A.J. Palumbo School of Business Administration at Duquesne University has again been ranked among the nation's best undergraduate business schools for 2014 in the annual *Bloomberg Businessweek* list.



Principles for Responsible Management Education (PRME)

The Palumbo-Donahue School of Business is among the first 100 endorsers of PRME, a United Nations-backed initiative promoting environmental stewardship, human rights and fair trade practices in business education.



Top 25 Supply Chain Management Program

In 2013, Camcode named the Duquesne University Palumbo-Donahue School of Business in its list of Top 25 Supply Chain Management Degree Programs.

U.S. News and World Report

The Donahue Graduate School of Business soared from No. 181 to 125 in the 2014 *U.S. News'* survey of 453 accredited master's programs.

Top University for Professional Sales

Duquesne University's A.J. Palumbo School of Business has been named among the 2014 *Top Universities for Professional Sales Education* by the Sales Education Foundation.

In its eighth edition of the *Annual* magazine, the foundation showcases Duquesne and other top universities with verified sales programs that prepare students for professional selling careers.

Student Initiatives

In 2014, Duquesne University's Net Impact Graduate Chapter again received Silver Status. To achieve this status, the Duquesne team completed multiple events, attended the Net Impact conference in San Jose, CA, and maintained active membership. Net Impact also engaged in an Undergraduate Chapter Development: The Net Impact group played a key role in reviving Duquesne's undergraduate chapter, which is now fully functional and sustainable.

Events included:

- **Mixer with CMU Net Impact Chapter**, October 3: Members of our chapter and CMU's chapter met for a social gathering and to kick off the school year.
- **Power Shift Conference**, October 19: Members volunteered at the conference.
- **Net Impact Conference Recap**, November 13: Leadership team presented to classmates, faculty, etc. about lessons learned from the conference.
- **Sustainability Symposium at Pittsburgh Zoo and PPG Aquarium**, January 23: Members presented to local industry professionals about the club and the sustainability program.
- **Forbes Funds**, January 31: Executives from Forbes Funds presented to the club about emerging trends in non-profit employment opportunities.
- **Regional Chapter Leadership Summit**, February 7: Leadership teams from all the local chapters shared opportunities for collaboration and chapter challenges.
- **Gas Rush Stories**, February 11: Local documentarian Kirsi Jansa hosted a screening of her mini-series about how shale gas drilling is affecting Pennsylvanians.
- **Alcoa Innovation Center Tour**, March 28: Chapter members visited the innovation center at Alcoa and observed some of the technology enabling many of Alcoa's sustainability initiatives.
- **IDEO Amplify Challenge**, April 10: Undergraduate and graduate chapter members joined forces to brainstorm methods to enhance safety for woman in urban settings worldwide.
- **Center of Life Consulting Engagement**, April 18: Worked with leaders of the organization as they develop their business plan for the future.
- **MAP (Make a Path) Your Career**, meets six Wednesdays through the summer: Members meet to support each other in the job search.

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.

Faculty incorporated additional alignment with PRME values in the following academic activities and curricula:

The MGMT 368 course recently was modified from the “straight” business ethics course to a course that is broader in its focus and this broadening is reflected in its course name: ***Business Ethics and Corporate Citizenship***. Therefore, each instructor includes additional foci in the class and students are exposed to the basic concept of corporate social responsibility and the more current and corporate-focused emphasis on corporate citizenship. There also is an assignment that emphasizes this focus:

- **Global Corporate Citizenship Audit Paper** - The global corporate citizenship audit paper consists of an analysis of an organization’s ethics and compliance program and its stakeholder relations, with recommendations. This exercise requires students to demonstrate their understanding of and ability to use many of the tools introduced in the textbook and from supplemental sources.

In addition to spending the semester presenting, testing and challenging students to use basic ethical principles, moral reasoning and ethical theories to identify and resolve ethical issues set in a business content, some of the specific assignments address this PRME principle.

- **Ethics Speaker Presentation Paper** – In addition to attending the presentation, the purpose of the assignment is: [1] an application of ethical principles, [2] the ability to discuss and possibly challenge an ethical position taken by the guest ethics speaker, and [3] the practice of writing to enhance your business communication skills.
- **Case analysis Paper** – After selecting a case presented in the textbook, the purpose of the assignment is: [1] application of ethics theories and CMD as ethical decision-making tools, and [2] the practice of writing to enhance your business communication skills.

