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

**Seattle Pacific University**

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

**2018-2020**

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# Letter of Renewed Commitment

Seattle Pacific University's School of Business, Government, and Economics (SBGE) remains committed to what we have called: "Another Way of Doing Business." Our approach is built on three foundational principles: service, sustainability, and support that infuse our teaching, research, writing, and service to our community in the Pacific Northwest region of the United States. Moreover, this approach 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 respective fields of study (accounting, business, economics, global development studies, and political science). Thus, our mission statement, “*Deeply grounded in Christian faith and values, we develop leaders who advance human flourishing through service is business, government, and civil society*” seeks to represent our joint commitment to these values.

Regarding 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 in general and the Sustainable Development Goals (SDGs) in particular. Finally, business operates alongside the myriad of other institutions including government, NGOs, educational institutions, and other components of the civil society. Collectively, these institutions exist to work for the common good, and business must support and enhance the work of these other institutions as it pursues its unique contribution to this common endeavor. In 2014, SBGE moved beyond simply recognizing this ideal 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 provide unique opportunities for collaboration and cooperation by both faculty and students. Moreover, this integration has provided new impetus to our integration of the SDGs across our coursework.

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 have been actively utilizing the PRME principles as well as the broader SDGs as a basis to deepen integration across disciplines. Concomitantly, we have continued our commitment to the PRME initiative over the last two years as a PRME Champion school. As such, SBGE faculty member representatives have participated in PRME Champion meetings (Costa Rica, South Africa, and Australia), have become active members in working groups (poverty, Carbon Literacy Training), and created partnerships with other PRME Champion members to advance teaching modules and scholarship projects. As a faculty, we decided to continue this commitment for a second PRME Champion cycle which began in 2020.

At the same time, SBGE continues to work to expand the commitment we made 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. Our new film series, *Faith & Co: Business on Purpose*, is one example of that work. A partnership between SBGE’s Center for Integrity in Business, a team of SBGE educators, filmmakers, and business leaders created a documentary film series highlighting stories of leaders in a wide range of industries with accompanying educational materials for business professionals. The series seeks to inspire and equip individuals to live out faith and values at work, and many of the films highlight leaders and organizations whose values have led them to tackle issues directly tied to one or more of the SDGs.

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 actively 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 be of assistance to other academic institutions that 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 (SPU) is highly mission-driven – a core principle of our school since its establishment in 1891. All of SPU’s 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 2,720 undergraduate and 810 graduate students are enrolled each year at SPU. In 2017, SPU was classified as an R-3 institution under the Carnegie system – the only private university in Washington State to gain that designation. This shift depicts our commitment not only to top-notch pedagogy, but also to academic rigor in the development of path-breaking research across all our disciplines. The mission of 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. It directly links to SBGE’s mission statement that frames all our work: “Deeply grounded in Christian faith and values, we develop leaders who advance human flourishing through service in business, government, and civil society."

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, accounting, government, global development, and economics, and to effectively promote this understanding through teaching, the 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 six undergraduate majors: accounting, business administration, economics, global development studies, political science, and the new major of politics, philosophy, and economics. 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, social enterprise, or public policy and business. SBGE also offers minors in business administration, entrepreneurship, political science, and economics. At the graduate level, SBGE offers four graduate degrees: MBA, MS in Data Analytics, MS in Information Systems, and MA in Management. The graduate programs are offered in a part-time evening format, responding to the demands of Seattle’s burgeoning private sector.

SBGE is home to 29 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, accounting, and economics majors are selective with the school admitting approximately 120 undergraduate students each year. Similarly, due to high demand, global development has also implemented a selective application process. There are also currently approximately 90-110 students enrolled in SBGE graduate programs with the significant majority of those choosing to pursue an MBA degree. Because of SBGE’s emphasis on sustainability, a number of our students pursue internships and careers that are directly related to advancing the SDGs. For example, one of our undergraduate students is working at The Chandler Foundation whose primary project is centered on the SDGs. Further, one of our graduate students is now utilizing the SDGs in his work as a human and labor rights consultant with California-based nonprofit FishWise. He works to educate, empower and equip seafood companies with the tools and resources needed to commit to the goals outlined in SDG 8 and SDG 14. Although the seafood industry is complex, he believes it can lead the way in showing other industries how to build more just, equitable, and responsible value chains.

