**School of Business, Government, and Economics**

**Seattle Pacific University**

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**Principles of Responsible Management Education: Sharing Information on Progress**

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# Letter of Renewed Commitment

Seattle Pacific University's School of Business, Government and Economics (SBGE) has committed itself to what we have called "Another Way of Doing Business." The approach is built on three foundational principles - service, sustainability and support - which infuse our teaching, research, and writing. Moreover, it extends across the diverse set of disciplines that collectively comprise our school, each of which seeks to uphold these values in the unique context of their individual fields of study.

With regard to business and management education in particular, we understand the role of business in society as a service provider: providing goods and services that enable human flourishing as well as opportunities for individuals to express aspects of their identity in meaningful and creative work. Business should pursue these purposes subject to the limitations of sustainability and recognize its responsibility in taking a pro-active rather than responsive approach to issues of sustainability. Finally, business operates alongside myriad other institutions including governments, NGOs, educational institutions and other members of the civil society. Collectively these institutions are to work for the common good and business must support and enhance the work of other institutions as it pursues its unique contribution to this common endeavor. In 2014, SBGE moved beyond simply recognizing this reality and took concrete steps to embed this principle into the fabric of our own institution. By integrating the disciplines of political science and global development studies into a business school – we are now able to providing unique opportunities for collaboration and cooperation by both faculty and students.

We find our mission and strategic vision to be wholly congruent with the six Principles of Responsible Management Education (PRME) and have, accordingly, embraced PRME as a core component of our school's work. We are now actively utilizing the PRME principles as well as the broader Sustainable Development Goals (SDGs) as a basis to deepen integration across disciplines.

Concomitantly, we have significantly increased our commitment to the PRME initiative over the last two years. After a SBGE faculty represented attended the 2016 North American PRME chapter meeting in Atlanta, the topic of PRME was made a core component of our Spring 2016 faculty retreat. The faculty of SBGE voted unanimously to join the PRME Champions group and sent a faculty member to the June PRME Champions meetings at Fordham University. We are very excited to be leading the Champions working group exploring the dynamics of the PRME Transformational Model and participating in the working group on faculty development. At the same time, SBGE has taken the first steps necessary in order to bring together other faith-based schools in order to more deeply explore the commonalities between PRME, sustainability, and the unique missions of our institutions.

As a community, we are committed to engaging in a continuous process of improvement in the application of the principles and in reporting our progress to all stakeholders. We seek to learn from and to contribute to the exchange of effective practices with other academic institutions. We also seek to model these principles in our own organizational practices.

It is my very great privilege to present a brief summary of some of the work we have done over the last two years in giving expression to these principles. I hope what follows will contribute to the global conversation and will be of assistance other academic institutions who are similarly committed to this approach.

Sincerely,



Ross Stewart

Dean, School of Business, Government and Economics

Seattle Pacific University

# School of Business, Government and Economics’ Distinctive Approach to Responsible Management Education

# Context: Seattle Pacific University and SBGE

Seattle Pacific University is highly mission driven. All of its programs, both curricular and extra-curricular are expressions of its vision “to engage the culture and change the world with the gospel of Jesus Christ.” Approximately 3,000 undergraduate and 1,000 graduate students are enrolled each year at SPU. The mission the university is to graduate students of competence and character, who are prepared to engage the culture and change the world. Further, as a Christian institution, SPU views sustainability as both a stewardship and a justice issue. Sustainability education certainly fits into our goal of graduating knowledgeable and compassionate students.

The School of Business, Government and Economics (SBGE) seeks:

* To prepare students for service and leadership in business, government and society by developing their professional competence and integrity in the context of Christian faith and values.
* To develop an academically and theologically rigorous understanding of business, government, development and economics and to effectively promote this understanding through teaching, pursuit of scholarship, and engagement with the broader business, civil society and policy communities.

SBGE has been AACSB accredited since 2000 and is home to five undergraduate majors: economics, accounting, political science, global development studies and business administration. Students majoring in business administration may (but are not required to) concentrate in one or two of the following fields: economics, finance, information systems, international business, management, marketing and social enterprise. SBGE also offers minors in business administration, entrepreneurship, political science, and economics. At the graduate level SBGE offers two degrees in a part-time evening format: an MBA and an MS-ISM.