At the undergraduate level, the capstone course (MGMT 499W Strategic Management) required for all Business majors was reformulated in Fall 2012 in order to align this course with the PRME Principles 1 and 3.

The goal is that *all* undergraduate students gain exposure to sustainability issues. The Strategic Management course has an enrollment of about 300 students per year. We incorporated sustainability as a recurrent theme throughout the course. Additionally, we designed two active learning activities:

(1) Case Competition

All senior Business majors enrolled in the Strategic Management course analyze a real business case emphasizing Social Responsibility & Environmental Stewardship. The presentations of the student teams were judged by several business executives, alumni, and professors from various disciplines, utilizing a comprehensive rubric.

(2) Consulting Project (Also Supports Principle 5)

All senior Business majors enrolled in the Strategic Management course become consultants to local non-profit organizations. All semester, the student teams develop their consulting projects, and give mid-term and/or final presentations to their clients. The student team presentations and reports were judged by representatives from the client organizations.

To assess the learning outcomes, external judges including business practitioners and professors from different disciplines evaluated the performance of student teams. Additionally, students completed individual reflection papers about the Case Competition and the Consulting Project. Our assessment of learning outcomes suggested that most student teams across the Strategic Management sections achieved the key competencies aligned with the Principles for Responsible Management Education. This assessment demonstrated positive learning outcomes regarding awareness of and ability to address ethical, social, and environmental issues in business situations.

Duquesne University recognized the Strategic Management faculty (Ana Siqueira, Jay Liebowitz, and Nagaraj Sivasubramaniam) with a university-wide Creative Teaching Award in 2014 for aligning the course with the United Nations' Principles for Responsible Management Education.

In April 2013, the revised course received the following commendation from the Association for the Advancement of Collegiate Schools of Business (AACSB): “Commendations for Strengths, Innovations, and Unique Features and Effective Practices: (...) the undergraduate capstone course was recently revised to explicitly align it with PRME expectations. This represents an excellent way to link curriculum with mission.”

In addition to the capstone course, all incoming freshmen students are required to take **“Gateway to Business.”** The PRME principles are introduced during this semester long course.

Courses in the MBA Sustainability program integrate academic activities with the UN Global Compact in the following ways:

- Topics covered in Fall SMBA 511 Sustainability Theories and Models course include Natural Capitalism, The Natural Step, Microfinance, Bottom of the Pyramid, Sustainable Supply Chain Management, Life Cycle Assessment using GaBi software, the GHG Protocol, and Climate Strategies for Multinational companies.

Topics covered in the Spring SMBA 531 Sustainability Tools and Processes for Driving Performance include: Energy Policy, Roles of Sustainability Coordinators, Building the Business Case for Renewable Energy, LEED Green Associate, Energy Management Systems, Daylighting, Energy Modeling for Buildings, Passive Haus, the MBA team's development of a 50 year Sustainability management plan for a large Multi-National Company, and a LEED Commercial Interiors Design competition among teams with external judges from the USGBC, engineering, construction, architecture, and alumni.

- These courses have been recognized by external organizations such as the Aspen Institute where Dr. Robert Sroufe has been asked to speak about “Sustainability, Shared Value, and Corporate Purpose,” Aspen Institute Faculty Pioneer Awards, Business Education Symposium Break-Out Discussion, 2013. Dr. Sroufe was also an Aspen Institute Faculty Pioneer Award Finalist, 2013.

PRINCIPLE 3 - Method

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

The emphasis on practical application of ethical decision tools – a managerial approach to business ethics – enables us to address this PRME principle. As opposed to a more philosophical approach, each instructor of the MGMT 368 course provides students with a case-based approach and multiple decision-making tools. Embedded in these approaches is an emphasis on responsible leadership.

- **Group Issue Debate Presentation** - During the semester a group of THREE or FOUR STUDENTS are responsible for a 10-minute debate presentation. Each student in the group must participate in the group's debate presentation in a significant way. The students in the groups determine which group will assume the "pro" side and which group will assume the "con" side of the question and will select from a list of debate questions, below, to determine the issue debated. The debate format is: [1] the "proponents" make a 10-minute oral and visual presentation, [2] the "opponents" make a 10-minute oral and visual presentation, and [3] each group is responsible for responding to students' questions during an 8-minute question-and-answer session. Material for the presentation should be taken from the ethics course, the Internet, and/or current business periodicals or other relevant sources.

MGMT 365 – Global Business, Government and Society principles.