# Context: “Another Way of Doing Business”

As part of the mission of SBGE, the school continues to develop 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.

SBGE has introduced more and 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, the highlight of which is SBGE’s annual Social Venture Competition (see below). This has been manifested in several classes; and an undergraduate concentration in "social enterprise”; and integrated coursework in sustainability such as an undergraduate course in Inclusive Financial Services (next generation microfinance class). This year marked the inauguration of a several new classes on food security, social investing and carbon literacy which were directly inspired by SBGE’s commitment to the SDGs.

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 tagline "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, particularly in the Pacific Northwest, 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 two Puget Sound companies, both Global Compact lead companies, Starbucks and Microsoft.

The School of Business, Government, and Economics is dedicated to 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 encourage consideration of business at both a macro and micro level. The curriculum covers various 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 online discussion boards. At the end of each quarter, students are asked to assess their professor’s effectiveness in responding to this charge. 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 around 200 individual placements during each academic year. Numerous students are placed each year with mentors in companies with significant sustainability and CSR initiatives (e.g. Starbucks and Expedia) 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).

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 and qualifies as one of the signature experiences required of business majors. 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, climate action, or dealing with issues of poverty both in the US and globally.

SBGE offers an array of study abroad programs designed for our diverse set of majors. These trips have included courses taught “on the ground” by SBGE faculty in the United Kingdom; New Zealand (focused on climate action); and France, Italy, and Czech Republic. Each program has a component that directly focuses on sustainability issues, whether it be climate action, sustainable sourcing, fair trade, or ethical business practices. In addition to faculty led student abroad programs, SBGE works with the university study abroad office to curate student abroad partner programs around the world. SBGE students travel to places like China, Colombia, Costa Rica, Cuba, Greece, Ireland, South Korea, and Thailand to name a few. During the 2018-19 year, 57 SBGE students took the opportunity to study abroad, traveling to 18 countries to engage with the global community. Study abroad also qualifies as one of our required signature experiences for business majors.

# 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, in collaboration with the university library, what is believed to be the largest and most complete library of marketplace ministry materials in the United States.

CIB’s most recent endeavor is a partnership between a team of SBGE educators, filmmakers, and business leaders to create *Faith & Co: Business on Purpose*. The outcome of this partnership is a documentary film series highlighting stories of leaders in a wide range of industries with accompanying educational materials for business professionals. The series seeks to inspire and equip individuals to live out faith and values at work. Many of the films highlight leaders and organizations whose values have led them to tackle issues directly tied to one or more of the SDGs.

Currently, there are two seasons that are “live” and two more seasons in production. Season one, *Business on Purpose*, presents a series of short films which inspire and equip people in business to approach work as service to God and the common good. Season two, *Serving Employees*, explores how faith shapes the way organizations engage with and manage employees and creating meaningful work. Between these two seasons, there are 22 documentary films, instructor-led online courses, and group study guides. Seasons 3 and 4 (to be released in 2021 and 2022, respectively) will include 16 additional films and two additional online courses. Season three, *Serving Customers*, will examine how faith informs the ways companies develop and maintain relationships with customers. Season four, *Serving the World*, will consider how faith shapes the ways businesses service communities and care for creation.

# 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 continues to make curricular changes. These curriculum changes are aligned with PRME principles, and PRME principles have been an important consideration in new curriculum initiatives. In our initial phase, we focused on new courses at the undergraduate level which have continued to flourish. The second phase initiated intentional integration and embedding of SDGs within existing courses. SBGE has recently completed a thorough curriculum map to better integrate both general themes and the SDGs in particular across the entirety of the curriculum. Based on our latest analysis, SBGE has integrated SDGs into 34 courses representing 75% of the required courses in the business core, 50% of the required courses in the accounting core, 40% of the required courses in the economics core, 33% of the required courses in the global development core, and 25% of the required courses in the political science core. It also represents additional courses in various concentrations in the respective majors. As we continue our integration efforts, we expect these numbers to only increase.

