



Penn State Great Valley School of Graduate
Professional Studies
Management Division

Sharing Information on Progress to Implement the Principles for
Responsible Management Education

Submitted May 31, 2023

Report covers 2019-2022

Commitment to PRME

The Pennsylvania State University Great Valley School of Professional Studies and the Management Division remain committed to continued implementation of the Principles for Responsible Management Education. Our faculty and staff believe in the importance of ethical, socially responsible, and sustainable business practices. We value our role in providing curricula that challenge and inspire our students; thought-provoking research that is transformational and that has societal impact; engagement with our stakeholders to build sustainable solutions; and best practices that serve as models for our students.

In this, our second report, we detail what we have accomplished during the 2019-2022 timeframe and discuss our goals for remaining committed as we move forward.

Colin Neill
Chancellor, Dean, and Chief Academic Officer



Penn State's Great Valley School of Graduate Professional Studies is a special mission campus of The Pennsylvania State University designed to meet graduate education and professional training needs of working adults. Relocated to the Great Valley Corporate Center in Malvern in 1987, it was the first permanent graduate campus to be located in a corporate park. PSU GV Management Division offers master's degrees in business administration, leadership development, accounting, and finance, as well as graduate certificate programs in analytics for managers, leading in diversity, equity and inclusion, entrepreneurship and new ventures, finance, financial and managerial accounting, global management, human resource management, and sustainability and social impact practices. We have updated our certificate offerings since 2021 and allow students to stack them in the MBA. We also offer digital badges for certificate earners, and students receive online certificates, noting our commitment to be as paperless as possible.

The PSU GV Management Division became a signatory to the Principles for Responsible Management Education in spring 2016. That effort was driven by a few members of our full-time faculty dedicated to sustainability issues. Awareness of issues related to sustainability and social responsibility has continued to grow among faculty, students, and staff, but additional work is needed in areas of curricula, research, and engagement with the community. This report details both our progress from 2019 through 2022, and our goals for future efforts.

Progress related to the PRME Principles

Principle 1 – Purpose

We will develop 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.

The Pennsylvania State University vision states that “Penn State will be a leader in research, learning, and engagement that facilitates innovation, embraces diversity and sustainability, and inspires achievements that will affect the world in positive and enduring ways.” In the Strategic Plan for 2016 to 2025, six foundations were defined which underpin all University endeavors. These include Enabling Access to Education, Engaging Our Students, Advancing Inclusion, Equity and Diversity, Enhancing Global Engagement, Driving Economic Development, and Ensuring a Sustainable Future. The plan's thematic priorities, which cut across the 17 Sustainable Development Goals (SDG), further support these foundations, including Transforming Education, Enhancing Health, Stewarding Our Planet's Resources, Advancing the Arts and Humanities, and Empowering through Digital Innovation.

Regarding sustainability, the university states “Our commitment is to a holistic institutional sustainability aligned with the UN Agenda 2030 and Sustainable Development Goals and reflecting globally shared values among students, faculty, staff, alumni, research organizations, and corporate and political leaders. We will—even more comprehensively, systematically, and cohesively—integrate sustainability into our research, teaching, outreach, and operations. In addition, we must lead with innovative and aggressive programs institutionally to reduce our impact on the environment by waste elimination and fostering resilient, equitable, thriving communities in Pennsylvania and around the globe.”

The University's Chief Sustainability Officer position and Sustainability Institute have been established to work with the various units and campuses to support efforts in teaching and curricula, research, student engagement, outreach, and operations. Examples of support include regional forums that provide opportunities for campus sustainability committee members and sustainability champions to share successes, best practices, and challenges; funding for small-scale projects such as speakers and film series; and consulting on sustainability curricula.