Please note that the enrollment for this course is comprised of Management majors as a requirement (which includes students with a second major in nearly every other discipline taught in the business school), some students minoring in Management, and also International Business majors and a few students taking this course as their business elective

The cornerstone of the course is the **Corporate Policy Simulation**. This half-semester long activity accounts directly for 30% of their overall course grade and focuses on: *guiding students toward an understanding of the complex and interactive world of business-government-society interface found explicitly or implicitly in all organizations, and an ability to manage, the social, economic, legal, political, regulatory, global, ecological and stakeholder issues and interactions found in a democratic capitalistic environment through an educational simulation.*

CPS has three specific objectives. First, *the simulation provides students with an opportunity to apply insights developed in the course to selected current problems confronting business.* Thus, it is an exercise in taking concepts and principles identified in the course's textbook, and expanded upon in classroom lecture and case discussions, to a "real world" business setting. Second, *CPS thrusts the students into a complex and dynamic environment filled with uncertainty, reflecting the "real world" environment faced by managers* responsible for the business-government-society interface. This is a significant departure from the traditional deterministic models presented in many business courses where students are provided a formula and asked to find THE correct answer. Finally, *the CPS challenges students to work in a typical "real world" environment by assembling students into teams representing businesses.* It is rare in the business world where a sole entrepreneur can function without the need of, or preference for, others. Typically, managers are thrust into teams, whether assigned to an audit team or a marketing group to develop a project. In the CPS students experience the advantages and challenges of a team approach to decision making. The general principles of working with others, espoused in personnel management and organizational behavior

courses, are given an opportunity to be applied here in preparation for the inevitable experience awaiting the students as organization members upon graduation.

In addition, there are other assignments, such as:

The Current Issue Research #1 Paper – Micro-financing is the provision of financial support to low-income clients or solidarity lending groups including consumers and the self-employed, who traditionally lack access to banking and related services. More broadly, it is a movement whose object is a world in which as many poor and near-poor households as possible have permanent access to an appropriate range of high quality financial resources and services. Those who promote microfinance generally believe that such access will help poor people out of poverty (<http://en.wikipedia.org/wiki/Microfinance>). Rather than only “read about” or “talk about” micro-financing, we have an opportunity to research and recommend a micro-financing strategy. The students are required to visit www.kiva.org/lend, explore the various options available using the “country,” “sector” and other classifications provided, and draft a one-page (maximum) paper [a] identifying and describing an entrepreneur from the website and, [b] using tools or concepts from Chapter 3 – Corporate Social Responsibility - to support their arguments, provide a recommendation as to why Dr. Weber should “invest” his \$100 in the entrepreneur they selected.

The Current Issue Research #2 Paper – The students are required to visit the Boston College Center for Corporate Citizenship’s Film Fest Web page: <http://www.bcccc.net/index.cfm?pageId=2561> and review a handful or so of the video submissions, both the finalists and possibly some of the runners up to select a winner (students may NOT select the actual designated winner – UPS in 2014). The one-page paper (maximum) should [a] identify the selected Film Fest winner and [b] the criteria (reasons why) used by the student to justify their selection. The paper should demonstrate the students’ ability to apply the relevant and critical course tools from Chapter 7 – Global Corporate Citizenship.

The Current Issue Research #3 Paper – For this assignment the course session is conducted in the School of Business’s Investment Lab. The students are to prepare a one-page (maximum) report based on their research in the Investment Lab for the socially screened mutual fund provided to them. The primary emphasis for their report is to provide a convincing argument as to why Dr. Weber, specifically, should purchase this mutual fund. The rationale must include BOTH financial, as well as social, arguments.

The Current Issue Research Paper #4 - The theme of the “business – society – government” interface and interaction is discussed in different ways repeatedly throughout the textbook (in Chapters 1, 2, 6, 7 and 8) and throughout the semester in class. For this assignment, students are to locate a “current global business-government-society” issue that has emerged since February 1, 2014 and involves [1] a business or businesses, [2] a government or government agencies and [3] a social or public interest group or groups. Then the issue is to be analyzed using one of the following public affairs management tools: Performance-Expectations Gap, Eight Strategic Radar Screens, or the Issue Management Process.

The most recent MBA Sustainability Study Abroad trips were taken to a developed country context EU (Germany) in February 2014 and second trip to a developing country context in Latin America (Costa Rica and Guatemala) in May 2014. Both are part of an integrated curriculum at the intersection of sustainability and global economics. The cohort is exposed to pre-trip meetings with local business leaders and faculty from the country they will be visiting, and post trip debriefs showcase student learning from the study abroad trips that is shared with all business school faculty invited to participate along with area business leaders from those same countries.