Further, in 2011 SBGE began offering an M.A. in Management with a specialization in Social and Sustainable Management (MAM-SSM) which is an 11-month intensive program. SBGE is home to 32 faculty members. More students major in business and accounting than any other major on campus and more students minor in business than any other minor. Because of its popularity and the limits on available faculty resources, admission to the business and accounting majors is selective with the school admitting approximately 100 undergraduate students each year. The political science and global development majors also rank in the “top ten” majors at SPU – with global development studies doubling in size over the last year. There are also currently approximately 150-175 students enrolled in SBGE graduate programs with the significant majority of them choosing to pursue an MBA degree.

# Context -- “Another Way of Doing Business”

As part of the mission of SBGE, the school has been developing different perspectives on the role and purpose of business in society and how business relates to government and civil society. This endeavor grew out of the school’s Christian faith tradition and in its earliest expression was cast as an explicit "theology of business.” Much work continues on the development of a richer and more explicit understanding of the intersections of faith and business but the initiative has drawn the school into several larger conversations taking place in the academy and in the broader business community. At the same time, SBGE has sought to apply this approach in the training of students in political science and global development who will go on to take on positions in government and the NGO sector.

SBGE has introduced more elements of corporate social responsibility into its curriculum. It has participated in Aspen Institute’s Beyond Gray Pinstripes survey and is one of the first Pacific Northwest institutions take on the role of PRME Champion. "Another Way of Doing Business" has also found expression in the school’s growing emphasis on social enterprise. This has been manifested in several new classes (including one of the first ever business school undergraduate courses in microfinance and SME development); a new undergraduate concentration in "social enterprise;" a social venture business plan competition; coursework in sustainability, and (in Autumn 2016) a small conference on the role of the private sector in global development and sustainability.

SBGE has long been a champion for personal ethics in business dealings and more recently has championed a social ethic of business captured by our tag line “another way of doing business.” This theologically infused understanding of business has brought moral imagination to bear on the institution of business and established the idea that the purpose of business is to serve communities with products/services and establish meaningful employment. Concomitant with SBGE’s philosophy, the business world increasingly understands the power of values, meaningful mission and the need for creating a sustainable future. The private sector case for sustainability and practicing responsible business is moving from corporate social responsibility to being integrated into a company’s core business processes and value chain. It has become a critical business issue of brand reputation, cost savings and risk management. This is seen very clearly in Puget Sound companies Starbucks and Microsoft’s Responsibility Reporting, to name two excellent examples.

The School of Business, Government and Economics is dedicated to promoting “another way of business” which is a responsible, stewardship model of business, i.e., a model that understands the principal purpose of business as service to customers, to employees and to the broader community. In this model, profit is understood as a means to an end rather than as an end in and of itself; profit attracts the capital that enables a business to serve. In addition, long before it was popular (or required), SBGE was noted for its emphasis on ethics and values. At the undergraduate level, the capstone course for the majors (and minors) is business ethics. At the graduate level, all students are required to take two ethics and values courses. Using texts from a variety of traditions and different pedagogical methods (including traditional case studies) these classes allow for a consideration of business at both a macro and micro level. The curriculum covers alternate worldviews and examines how these lead to different approaches to business. Students are also asked to wrestle with specific stewardship and sustainability issues relevant to customers, employees, the environment and the broader community. In addition, in both the undergraduate and graduate programs, faculty are expected to integrate issues of ethics, sustainability and values throughout their curriculum and do so utilizing a variety of approaches including class discussions, case studies, research papers, reflective essays, and on-line discussion boards. Students are asked to assess their professor’s effectiveness in responding to this charge at the end of each quarter. Issues of ethics, integrity and sustainability are deeply ingrained in the school’s DNA. Orientation sessions and a regular speaker series are also designed to continually emphasize the theme of "business as service."

# Centers

# Center for Applied Learning

The Center for Applied Learning operates a highly customized mentor program open to both undergraduate and graduate students. Students can select from one-on-one mentoring, job shadowing, or so-called “Career 360” experiences. The mentor program now makes 268 individual placements during the 2015-16 academic year. Numerous students are placed each year with mentors in companies with significant sustainability and CSR initiatives (e.g. Starbucks) and companies who are engaged in fair trade/fair wage initiatives or who are targeting consumers at the bottom of the economic pyramid (e.g. Philips). Many SBGE students also request mentors with not-for-profit or social enterprise organizations (e.g. World Vision, Landesa, and World Relief) as part of their majors in political science and global development.