# Specific Curriculum Examples

As described above, SBGE has made considerable progress in implementing the teaching of the SDGs in courses across all of the school's component majors – depicting the significant and unique "buy-in" by the entirety of the school’s faculty. We feel that this is unique in the broader context of the North American PRME chapter. Where many schools have “working groups” committed to PRME, Seattle Pacific has taken a “school-wide” approach befitting our role as a PRME Champion. This is illustrated through SBGE’s undergraduate “E-News” letter where topics related to the SDGs are regularly highlighted. SBGE has updated its survey of all coursework in order to determine areas of strength and weakness as regards integration of the SDGs within our coursework – a useful tool for future planning and to ensure consistency across the school. It also allows us to determine common focus across our curriculum as well as where we do not have the level of coverage desired.

The following list highlights key elements from the undergraduate and graduate business curriculum. SBGE is particularly proud that a student completing the program will be exposed to all or virtually all of the SDGs and will have gained both a theoretical and practical understanding as to their relevance in contemporary business. Selected highlights include:

* **University Scholars (Core)**: With a focus on poverty, this class carefully examines the Millennium Development Goals and has expanded to incorporate the Sustainable Development Goals. As this course is geared to SPU’s honors students, it is an area where SBGE is having an impact in supporting PRME goals university wide.
* **Intermediate Accounting I:** Students are exposed to and examine the question of corporate social responsibility disclosure in the context of the field of accounting.
* **Accounting Capstone:** Students are required to analyze and report on the sustainability efforts (advancement of SDGs) as well as traditional financial measure of two companies (one of which is a UN Global Compact signatory).
* **Purpose and Practice of Business:** As part of the broader coursework, students complete a case study of “Charity Water” in order to understand the challenges of bringing clean drinking water to those in need.
* **Legal Environment for Business:** This course examines Title VII, the federal anti-discrimination in employment laws, and discusses at length how to recognize illegal discrimination and how it can be resolved. Students also read about and discuss US employment policies (family leave, wage floors, etc.) that affect women disproportionately, and how they compare to similar laws around the world.
* **Marketing and Society:** This course engages with three different SDGS (3, 9, and 12) – they examine the production of products necessary to meet people’s needs, and questions of innovation related thereto, while exploring ethical conflicts between marketing products or service that create/maintain societal problems. The question of responsible consumption is also examined.
* **Organizational Behavior for Managers:** The primary goal for this class is to create work environments that are humane for all workers and to develop future business leaders who are able to build such environments.
* **Management Information Systems:** Students explore questions of innovation as they relate to data infrastructure, cloud computing, and sustainable infrastructure design.
* **International Business:** The issue of sustainability has been introduced as a core element of the ethics of doing business globally with concomitant coursework.
* **Operations Management:** Students work in teams to complete a project on sustainable design.
* **Data Analytics and Visualization:** Innovation is fostered using assignments that examine various aspects of the SDGs, utilizing data from the United Nations.
* **Business Ethics:** Students use a moral point of view to recognize ethical dimensions and implications of business practices.
* **Social Enterprise:** Students choose one SDG and then work as a team in order to make an impact in that space. This is a core class for students who compete in SBGE’s annual Social Venture Plan Competition.
* **Intermediate Microeconomics:** Students weigh the ethical considerations for Consumer and Producer theory within an industry, looking at inequality and sustainability.
* **Microeconomics of Development:** Students discuss the SDGs in relationship to development.
* **Introduction to Global Development:** This course examines all of the SDGs in detail, paying more attention to the question of poverty.
* **Global Women’s Issues:** This course examines global, political, social, and economic issues as they apply to women in different parts of the world.
* **Christian Values, Ethics, and the Marketplace (MBA course):** Examines how business, community, and government are able to come together in cooperation in order to develop long-lasting, socially responsible initiatives that have a lasting impact and develop into social norms/informal institutions.
* **Marketing Analysis (MBA course):** Case studies and reading materials are directly linked to various SDGs (specifically numbers 1, 3, 6, and 12) in order to give MBA students a deeper grasp of the role of the SDGS in the field of marketing.

As is depicted above, SBGE has been deeply imbued with the SDGs across the full breadth of the curriculum and plans to continue its progress and commitment at both the undergraduate and graduate level.