The MBA Sustainability program integrated the 12 month curriculum with sustainability in all courses, then anchored within Project I, II and Practicum courses, a fall Sustainability Theories and Models course, a spring Applied Sustainability Tools and Processes for Driving Performance course; and the two previously mentioned study abroad trips. Use of published case studies involving sustainability from Harvard, Ivey, and Darden is integrated with experiential learning across several core required courses. The MBA Sustainability class is currently working on their 100th experiential learning project. These endeavors have produced over \$29M in value and cost savings to our project and practicum partners.

A team of MBA Sustainability students from Duquesne University's John F. Donahue Graduate School of Business placed among the top schools in an international case competition sponsored by the Aspen Institute. The Duquesne team placed third in the Aspen Institute's 2013 Business & Society International MBA Case Competition, after the final round on April 19 in New York City.

A team from Duquesne's MBA Sustainability program placed second in an inaugural world competition in Davos, Switzerland, based on a case study to improve sustainability operations at an international oil and gas company. In the first (2014) Corporate Knight-Schulich Business for a Better World competition, 28 teams from around the world were challenged to use a business plan to improve the global energy operations of Suncor Energy based upon sustainability metrics. The Duquesne team was sponsored by the Alcoa Foundation.

The Certificate in Business Management is now available to students outside of the Business School who might wish to pursue a business-related career within their discipline. Examples include careers in music industry management, health care management, pharmaceutical sales, public and private school administration, entrepreneurship/new business creation, and even general management positions for which a liberal arts or technical education would be excellent preparation. This 24-credit Certificate in Business, (a minor), will enhance students' degrees and create marketable value to prospective employers.

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.

The Palumbo-Donahue faculty consistently drive the message of the triple bottom line- environmental, financial, and social responsibility – through scholarship, teaching and organized events.

Duquesne business faculty members continue to bring a world of knowledge, experience and research to the challenge of preparing the next generation of business leaders.

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Yakovlev, P. (2013). Association of Private Enterprise Education, *Medical Brain Drain, Economic Freedom, and Public Health Expenditures*.

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Weber, J. (2013). Vincentian Business Ethics Conference, *Identifying and Assessing Managerial Value Orientations: A Cross-Generational Replication Study of Key Organizational Decision-makers' Values*.

Williams, V. (2013). Georgia Southern University Fraud and Forensic Accounting Conference, *Audit Firm Rotatio*
Wood, C. (2013). Marketing Science, *When Market Leaders Leave Their Tier: Asymmetric Pricing in Online Sales of High Technology Products*.

Wood, C. (2013). BSides Pittsburgh 2013, *The Dangers of Steganography: What Worked for Bin Laden can Work Against You*.

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.



Duquesne University's entrepreneurship students, through a partnership with BlueTree Allied Angels, are gaining an unusual hands-on experience.

This partnership is one of a number of ways the Entrepreneurial Studies program is increasing the engagement and visibility of its students in the Pittsburgh startup ecosystem.

BlueTree Allied Angels, which has been operating since 2003, is the leading angel investor group in Pittsburgh. Angel investors, typically high-worth individuals, invest in startup or young companies. The 65 private members of BlueTree have made investments of more than \$27 million in a 40-plus company portfolio process.

The Business School's partnership with the investment group provides a unique, cutting-edge opportunity for students to see both sides of the system at work: entrepreneurs presenting to potential investors and investors checking into possible investments on the private equity end.

For starters, 20 students in the entrepreneurial finance course taught by Dr. Jack Mason, director of the entrepreneurial studies program and a serial entrepreneur, are participating in screening the startups before investments are made.

The process involves such steps as:

- pre-screening meeting teleconferences;
- screening meetings at which entrepreneurs present their companies;
- investor meetings at which entrepreneurs again present and investors vote on whether to invest; and
- Due diligence review.

MBA Sustainability Consulting Projects and Practicum

Duquesne's MBA Sustainability-focused program enrolls one highly selective cohort per year. Across a three-semester, signature graduate experience, students solve challenges in consulting projects and a practicum, combining rigorous coursework in core business disciplines with opportunities to apply cutting-edge business theories, models and tools to real-life issues. Corporate and nonprofit clients have included Alcoa, Bayer, Heinz, PPG Industries, PNC Bank, Carnegie Museums, Green Building Alliance, Highmark, Phipps Conservatory, UPMC and local government. Over 100 projects have been completed to date.