Each year, the Center for Applied Learning also hosts an on-campus Social Venture Plan Competition (SVPC) - participation in this program is a requirement of the global development major. Student teams from within SBGE and from across campus are invited to: (i) identify a social need; (ii) determine a potential revenue stream that could be generated from related business activities and that could fund efforts to meet that need; and (iii) prepare a complete business plan in support of the identified social venture. Many of the plans are directly focused on sustainability, fair wage or fair trade issues or with dealing with issues of poverty both in the US and globally. The winning 2016 project focuses on the issue of contraception and women’s health and will be going to work “on the ground” in Mozambique next year following meetings with government ministers in that country.

SBGE offers a diverse set of study abroad programs designed for our diverse set of majors. These trips have included courses taught “on the ground” in the United Kingdom, New Zealand (focused on sustainability), Austria together with more recently established programs in China and India. This year saw SBGE take the first steps to develop a study abroad program in Kampala, Uganda which will come online in June 2018. This program will include internship options with various local and international NGOs together with a one-month intensive course on African development. It will provide students the opportunity to more fully explore the implementation of the Sustainable Development Goals (SDGs) in a global context.

# Center for Integrity in Business

In 2003, SBGE opened the Center for Integrity in Business (CIB). The mission of the Center is to support scholarly research around the school’s “another way of doing business” philosophy and to promote that philosophy to the academy and to the broader business community. The Center publishes the journal *Ethix*; hosts regular roundtable discussions to address particular approaches to business; offers grants to encourage empirical research; sponsors conferences that bring faculty and business leaders together around topics of business purpose and ethics; and maintains what is believed to be the largest and most complete library of marketplace ministry materials in the United States. In September the CIB will roll out the first in a new series of continuing education courses; this course will focus exclusively on the question of sustainability for business.

# Major Achievements in Relation to the Six Principles for Responsible Management Education

# Curriculum – Principles 1 and 2

*“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.”*

Building on earlier curriculum revisions geared towards deepening our commitment to the PRME principles, SBGE has made a number of curricular changes. These curriculum changes are aligned with PRME principles, and PRME principles have been an important consideration in new curriculum initiatives. At the graduate level this has included the establishment of a MA in Management with a specialization in Social and Sustainable Business, and individual courses in the MBA program on sustainability and business in the developing world. At the undergraduate level, SBGE has added a series of new courses – including courses on the United Nations; sustainable development in Africa and Asia; and ethics in the development profession. Moreover, the global development major, as part of its new assessment program, is planning to implement the Sustainability Literacy Test currently being development by a PRME Champions working group at the end of next year. Finally, a new course on public policy designed for business majors will help to ensure a broader understand as to the relationship between the market, state, and civil society.

# Specific Curriculum Examples

*Development Economics*

This course incorporates all of the SDGs and pays particular attention to making clear the importance of “listening the voice of the poor” in designing anti-poverty technical interventions. Case analyses explore the root causes of poverty in communities and trade-offs when aid is utilized as a way to move out of poverty traps.

*Introduction to Global Development*

This course is designed for freshmen and sophomore students interested in careers in global development as well as for students in other disciplines (i.e., business) that have a relationship to development issues. In addition to broader discussions as to the conceptualization of poverty and development, this course closely examines the implementation of the Millennium Development Goals and explores in detail the Sustainable Development Goals – highlighting in particular the role of the SDGs as a focal point for coordination by development agencies, NGOs, and the private sector. An ethical component – a focus on the virtue of humility – was added this year as students worked through the writings of Mother Teresa.

*African Development*

This new course will be implemented in the 2016-17 academic year and explores various issues related to poverty alleviation in Africa. It will include an examination of how the SDGs are acting to promote development in the region, explore why the MDGs record were mixed in sub-Saharan Africa, and the role of business in supporting regional development.

*International Organization*

This is also a new course that will first be offered in 2016-17. The center of the course examines the history and the development of the United Nations, the expansion of the various constituent UN agencies, and the work that these organizations due around the globe. Students are expected to come out of the course with an understanding not just of the role of the UN in security but also the activities of the UN Global Compact, the UN Development Program, the International Labor Organization, and other entities working towards human flourishing.

*East Asian Political and Economic Development*

This new course seeks to explain why the countries of East Asia (South Korea, Taiwan, China, etc.) have managed to achieved such remarkable levels of economic growth and development over the past three decades. In addition to running through the primary theoretical literature, it also explores how these countries have fared with regard to sustainability and the SDGs and how their respective development policies relate to the SDGs.