# On-Campus Speakers

SBGE recognizes the importance of role models and encourages faculty to include professionals as guest speakers in class. SBGE recognizes the importance of role models and encourages faculty to include professionals as guest speakers on campus. Speakers are typically high-profile leaders who address a host of leadership/management topics, including issues of business ethics, social impact, and sustainable enterprise. The highlight of our efforts in this area is always the Burton and Raelene Walls Distinguished Speaker Luncheon, which is usually held during Winter Quarter. The Distinguished Speaker in 2020 was Gary Locke, former Governor of Washington State, Ambassador to China, and U.S. Secretary of Commerce under President Obama.

In addition, SBGE hosts a quarterly Dean’s Speaker Series that invites prominent regional leaders to SPU. A list of speakers follows:

Molly Moon Neitzel, founder and owner of Molly Moon’s Ice Cream, Fall quarter 2018.

Roger Meece, Ambassador to DRC and Malawi (ret), Winter quarter 2019.

*Career in the Foreign Service, African Development and the state of US Diplomacy*

Heather Ratcliffe, Director, Product and Technology at T-Mobile, Spring quarter 2019

*The intersection of technology, diversity, and the impact of bias algorithms.*

Chad Cohen, CFO with Adaptive Biotechnologies, Fall quarter 2019.

Twyla Carter, Senior Staff Attorney – Criminal Reform Project, ACLU, Winter quarter 2020.

In 2019, CIB partnered with student clubs to host a SBGE Day of Calling. The guest speaker was Roger Voorhies, President, Global Growth & Opportunities, Bill and Melinda Gates Foundation. The topic was “Poverty in the Last 25 Years: Good News.”

In addition to these major speaking events, over 100 unique community partners visited SBGE classes and spoke this year (a few of them visited multiple times).

# Collaboration Initiatives

SBGE provides an important core curriculum for the undergraduate global development studies major started in 2008. Students take microeconomics, macroeconomics, microfinance, social enterprise and social venture planning. Over the last two years, to facilitate integration, the global development core has also introduced two additional classes from the business program: (i) Non-Profit Management and (ii) Organizational Behavior for Managers. In addition to providing much needed, practical skills for students in this program, courses that bring together business and global development students provide important spaces for cross-disciplinary discussion and an additional mechanism to deepen understanding of the SDGs. Issues of sustainability, economic and community development, and business solutions to alleviating poverty are addressed.

At the graduate level, SBGE offers a joint MBA/M. Divinity degree with the School of Theology. The program seeks to provide students with purpose-driven, cross-functional leadership skills in business, government, and civil society. Further, the program is designed to help students discover how business principles and ethical practice unite to lay a foundation for business as service to others and learn to provide values-based leadership.

# 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, economics, global development, and politics, philosophy, and economics 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 Moss Adams, DocuSign, PACCAR, 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 Benaroya Research Center, AT&T Wireless, BMS Pfizer, Community Kitchens Northwest, Seattle Children’s Hospital, Catholic Social Services, Farestart, World Vision, Food Lifeline, Agros International, REI, World Concern, and Whole Foods Market. Almost 350 students enrolled last year in a variety of undergraduate and graduate courses that included service-learning projects.

# Mentor Program

SBGE's Center for Applied Learning offers a wide array of mentoring opportunities for undergraduate and graduate students alike. Each year, an average of 247 students from across campus are connected with professionals from over 190 unique organizations of all sizes and types (Alaska Air, Deloitte, Nordstrom, Boeing, Nike, World Vision, Agros International, REI, World Concern, etc.). Most of the students served 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.

# Social Venture Planning Competition

Student teams create a business plan that addresses a social need and must directly tie their plan to an SDG. Detailed plans for social venture enterprises must 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.”

The winning 2020 project was **Safa Himal**, chosen as the $5000 Herbert B. Jones Grand Prize winner. **Safa Himal (**translates as “clean mountain”) seeks to reduce human waste left by climbers at high altitudes where there are no good solutions for the removal of human waste, as the thin air and cold temperatures defy quick decomposition. For example, more than 25,000 pounds of feces have accumulated on Mount Everest and has contaminated drinking water and sullied the landscape. **Safa Himal** would sell and service a portable, dehydrating toilet to adventure tour operators and other climbers on Everest, reducing human waste in size and weight by up to 75%. The portable, dehydrated feces can then be carried down the mountain to a biogas decomposition plant and converted into methane fuel. The **Safa Himal** team included students from Business Administration, Global Development Studies, and Economics.