PRINCIPLE 6 - Dialogue

We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

The Palumbo-Donahue School of Business Focuses on Ethics, Sustainability and Responsible Financial Management in the U.S. and Abroad.

Duquesne University has emphasized engagement with Africa and the African diaspora as a central element of its strategic plan. This is in large part due to the presence in Africa of the Congregation of the Holy Spirit, Duquesne University's founders. The School of Business is engaged in identifying and implementing appropriate initiatives for our faculty and students.

As part of his sabbatical, our former dean (2005-2013), Dr. Alan Miciak visited Spiritan operations in Ghana and Tanzania from January through March of 2014. This was Dr. Miciak's third visit to Africa in the past five years.

The focus of the Business School's efforts in Tanzania has been twofold. First is to support the educational ministry which operates primary, secondary and high schools in the country. Through our partnership with Brother's Brother Foundation and several publishers including McGraw Hill and Pearson, we have shipped three containers of secondary textbooks to Tanzania and Ghana. The most recent shipment arrived in April 2014. Each container holds approximately 15,000 volumes with a retail value of more than US \$500,000. These books have been used to establish libraries at the schools administered by the Holy Ghost Fathers and shared with other private and public institutions.

The second objective of our collaboration is to support effective administrative operations for the Congregation's operations including schools, parishes, and other activities such as farms, animal projects, hostels and other mission related activities. During the visit this year, Dr. Miciak continued the effort to standardize accounting procedures and reporting using QuickBooks as the digital platform. He worked with the Provincial leadership team and the staff accountants to better understand how things were currently being done and offered workshops and one to one assistance.

In Ghana, Dr. Miciak visited the Spiritan University College in Ejisu, Ghana. Although it began as a seminary, the College has recently formed to offer a school of social sciences and a school of business. During the visit, Dr. Miciak met with the administration, faculty and students to look for opportunities for collaboration. He also visited Kwame Nkrumah University of Science and Technology (KNUST). KNUST Business School is serving as the mentoring institution for the Spiritan College.

During his visit, Dr. Miciak provided lectures on economics, entrepreneurship, and guidance on continuing university education for students in Form 1 through Form 6 in Arusha/Dar es Salaam, Tanzania and in Ejisu Ghana. He also advised faculty and administrators from these institutions.

The Beard Institute

The Beard Institute advances the profession of management through the integration of three established disciplines: business ethics, sustainability and responsible financial management. The Institute collaborates with corporate, nonprofit and academic partners to create innovative research and practical strategies that add measurable value to the business community.

The Beard Institute continued its commitment to Sustainability, hosting speakers **William McDonough** (2012), co-author of *Cradle to Cradle: Remaking the Way We Make Things* and *The Upcycle: Beyond Sustainability – Designing for Abundance* and **James Balog** (2014), “Chasing Ice” photographer and recipient of The Heinz Awards.



At a time when forward thinking organizations are focused on developing new business practices for long term growth, the **Duquesne University Green to Gold Award** offers well-deserved recognition to American firms leading the way in implementing the essential and beneficial ideals of sustainability. Winners of the Green to Gold Award were Procter and Gamble (2012) and American Express (2014).

Healthcare practitioners, researchers and scientists explored the vital issue of ethics in health care on September 25, 2013, at Duquesne University.

The event featured a keynote address by Paul O'Neill, 72nd Secretary of the U.S. Treasury and former chairman and CEO of Alcoa, on *Ethics in Health Care: The Leadership Component*.

The day also included a panel discussion on best practices and issues facing the health care industry featuring:

- Scott A. Becker, FACHE, chief executive officer, Conemaugh Health System and Memorial Medical Center
- Dr. Robert T. Wanovich, vice president, market strategy and delivery, Highmark Inc.
- Dean Mary Ellen Glasgow, School of Nursing

The event was sponsored by the Duquesne University Palumbo-Donahue School of Business- Beard Institute, Mylan School of Pharmacy, School of Nursing and the John G. Rangos School of Health Sciences.

Ethics Luncheon Speakers in 2012 and 2013 included: Michael Abrashoff, former Commander of the USS Benfold and Military Assistant to Secretary of Defense, the Honorable Dr. William J. Perry. Author of “It’s Your Ship,” the celebrated success story of turnaround leadership. Also, Dr. Mary C. Gentile, Senior Research Scholar at Babson College and Director of “Giving Voice to Values,” a pioneering curriculum for values-driven leadership with more than 300 pilot sites globally. Dr. Gentile was a faculty member and manager of case research at Harvard Business School.