Our Strategic Plan for 2020-2025 for the Great Valley campus notes several objectives regarding sustainability and SDG awareness and we are on track to accomplish these goals:

- 3.2.1: Develop a sustainability plan focused on environment, health, and well-being
- 3.2.2: Provide campus and educational programming on the UN Sustainable Development Goals
- 3.2.3: Achieve Green Paws certification for all campus units
- 3.3.3: Connect global awareness to the UN Sustainable Development Goals

In 2022, Great Valley took the University's commitment to sustainability one step further, adding a full-time staff member devoted to sustainability and community impact initiatives on campus.

Faculty from the Management Division take an active role in supporting these efforts, including participation in the campus' Sustainability Committee and Diversity Action Council each year.

The Management Division mission statement was revised in fall 2016 to emphasize the importance of ethical and sustainable issues more strongly in our programs. The current mission states:

We engage and challenge our students and other learning partners to apply their intellect, develop their potential, and inspire positive change.

- We bridge theory and practice to develop globally engaged, ethical business leaders.
- We develop transformational leaders of character.
- We encourage a balance of social, environmental, and economic prosperity.
- We enhance analytical, critical thinking and decision-making competencies.

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.

Six core institutional values, identified through Penn State’s Culture and Values Survey, sustain this strategic plan and offer essential context for the successful execution of Penn State’s mission.

- **Integrity.** We act with integrity and honesty in accordance with the highest academic, professional, and ethical standards.
- **Respect.** We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.
- **Responsibility.** We act responsibly, and we are accountable for our decisions, actions, and their consequences.
- **Discovery.** We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.
- **Excellence.** We strive for excellence in all our endeavors as individuals, an institution, and a leader in higher education.
- **Community.** We work together for the betterment of our university, the communities we serve, and the world.

These values are displayed on our website, as well as on campus and in the Management Division.

The Management Division is undertaking an effort to increase awareness of the UN Sustainable Development Goals. Annual faculty retreats often have module devoted to the SDGs. The goals were introduced, with discussion of how they might be incorporated in various courses, and resources available were identified. We have added the SDG icons to our website (e.g., <https://greatvalley.psu.edu/sustainability/what-is-sustainability> and <https://greatvalley.psu.edu/academics/masters-degrees/business-administration/learning-goals>).

All graduate students at Penn State are required to perform Scholarship and Research Integrity (SARI) training. An expanded online module was developed which covers topics related to academic integrity and plagiarism, as well as intellectual property. This training module must be completed by all students in Management Division degree programs, preferably in their first semester of enrollment. In addition, the Diversity Action Council, which is comprised of faculty and staff, complies with the UN Global Compact Principles as does our campus’ Sustainability Committee. These actions are consistent with Goal 4: Quality education, Goal 5: Gender equality, and Goal 8: Decent work and economic growth.

Principle 3 – Method

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

The Management Division offers a new certificate in **Sustainability and Social Impact Practices** which was approved in 2022. This certificate can complement the MBA and be used as electives. The certificate is designed to help manage new or existing sustainable practices in an organization. Students also learn to gain a competitive advantage by understanding how adopting the ‘triple bottom line’ can enhance their organization’s long-term viability. The objectives for the certificate are:

Students will be able to:

1. Demonstrate a critical capacity for reflection and action, based upon a systems thinking framework, the environmental and organizational sustainability challenges facing business leaders.
2. Design, implement and/or evaluate new or existing sustainable practices within an organization.
3. Critically evaluate and make sustainable decisions with consideration for multiple stakeholders.
4. Demonstrate effective oral and written communication skills.

Students are required to complete one course, BUSAD 802 - Cornerstones of Sustainability, and select two electives from a menu of courses, including:

BUSAD 824	Finance & Investment for Sustainable Growth
BUSAD 809	Triple Bottom Line Accounting
BUSAD 879	Sustainable Supply Chain Management
BUSAD/LEAD 556	Diversity Leadership
BUSAD/LEAD 882	Social Entrepreneurship & Community Leadership
MGMT507	Positive OB Wellbeing

Each of the Division’s degree programs contains required, and elective elements that address ethical, sustainable, and socially responsible issues.