The **Bountiful** project came in second, winning the $3000 runner-up award. Bountiful seeks to address food insecurity in rural Alaska by shipping greenhouses to rural communities to start a Community Supported Agriculture (CSA) business. The team would grow fruits and vegetables year-round using hydroponics and sell the food on a subscription model, increasing nutritional benefits in the community and lowering costs. The **Bountiful** team was comprised of students from Global Development Studies, Electrical and Mechanical Engineering, Business Administration, and Social Justice and Cultural Studies.

**Tutorly** won the People’s Choice award. The team created a peer-to-peer tutoring app for college students, allowing learning to happen at the push of a button. By opening access to tutoring, the project hopes to empower students, close gaps of inequity in higher education, and improve retention and graduation rates. Tutorly was composed of students from Business Administration, Computer Science, and Politics, Philosophy, and Economics (PPE).

Due to COVID-19, the 2020 SVPC Showcase round was held virtually. Even so, a record-breaking number of people attended and voted in the on-line People’s Choice balloting. In its fourteenth year, SPU’s SVPC had sixteen teams present at the Showcase event, comprising approximately 65 students. In addition to SPU projects, three teams from Northwest Nazarene University (Nampa, ID) competed. In addition to the nearly 70 community judges, there were more than 150 community volunteers gave time as readers, instructors, coaches, and judges.

*“It was a wonderful experience and I was just blown away by the professionalism of the teams - both in their understanding of the social issues and how to create impactful and financially-sustainable projects.”*

SVPC judge: local health, social justice, and development professional

# 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 are important parts 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 colloquia 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, B. (2019). Gleaning as a Transformational Business Model for Solidarity with the Poor and Marginalized, in Poverty, Injustice, and Inequality as Challenges for Christian Humanism, ed. Martin Schlag, and Daniela Ortiz. Berlin, Germany: Duncker and H.

Baker, B., and Lee, D. (2020). “Spiritual formation and workplace engagement: prosocial workplace behaviors." Journal of Management, Spirituality & Religion 17:2 (2020): 107-138.

Baker, B., and Lee, D. (2020). “Solidarity and Workplace Engagement: A Management Perspective on Cultivating Community.” Humanistic Management Journal. (forthcoming).

Beavers, R. (2018). "Incorporating SDGs in an Introductory Macroeconomics Course." 19th annual Financial Education Association and Academy of Business Education Conference. San Antonio, Texas. 2018.

Beavers, R., Daniels, D., Erisman, A., Lee, D. (in press). Technology relationships: How our relationships with objects impact our relationships with others. Journal of Biblical Integration in Business, Fall, 2020 (forthcoming).

Eveland, V., Crutchfield, T., & Rynarzeska, A. (2018). A Relationship Model of Social Performance and Consumer Involvement. Southern Marketing Association. New Orleans, LA. November.

Karns, G., Beavers, R, & Eveland, V. (2019). Educating Students About the UN Sustainable Development Goals. Proceedings of the Marketing Educators’ Association Conference, April, Scottsdale, AZ.

Kendall, K., & Karns, G. (2018). The Business Case for Hiring People with Disabilities. Social Business, 8(3), 277-292.

LaBrie, R., & Steinke, G. (2019). "Evaluating AI Algorithms for Good with Ethical Audits." The 2019 Institute for Operations Research and the Management Sciences (INFORMS) Annual Meeting. Seattle, WA.

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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. This group has organized career fairs for those interested in entering the non-profit sector and has done fundraising for various organizations in the Puget Sound region. The undergraduate led Global Development Association (GDA) has brought speakers to campus in order to facilitate connections across SBGE for those interested in sustainability and the SDGs.

In 2019, the university’s “Day of Common Learning” – an event that brings together the entire campus community – focused on questions of environmental protection and climate change. SBGE faculty led a number of breakout session and used the opportunity to continue to spread awareness of the SDGs. In addition, one of the breakout groups was led by student teams who presented their own research on business’ involvement in advancing achievement of the SDGs.

SBGE’s chapter of Omicron Delta Epsilon (the economics honors society), is taking on a greater role in connecting SPU’s campus community to NGOs and firms exploring issues of social responsibility and sustainability. Finally, the SPU Student Investment Fund explores investment questions from a perspective of social responsibility.