*Climate Change*

Taught by faculty representing three different disciplines and depicting the fruits of SBGE’s integration of a diversity of fields, this course examines how persistent social problems are so intractable precisely because of their complicated natures. They cut across so many domains of life that they defy easy solution. Therefore, to solve them one must tackle multiple dimensions. To that end, this class considers the topic of climate change from multiple disciplinary perspectives. A portion of each term will be taught by faculty members from different disciplines within SBGE and will address economic, political/ governmental, and commercial/ market-based considerations.

*Microfinance*

This course examines microfinance as a business-oriented tool to alleviate global poverty. Topics include lending methodologies, products, cultural and regulatory environments, financial analysis, and performance improvement of microfinance institutions, along with limitations and controversies surrounding the practice. The content is grounded in Christian theological understandings of development and human well-being. In addition, the course is being revised to incorporate the study of small and medium sized enterprises and how the role these firms plan in development and poverty alleviation.

*Principles of Macroeconomics*

While this course covers all of the core principles and models expected in a standard introductory course, the professor has augmented it to ensure a focus on the question of human flourishing. Guest speakers have been brought in to explore the topics of decision-making for the common good as well as the personal responsibility of individual decision makers.

*Business Ethics*

Business Ethics addresses two questions: First, how will we live through our work/comportment in business? Second, what are the responsibilities of business organizations in society today? Our approach to teaching Business Ethics is to immerse students in management situations, as much as possible, using the analysis of business cases, a thought-provoking personal position paper, classroom discussion, and a team project that examines the values of a real-life organization. This course challenges students not only to master the assigned materials, but also to probe their beliefs concerning ethics, personal responsibility, commerce, and society.

*Gender and Leadership*

An advanced course designed for upper-level Business majors, this course explores why women and men continue to have differing rates of representation in leadership roles in the workplace. Leadership styles, organizational practices, perceptual biases and other factors that influence leadership outcomes for men and women are examined. The course reviews recent research from a variety of social science disciplines including social psychology, sociology, economics, political science, management and organization science.

*Purpose and Practice of Business*

Business touches all aspects of society and can either create or solve social problems depending upon how it is designed to operate. This core class for the Business major examines the purpose and practice of business, with an emphasis on how business can serve the social good by providing products and services, meaningful employment, and support for other institutions. Students develop their understanding of the interrelationships between financial information systems, product development, marketing and management as they create a business plan focused on serving a real world issue of contemporary social importance.

*Human Resources Management*

Because all HR functions impact people, by definition there are many intersections between HR topics and ethical or social issues. This course entails discussions relating to the importance of valuing diverse aspects of the human experience, especially as connected with protected and non-protected class characteristics. As well as the importance of individuals finding meaning within their work. Finally, the ethical and social aspects of each of these topics is explored. In a case study context, students argue for and against positions, each of which has related potential moral implications.

*Global Women’s Issues*

This course examines global, political, social, and economic issues as they apply to women in global politics. Special focus is given to geographic factors and how women and feminist theory fit into current political theory, the roles of women in developing countries, and what women can and are doing to change the world around them.

*Entrepreneurial Management*

This class is devoted to the creation of a complete business plans for new ventures by individuals or teams. Many of these ventures are for non-profit organizations or social ventures. Students are encouraged to enter the Social Venture Plan Competition sponsored by the Center for Applied Learning at the School of Business and Economics. In their plans, students must address the relevant social and environmental impacts of their ventures.

*Legal Environment of Business*

The learning objectives of this course in the overall curriculum are to teach the substantive material of law as applicable to business, but also to teach the skills of critical reasoning. Therefore, the pedagogical structure of the course requires a critical inquiry into the policy basis for the current legal regime and the social, economic, environmental and ethical implications of that regime. The course consistently looks at the marginal implications of legislation and challenge assumptions that might preclude advancements through alternatives. The objective for this course, in addition to teaching the substantive material, is to develop a habit in the students of always thinking about potential implications of their actions. The leaders of tomorrow must thoughtfully consider their actions beyond the legal implications to avoid exploitation of individuals, the environment and the economy.

*Financial Accounting*

In this course, a number of class sessions are devoted to broader understandings of the corporation and CSR and the issues of accounting for this broader understanding (such as Triple Bottom Line Reporting).