In the MBA foundation courses, financial and managerial accounting addresses corporate governance and ethical issues related to earnings manipulation; marketing management includes sustainable marketing; and operations management discusses issues related to managing a responsible supply chain. All students in the MBA must select from a choice of ethics courses. As noted above, students have the opportunity to choose electives in various areas which support responsible leadership principles such as Sustainability and Social Impact, Leading in Diversity, Equity and Inclusion, and Global Management, among other topics.

Students in the Master of Leadership Development program are required to complete a course in Diversity Leadership. They also must select from a choice of ethics courses, and the capstone course is Social Entrepreneurship and Community Leadership. Electives include choices from the sustainability electives.

Master of Finance students are exposed to ethics issues in financial accounting as well as a comprehensive module based on the CFA Standards of Practice. They also have access to sustainability electives.

The Master of Professional Accounting (MPAcc) program includes a dedicated ethics course.

Two ethics courses have been developed – ACCT 550, Professional Responsibilities and Ethics in Accounting for the Master of Professional Accounting program, and MBADM815, Ethical and Responsible Business Leadership to support the revised online MBA program.

ACCT 550 covers the AICPA Code of Professional Conduct. Students will discuss the conceptual framework and the necessity of ethics in the application of accounting principles, tax preparation and attest services. Throughout the course students will review actual cases where professional accountants have failed to uphold the moral and ethical code and subsequent social and economic damages. Students will learn what it means to be both independent in both fact and appearance. Students successfully completing this Accounting Ethics course will earn 4.0 quarter units which are eligible to be used towards the CA Board of Accountancy's Ethic Study educational requirement for licensure. Ethical decision-making helps the organization to focus on business ethics as well as sustainable growth while following organizational objectives. There are several case studies related to ethical decision making.

MPAcc students are required to take **ACCTG 806**, Taxes and Business Planning Course, which emphasizes the Ethical Values in the tax reporting. In **ACCTG 804**, Data Analytics in the Accounting Profession course, students are introduced to the data analytics tools to detect fraud transactions and weaknesses in internal control and corporate governance.

MBADM 815, Ethical and Responsible Business Leadership, is designed to develop the students' ability to understand and manage ethical conduct and social responsibility in business organizations. Each semester, the students have the opportunity to share their personal experiences with an ethical role model in their previous or current organization whose moral judgment they value. In a group setting, the students select and analyze the corporate social responsibility program of a Fortune 500 company.

Regarding global leadership, Penn State Global has recognized PSU GV's embedded global program, specifically the design and learning goals accomplished in **MNGMT 897** Global Immersion, for meeting four of the UN SDGs:



Students define and apply dimensions and frameworks for understanding and comparing cultures and develop metrics to identify and describe the sustainable business practices, innovation, and design of work in business organizations in the U.S., France, Germany, and Switzerland. Student testimonials suggest their intentions to apply observed best practices regarding the SDGs in their own work organizations.

In order to recognize students' accomplishment of course learning goals and the skills and insights they developed from studying current practices in sustainability, innovation, and design of work, PSU GV has developed and offered a "Global Leadership Immersion" digital badge for students' efforts towards support of our global initiative.

Principle 4 – Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

The faculty of the Management Division have been engaged in a range of research topics related to ethics, corporate governance, and (social, environmental and economic) sustainability. These include:

Potosky, D., Sosik, J. J., Ete, Z., & Zhu, W. (2023). Virtuous and vicious possible selves: The pinwheel model of leader character. In T. Newstead & R. E. Riggio (Eds.), *Leadership and virtue: Understanding and practicing good leadership*, (pp. 199-209). New York: Routledge.

Stockkamp, M. & Godshalk, V.M. (2022). Mutual learning in peer mentoring: Effects on mentors and protégés. *Mentoring & Tutoring: Partnership in Learning*, 30(2), 164-183.

Huang, Z., Shao, W., Meng, L., Zhang, G., & Qiang, Q. (2022). Pricing Decision for a Closed-Loop Supply Chain with Technology Licensing under Collection and Remanufacturing Cost Disruptions. *Sustainability* 14 (6), 3354.