# Advisory Councils

The activities of SBGE are supported by an Executive Advisory Board (EAB) of approximately 40 leaders from the local business community. The EAB meets as a whole group three times a year but individual EAB members are regularly asked to host student events, serve as mentors, give guest lectures, and support the school in the community. Several the EAB members also serve on school task forces or advisory groups for our Centers. Approximately eight EAB members serve on the school’s Executive Leadership Team (of the EAB) that meets frequently and advises the dean with respect to 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 and human flourishing.

In 2019, the EAB identified PRME and integration of the SDGs as one of its key initiatives. The initiative seeks to support the ongoing efforts of SBGE as well as act as a broader convening body, bringing academia and the business community together. Its inaugural event was originally scheduled for the spring of 2020, but due to COVID-19, it is rescheduled for the fall 2020 (hopefully). In addition, the EAB has committed to helping seek and secure financial resources in support of the PRME and SDG initiatives.

# 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 dialogue 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 working with students around issues of sustainability, the global reach of business, and the role of business as it partners with other societal institutions.

The Center for Integrity in Business (CIB) has created opportunities for discussion centered around business solutions for alleviating poverty globally and providing human flourishing. SBGE has also consulted community partners in the development of curriculum in sustainability. CIB’s tagline of Business on Purpose reimagines (through the lens of Christian theology) business as a calling to serve the common good.

As discussed earlier, the CIB has undertaken the creation of an open online course, *Faith & Co*, a documentary film series highlighting the struggles, triumphs, and stories of businesspeople wrestling with what it means to live out business as their calling. Through these inspiring examples, filmed across three continents and 18 U.S. cities and featuring a wide range of industries — high tech, health care, retail, and property development — the course seeks to provoke questions and provide insights about what it means to act as faithful followers of Christ in business. For those who are exploring how the Christian faith and values are lived out in the global marketplace, *Faith & Co*. challenges traditional assumptions and inspires people to reimagine business practices to more closely align with Christian themes of God’s creative and redemptive work. (<https://faithandco.spu.edu/>)

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 sponsors *Ethix Magazine.* One of the hallmarks of *Ethix* is thoughtful interviews with top business leaders on ethical issues that arise in their businesses.

# 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. In addition to curriculum initiatives, SBGE has made sustainability central in its recent faculty hiring. Our goal is to make sure that each new hire is committed to advancing our PRME initiatives so that we can continue to build momentum around integration of the SDGs in our teaching and research.

With the Executive Advisory Board’s adoption of PRME and the SDGs as one of its strategic initiatives, SBGE will be able to expand its ability to connect with external communities. While the Social Venture Competition is primarily for SPU students; visiting schools have participated, and we have convened a social venture colloquium for faculty from schools primarily in the Pacific Northwest. Finally, SBGE faculty will continue to explore sustainability issues through their scholarship and teaching. For example, with the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and the countless other black people in America, SBGE firmly condemns the violence and injustices in our country and stands in solidarity with Black Lives Matter. Our Christian faith and values demand that we do better in standing for justice, calling out inequities, and advancing human flourishing. To that end, a primary focus for the 2020-21 year will be exploring and integrating SDG 10 Reduce Inequalities and SDG 16 Peace and Justice more fully into our curriculum and co-curriculum activities.

SBGE also tries to establish operational practices that are in line with our PRME commitment. For example, switching to use only compostable products in the school. Prior to COVID-19, we had planned to eliminate bottles of water for faculty/staff consumption and instead encourage faculty and staff to use SBGE branded water bottles at large bottled water stations within the building. We will revisit this initiative incorporating new health guidance.

# Desired Support

Seattle Pacific University’s School of Business, Government, and Economics reaffirms its commitment to the Principles of Responsible Management Education and to its role as a PRME Champion. 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, and we look forward to building on the successes that we have had over the last two years. 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. As demonstrated through our renewed commitment as a Champion school earlier this year, our faculty are excited about being a part of the PRME Champions group and the various working groups. We are committed to regularly attending all PRME Champion meetings in the coming years in order to strengthen our dialogue and collaboration with our partner institutions in the PRME program.