*Social Enterprise*

*Social Enterprise* examines "blended value" businesses designed to achieve both financial return and social benefit. It incorporates lectures, case studies, guest speakers, and preparation of a social enterprise business plan to study commercial ventures operated by nonprofit or for-profit organizations. The course emphasizes the unique rewards and cultural, human resource, legal, and financial challenges of earned-income ventures within mission-based organizations.

*Social Venture Planning*

A social venture provides a social service that is funded by a revenue-generating "engine." In this course, students develop a business plan for a social venture that either enhances the revenue-generating capabilities of a social service agency, connects a social venture with a for-profit company's revenue stream, or creates a social venture start-up. Students learn the components of a successful venture plan including market research, developing an operations strategy, creating financials and pitching their idea to potential donors and investors.

*Spirituality in Business – UN Global Compact*

This course examines the history and development of the UN Global Compact, explores how and why organizations have implemented the compact including in-depth research of selected organizations, and discussions the impact and future directions of the UN Global Compact reporting initiative.

# On-Campus Speakers

SBGE recognizes the importance of role models and encourages faculty to include professionals as guest speakers in class. The highlight of our efforts in this area is the Association for Washington Business Luncheon, most often held during Fall quarter. Speakers are typically high profile leaders who address a host of leadership/management topics, including issues of business ethics, social impact, and sustainable enterprise. SBGE recognizes the importance of role models and encourages faculty to include professionals as guest speakers on campus. The highlight of our efforts in this area is always the Burton and Raelene Walls Distinguished Speaker Luncheon, which was held during Winter Quarter this academic year. The Distinguished Speaker in 2014-15 was Alec Hill, President and CEO of Intervarsity Christian Fellowship (and a former Dean of SBGE).

In addition, SBGE hosts a quarterly Dean’s Speaker Series, which invites prominent regional leaders to SPU. Recent Dean’s Speakers include: Stan Humphries, Chief Economist, Zillow; Sarah Bird, CEO, Moz; and Jared Axelrod, Senior Government Affairs Associate, Vulcan, Inc. Additionally, the Center for Integrity in Business hosted its fifth annual Business as a Calling Day, a major SBGE event for which some classes are cancelled. The keynote speaker was Dr. Michael J. Naughton, a professor from the University of St. Thomas and a leading thinker on work and faith. In addition to these major speaking events, a total of 98 unique community partners visited SBGE classes and spoke this year (a few of them visited multiple times). A complete list of these speakers are compiled in the spreadsheet in appendix E. The MAM-SSM program also hosts a number of panel events on specific business and professional development topics as well as low-key brown bag conversations with guests from the community. Although not as formal as many of the events noted above, these are significant learning experiences that also offer these students a chance to network. MAM-SSM used 88 unique guest speakers of this type over the 2014-15 academic year.

# Collaboration Initiatives

SBGE provides important core curriculum for the new undergraduate Global Development Studies major started in 2008. Students take microeconomics, macroeconomics, microfinance, social enterprise and social venture planning. Issues of sustainability, economic and community development, and business solutions to alleviating poverty are addressed. At the graduate level, SBGE provides a business and applied theology track to a new MA in Theology degree. Courses offered (among others) are *Responsible Business and Leadership*, *Stewardship & Global Sustainability*, *Business as Community of Work*, *Microfinance & Community Economic Development*, *Social Enterprise*, and *Spirituality in Management*. There is also a recently-launched joint MBA/M. Divinity degree with the School of Theology.

# New Learning Frameworks – Principle 3

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

# Internships

Undergraduate business and global development students are required to fulfill an internship as part of their academic experience at SBGE. This academic year over 100 students completed internships with 65 businesses, organizations, and government agencies. Students served at organizations such as World Relief, Landesa, The Bill and Melinda Gates Foundation, Oxfam,Seattle Cancer Care Alliance, the City of Seattle, the Seattle Biomedical Research Institute, and World Vision.

# Service Learning and other Community Projects

Service learning is an integral part of SBGE course offerings. Students in organizational behavior, marketing, information systems and operations management courses complete volunteer projects with non-profit and for-profit organizations. Projects are diverse, allowing students to practice what they are learning in a particular course and to integrate the business disciplines. Business solutions were provided for organizations such as the Catholic Social Services, Farestart, World Vision and Food Lifeline, Agros International, REI, World Concern, Whole Foods Market.