MBA Sustainability Students and Faculty Involvement with Companies and Communities:

- Fall 2013 Sustainability Exposed Convention, along with the Beard Institute, acted as event sponsor with student teams presenting posters on sustainability topics. Paul Hawken was the keynote speaker.
- Participant in Pittsburgh Mayor-Elect Peduto Transition Team; Committee on Innovation and Performance, Sustainability and Entrepreneurship Subcommittee.
- Working as group participants with PennFuture and the City of Pittsburgh. The focus will be on supporting benchmarking efforts for all city owned facilities. An additional path toward automated utility data sharing will be part of the policy and future scenario planning for the city.
- A Duquesne Lilly Fellow, participating in the “Environmental Stewardship and Sustainability: Explorations at a Spiritan Catholic University Project.” This project is funded by a grant from the Lilly Fellows Program in collaboration with Duquesne’s Center for the Catholic Intellectual Tradition and Department of Theology.

DUQUESNE UNIVERSITY: SUSTAINABLE BUSINESS GROWTH

Environmental Conservancy

For the seventh consecutive year, Duquesne beat its Atlantic 10 conference rivals in green power usage to be named the 2013-2014 Individual Conference Champion by the United States Environmental Protection Agency (EPA) for its College & University Green Power Challenge.

The University utilized more than 18 million kilowatt-hours (kWh) of green power, representing 38 percent of the school's annual electricity usage. Duquesne buys renewable energy certificates (RECs) from Direct Energy, which, according to the EPA, demonstrates a proactive choice to switch away from traditional sources of electricity generation and support cleaner renewable energy alternatives.

Duquesne's green power use of more than 18 million kWh is equivalent to avoiding the carbon dioxide (CO₂) emissions from the electricity use of nearly 2,000 average American homes annually, or the CO₂ emissions of nearly 3,000 passenger vehicles per year.

Duquesne University's Center for Green Industries and Sustainable Business Growth shared ways that restaurants and others in the food industry can become more environmentally friendly.

The event, *Green Your Restaurant: Go for the Gold!* was held March 20th on Duquesne's campus.

Six of 10 consumers are more likely to choose a restaurant based on its environmental efforts, according to a National Restaurant Association forecast. To help attract these customers, restaurateurs, food service workers, farmers and suppliers are invited to learn how to turn sustainability into profitability.

Topics included:

- Conserving energy and water, reducing waste, and recycling
- Sustainable food sourcing
- Utilizing green products (chemicals, utensils, and to-go containers)
- Sustainable agriculture
- Marketing your efforts in sustainability
- Sustainable operations and practices to grow your business and your profits

KEY OBJECTIVES FOR THE NEXT TWO YEARS

The Palumbo-Donahue School of Business remains committed to the Principles of PRME.

We will continue to integrate PRME principles into the Business School's undergraduate and graduate curricula and enhance cooperation with other schools of the University to advance awareness of the multidisciplinary nature of PRME initiatives.

Launching our Second Century

We have launched a school-wide strategic planning effort.

Engaging Alumni We are creating new advisory councils for the school and key programs. We are doing more to engage our alumni and other business leaders in our quest for program innovation and interdisciplinary collaboration.

Transformative Education Our goal is to offer students business experiences that change their lives in profound ways, both inside and outside of the classroom. We would like all our business students to have a *cornerstone-to-capstone* education. They would start their academic work with a transformational experience – one with real stakes. That could be helping an organization execute a sustainability project, participating in a company-sponsored ideation competition or launching a micro-business, to name a few possibilities. Then, as upperclassmen, they can embrace an even more challenging capstone experience – like creating a business plan, investing in a start-up, developing a marketing campaign for a nonprofit or advising a company on strategic initiatives.

Centers of Excellence We are seeking to build Centers of Excellence that will offer exceptional platforms for cross-disciplinary work across our Departments, School, and University. Opportunities include Centers in Business Ethics Research and Corporate Sustainability.

As we begin our second century of providing outstanding education for students in all dimensions of business, we will be focusing even more on the principles of PRME as the tenets of ethics, financial responsibility and corporate social responsibility permeate the fabric of leading companies and communities.

For any questions regarding this report, please contact:

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