# Sustainability on Campus

Sustainability is a community’s ability to meet its needs without hurting future generations' ability to do the same thing. In the Pacific Northwest region, this is more than a slogan – rather, across our institutions, it is a watchword for sound public policy and private sector practice. For Seattle Pacific University, that means making decisions with these “three E’s” in mind: environment, economy, and equity. The University made a number of commitments in 2010 as part of its climate action plan. Further, SPU is located in a very progress area where the city of Seattle has also made sustainability commitments part of the city’s regulatory codes. For example, the University committed to all new construction being the equivalent of LEED Silver or greater certification. The most recent construction, Arnett Hall, is LEED Gold. Seattle’s updated energy codes actually exceed LEED standards in some regards. Thus, SPU’s commitment exceeds LEED standards as well as the city’s high standards.

Other Operational Activities:

* Facilities conducts an annual audit of the campus waste stream. It typically lasts through spring quarter and includes both quantitative and qualitative components. As of our most recent waste audit (2019, since the one we would have done spring 2020 was not conducted due to COVID), the University diverts 82% of its waste stream from the landfill. This is up from 15% in 1999. Other data from the 2019 audit:
	+ In 2019, the University recycled 67% of its waste stream and composted 15% of its waste stream.
	+ Our total waste stream for 2019 is estimated at 2.2 million pounds, a decrease of 0.6 million pounds over the last three years (since 2016 audit).
	+ Of the 18% of campus waste stream that was sent to the landfill, an estimated 76% of that could have been recycled or composted.
* Facilities staff and student employees conduct an annual greenhouse gas inventory for campus. Our most recent GHG inventory, for Fiscal Year 19, estimated the University’s carbon emissions at roughly 6,200 metric tons carbon dioxide equivalent (MTCDE). Building energy use and commuting remain the two greatest contributors to the University’s GHG footprint.
* A number of faculty have worked with Facilities to integrate campus sustainability projects into their curriculum. For example, an engineering course included a course assignment to examine campus waste stream for feasibility of biogas energy system. In addition to a written assessment, students participated in the annual campus waste audit conducted by Facilities. Each student also wrote a personal reflection on their experience with the waste audit.

The city of Seattle also has adopted energy benchmarking requirements for buildings over 20,000 square feet, and more recently, a regular building tune up requirement for buildings greater than 50,000 square feet. To some extent, SPU’s operational sustainability has shifted to being more thoroughly integrated into the City’s ordinances, as they have proven to be on the leading edge of sustainability. As a reslt, the University’s sustainability strategy has shifted a bit to focus more on education – where we can have the greatest impact. Below are a few univesty wide examples of actions taken.

* “Creation Care and Sustainability” was the theme for the [2018 Day of Common Learning](https://digitalcommons.spu.edu/common_learning/dcl_2018/), with speaker AJ Swoboda delivering a keynote titled, “Green Jesus: Embracing a Sustainable Faith.”
* An [Ecotheology minor](https://spu.edu/academics/school-of-theology/undergraduate-programs/minors/ecotheology) was created beginning in the 2019-2020 academic year, combining rigorous ecological study with theological principles of creation care.
* Our campus community garden received a small grant from Blessed Earth, which supported a graduate coordinator position for the summers of 2017 and 2018. An award from Blessed Earth relating to our use of the original grant also contributed to this temporary position.
* The University is participating in Earth Day NW 2020, although our projects have been delayed until fall due to COVID.

In addition, there have been several student lead initiatives. For example, an on-campus food recovery program, which recovers thousands of pounds of food for donation to local homeless shelters. SPU’s commitment to working to relieve the homelessness crisis that continues to impact the Seattle region is demonstrated through hosting “Tent City 3.” SPU is one of several organizations in Seattle that hosts “Tent City 3” on a rotating basis. It is a self-governing community of those who find themselves in the predicament of homelessness that creates an open, welcoming community. SPU developed extensive programming around “Tent City 3” in order to encourage dialogue, support, and mutual interaction. Directly engaging in practical action in order to support the SDG’s goal of poverty alleviation, there exists great enthusiasm to continue our commitment to this initiative in the coming years and to remain a key voice in the Seattle community in seeking out new, innovative solutions to resolving the challenges confronting the city’s homeless during an era of rapid economic change in the region.

Within SBGE itself, the 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 tablecloths and cutlery; and the purchase of non-disposable towels and other environmentally friendly products.