For the second consecutive year, CAL engaged in a collaborative effort coupling the SVPC with Urban Impact, a local non-profit social service agency in the Rainier Valley neighborhood. As described in last year’s report, Urban Impact is looking for ways to encourage entrepreneurship and economic development in the Rainier Valley neighborhood. SBGE is always looking for ways to make the SVPC experience even more authentic and educational for our students. We again offered a $500 prize at the SVPC Showcase to the project that best served the needs of the Rainier Valley. The availability of this prize was announced early enough in the academic term that students who wanted to direct their efforts to a Rainier Valley project could still do so. The result was that four plans were written with an eye toward the Rainier Valley.

Urban Impact staff members and community partners served as resources to these teams as they worked on their projects. Sharks at the Beach, a follow-on event was held for a second year as well. The event occurred on the evening of April 23, 2015 at the Rainier Avenue Church. The four Rainier Valley teams pitched their ideas in a board room format (modeled after the TV show Shark Tank) to a panel of entrepreneurs, business people and community leaders from the Rainier Valley. At the end of the night, the top team took home a $1000 prize. New this year, Urban Impact and SPU worked to connect teams of SPU students with Rainier Valley entrepreneurs who had ideas for real businesses that they would like to start. Although students were not required to partner with one of these community members to be on the Rainier Valley track or to compete in the Sharks at the Beach event, it was felt that this option might provide the students with more “real world” insights from people on the ground in the Rainier Valley and that it might provide the entrepreneurs with some sweat equity as they worked to develop their business models. Two teams, TK Threads and Rainier Makers, were collaborations between Rainier Valley entrepreneurs and SPU students.

# Mentor Program

SBGE's Center for Applied Learning offers a wide array of mentoring opportunities for undergraduate and graduate students alike. Over 500 students were accepted in to the Mentor Program and matched with mentors, lead mentors or job shadow hosts during the 2014-15 and 2015-16. Most of these students are undergraduates, but the program is available and offered to MBA and other graduate students as well. The quality and diversity of mentors contributes greatly to the success of this program. In 2014-15 we utilized 255 unique mentors and job shadow hosts. These community partners came from 183 organizations of all sizes and types, from corporate names (Alaska Air, Deloitte, Jaguar/LandRover, Tableau Software) to government run agencies and facilities (King County Public Health, Port of Seattle, US Army Corps of Engineers, Washington State Patrol) to non-profit organizations (Infectious Disease Research Institute, Living Hope Christian Fellowship, Plant With Purpose, Virginia Mason Medical Center) to smaller entrepreneurial or specialty businesses (Bandersnatch Productions, Gossip & Glamour, Killer Infographics, Sound Financial Group). A few of our community partners were self-employed or freelancers.

# Social Venture Planning Competition

Student teams developed detailed plans for social ventures, enterprises that address two bottom lines: financial and social. Social ventures are projects, organizations or business entities that address a specific social need and provide sustainable funding through a profit-generating “engine.” 2014-15 marked the ninth annual Social Venture Plan Competition (SVPC) sponsored by CAL. Teams of students developed plans for social ventures, enterprises that address two bottom lines: financial and social. Social ventures are projects, organizations or business entities that address a social need and provide sustainable funding through a profit generating “engine.” As always, this year’s projects tackled serious social issues using exciting and innovative business solutions. Projects included an idea for a bug-themed restaurant, air scrubbers for polluted Chinese cities, a hip-hop venue for Seattle’s Rainier Valley neighborhood, 3D-printed prosthetic hands for political refugees and more. These plans captured the diverse interests and aspirations of SPU students to make the world a better place, locally and abroad.

The largest number of SVPC participants come from the Global Development Studies major and from Business Administration majors with a Social Enterprise concentration. BUS 3680: Social Enterprise and BUS 3682: Social Venture Planning are required classes for students in these disciplines and the SVPC can serve to fulfill the Signature Experience requirement for Business majors in other concentrations. Also, students in the MAM-SSM graduate program are required to complete a social venture project during the winter term and to enter the competition.

The top project in 2014-15 was Brio Pack, chosen as the $3000 Herbert B. Jones Grand Prize winner. TK Threads came in second, winning the $2000 runner-up award. As noted above, over 400 students, faculty, staff and guests voted for their favorite project of the afternoon and the Don Summers People’s Choice award of $1000 was also awarded to TK Threads. Brio Pack is a portable refrigeration unit that will make safe vaccine delivery possible anywhere in the world. Many vaccines destined for the developing world spoil because of gaps in the “cold chain” that keeps vaccines at correct temperatures. The Brio Pack is a portable refrigeration unit that is lighter in weight than current cooling solutions and has multiple charging options, including a hand crank. Brio Pack would be sold to NGO’s working in the global health space. TK Threads was the runner-up team and the People’s Choice Award winner. The project proposes a cottage industry in Seattle’s Rainier Valley neighborhood that would partner with several local non-profits to recruit and employ marginalized women. The clients would include those who have escaped the sex trade and political refugees. The garments sewn in home would then be collected and sold to major retailers.

# Research – Principle 4

*“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.”*

Scholarship and research is an important part of SBGE’s distinctive approach to responsible business. In-house conferences addressing “another way of doing business” have been held to discuss faculty research. Research has been presented and published in the broader academy and SBGE has organized research colloquium with visiting academics engaged in responsible management research. There is also dedicated funding for faculty pursuing such research through research grants and resources for visiting academics to visit SBGE and engage in collaborative research with SBGE faculty. SBGE is also developing an extensive array of library resources with the “Hammond Memorial Collection” of works on the integration of business and theology. The following are examples of research in responsible management:

Baker, Bruce. 2014. "Silicon Valley and the Spirit of Innovation: How California's Entrepreneurial Ethos Bears Witness to Spiritual Reality." Theology and California. Ed. F. Sanders, and J.Sexton. Farnham, UK: Ashgate, 2014. 163-188.

Baker, B, Ross Stewart and Randy Franz. 2014. "Interfaith Perspective on Responsible Management", 1st North American PRME Regional Meeting. Seattle, WA.

Baker, B. 2014. "Abraham Kuyper's works and how entrepreneurship serves to sustain economic shalom", Symposium on Common Grace in Business . Calvin College, Grand Rapids, MI.

Baker, B. Wong, K. and Randal S. Franz. 2015. "Reimagining Business Education as Formation" in *Christian Scholars Review.*

Baker, B. 2015. “Entrepreneurship as a Sign of Common Grace” in *Journal of Markets & Morality*, 18(1): 81-98.

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# Partnerships – Principles 5 and 6

*“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, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.”*

# Student Clubs

BEGIN (Build, Engage, Give, Inspire, Nurture) is a student organization in SBGE focused on fostering the next generation of leaders committed to human flourishing. Over the last year, BEGIN has launched a social venture competition for area high schools – supporting greater awareness of sustainability issues and the intersections of business and ethics at the secondary education level. In addition, this group has organized career fairs for those interested in entering the non-profit sector and has done fundraising to support the resettlement of Syrian refugee families. 2015-16 saw the establishment of a new Global Development Student Association; this organization will bring speakers to campus and seek to facilitate connections across SBGE for those interested in sustainability and the SDGs.

The SPU Political Union has also sponsored several speakers who have helped to increase awareness of sustainability-related issues. SBGE has recently applied for a new chapter of Omikron Delta Epsilon, the economics honors society, and is looking forward to that student group taking on a greater role in connecting students to NGOs and firms exploring issue of social responsibility and sustainability. Finally, the SPU student investment fund, led by Professor Dan Hess, explores investment questions from a perspective of social responsibility.

# Advisory Councils

The activities of SBGE are supported by an Executive Advisory Council of 50 leaders from the local business community. The EAC meets as a whole group twice a year but individual EAC members are regularly asked to host student events, serve as mentors, give guest lectures and support the school in the community. A number of the EAC members also serve on school task forces or advisory groups for the Centers. Approximately 10-15 EAC members serve on the school’s Executive Committee which meets at least quarterly and advises the dean with respect to particular policies and strategic initiatives. They have provided important feedback on our alternative approach to business and issues of sustainability, values and business solutions to issues of poverty. This year marks the expansion of the EAB to include three new affinity groups, focused around the Global Development, Accounting, and the MAM-SSM program. These groups are designed to ensure that these fields remain at the “cutting edge” and will able to facilitate greater dialogue on various issues, including sustainability.

# Centers for Applied Learning and Integrity in Business

SBGE’s two centers are focused on providing opportunities for students and faculty to interact with business organizations and facilitate dialog between faculty, students and society. The Center for Applied Learning’s flagship programs bring students into direct interaction with community partners. The success of the mentoring program and the social venture plan competition is due to the community partners sharing with students around issues of sustainability, the global reach of business and the role of business at it partners with the other institutions of society. The Center for Integrity in Business has created opportunities for discussion centered around business solutions for alleviating poverty globally and providing human flourishing. SBGE has also consulted the community partners in the development of curriculum in sustainability. The Center for Integrity in Business also maintains a website which publishes thoughtful pieces on the role and purpose of business ([http://www.spu.edu/depts/SBGE/cib/](http://www.spu.edu/depts/sbe/cib/)). In addition it also sponsors *Ethix Magazine.* One of the hallmarks of *Ethix* is thoughtful interviews with top business leaders on ethical issues that arise in their businesses. For example, Al Erisman the editor of the journal, interviews Randy Wilcox of United Technologies on the issue of ethics and manufacturing in a recent issue (<http://ethix.org/>). SBGE faculty regularly consult with businesses in the areas of leadership training, ethics and executive training.

# Future Perspectives and Key Objectives

As noted throughout this report, our distinctive approach of “another way of doing business” frames how we think of future initiatives at SBGE. This approach views business as service. It sees business working with stakeholders to enhance the common good. Our initiatives moving forward will address the curriculum, the community and our alumni. Curriculum initiatives will center around both our undergraduate and graduate programs. Our new Social Enterprise concentration in our MBA program and Masters of Responsible/Sustainable Business continue to grow and will continue to be a future focus. At the same time, SBGE is planning on creating a certificate program in Global Development Studies for mid-career professionals which will have a strong sustainability component. The topic of sustainability and the SDGs will also play a key role in the new “public policy and public administration” concentration that will be offered within the political science major.

The Social Venture Competition is currently primarily for SPU students, however visiting schools have participated and we have convened a social venture colloquia for faculty from schools primarily in the Pacific Northwest. Alumni initiatives are planned to examine issues of sustainability and business purpose of service and the common good. Finally, SBGE faculty will continue to explore sustainability issues through their scholarship and teaching. The global development program in particular is in the initial stages of five-year plan to become a leading center for discussions between business and NGOs as to opportunities for mutual collaboration as regards sustainability and poverty alleviation, beginning with the creation of a new advisory board and a small conference later this year.

# Desired Support

Seattle Pacific University’s School of Business, Government, and Economics reaffirms its commitment to the Principles of Responsible Management Education. The emphasis on sustainability and business as a whole in enhancing and contributing to the common good is at the heart of our curricula, teaching, research, and community initiatives. We look to PRME to continue to be a catalyst for some of our thinking and initiatives moving forward. Our hope is that PRME will continue to reflect best practices. Our faculty are excited about being a part of the PRME Champions group and the various working groups. We anticipate increased collaboration with other member universities and are looking forward to taking on a greater leadership role both in our region as well as in the North American chapter as a whole. SBGE will be attending the 2017 North American PRME Chapter meeting at the University of Guelph.

# Sustainability on Campus

Sustainability is a community’s ability to meet its needs without hurting future generations' ability to do the same thing. For Seattle Pacific University, that means making decisions with these “three E’s” in mind: environment, economy, and equity. Sustainability remains one of SPU’s signature commitments, as explicitly stated by university leadership and the board of trustees: “We commit to being informed about environmental issues, human rights struggles, and other challenges in a global, postmodern world.” To better inform individuals as to SPU’s commitments along these lines, the university maintains a blog highlighting the diverse initiatives undertaken in order to build a more sustainable campus community (<https://sustainabilityatspu.wordpress.com>).

SPU’s on-campus food recovery program was initiated by a group of students earlier this year and has recovered thousands of pounds of food for donation to local homeless shelters. The program was highlighted by NPR earlier this year, illustrating the university’s strong commitment in this area: <http://www.kplu.org/post/waste-not-want-not-students-idea-propels-seattle-pacific-university-food-recovery-network>.

Within SBGE itself, administration has been actively committed to the day to day practicalities of building a sustainable campus through activities such as digitalization; increased food composting; re-use of plastic table cloths and cutlery; and the purchase of non-disposable towels and other environmentally friendly products. Beginning next year, SBGE is planning to increase efforts at digitalization and begin a pilot program entailing a shift towards the use of recycled paper.