Liao, Q., Ouyang, B., & Tang, Y. (2022). The Impact of Executive Ethnic Diversity on Real Earnings Management. *Accounting Horizons*, 50. DOI: <https://doi.org/10.2308/HORIZONS-2021-026>, ISBN/ISSN: 0888-7993

Shi, Y., Nie, D., & Chen, L. (2022). Earnings Management, Management Earnings Forecast, and the Sarbanes–Oxley Act. *Journal of Forensic and Investigative Accounting*, 14(1).

Bhattacharya, N., Christensen, T., Liao, Q., & Ouyang, B. (2021). Can Short Sellers Constrain Opportunistic Non-GAAP Reporting? *Review of Accounting Studies*. ISBN/ISSN: 1380-6653

Fu, R., Qiang, Q.P., Ke, K., & Huang, Z. (2021). Closed-loop supply chain network with interaction of forward and reverse logistics. *Sustainable Production and Consumption* 27, 737-752.

Godshalk, V.M. & Messatzzia, L. (2021). Digital badges in a post-COVID world. *Academy of Business Research Journal*, 3, <http://dx.doi.org/10.2139/ssrn.4026616>.

Ouyang, B., Tang, Y., Wang, C., & Zhou, J. (2021). No-Fly Zone in the Loan Office: CEOs' Risky Hobbies Affect Credit Stakeholders' Evaluation of Firms. *Organization Science*. DOI: <https://doi.org/10.1287/orsc.2021.1443>, ISBN/ISSN: 1047-7039

Stein, E.W. (2021). The Transformative Environmental Effects Large-Scale Indoor Farming May Have On Air, Water, and Soil. <https://journals.sagepub.com/doi/full/10.1177/1178622121995819>.

Chintrakarn, P., Treepongkaruna, S., Jiraporn, P., & Lee, S. M. (2020). Do LGBT-supportive corporate policies improve credit ratings? An instrumental-variable analysis. *Journal of Business Ethics*, 162, 31-45.

Chen, S., & Qiang, Q. (2020). The trade network structure of the “One Belt and One Road” and its environmental effects. *Sustainability* 12 (9), 3519

Ete, Z., Sosik, J. J., Cheong, M., Chun, J. U., Zhu, W., Arenas, F. J., & Scherer, J. A. (2020). When and how leader honesty/humility enhances subordinate organizational citizenship behavior: A case of too much of a good thing? *Journal of Managerial Psychology*, *35*(5), 391-404.

Meng, L., Qiang, Q., Huang, Z., Zhang, B., & Yang, Y. (2020). Optimal pricing strategy and government consumption subsidy policy 0+in closed-loop supply chain with third-party remanufacturer. *Sustainability* *12* (6), 2411

Sosik, J. J., Chun, J. U., & Ete, Z. (2020). Character and leadership. In B. J. Carducci (Editor-in-Chief) & J. S. Milo & R. E. Riggio (Vol. Eds.), *Wiley-Blackwell encyclopedia of personality and individual differences* (Vol. IV, pp. 505-510). Clinical, applied, and cross-cultural research. Hoboken, NJ: John Wiley & Sons.

Sosik, J. J., Chun, J. U., Ete, Z., Cheong, M., Arenas, F. J., & Scherer, J. A. (2020). Maniac or master? Examining how leader self-control of affective experiences shapes charismatic leadership. *Journal of Character & Leadership Development*, *7*(2), 113-134.

Sosik, J. J., & Zhu, W. (2020). Facing and embracing the Fourth Industrial Revolution with character. *Journal of Character & Leadership Development*, *7*(1), 54-68.

Greenhaus, J.H., Callanan, G.A. & Godshalk, V.M. (2019). *Career Management for Life*. (5th Edition). New York, NY: Routledge Publications.

Jiraporn, P., Potosky D. & Lee, S. (2019). Corporate governance and lesbian, gay, bisexual, and transgender-supportive human resource policies from corporate social responsibility, resource-based, and agency perspectives. *Human Resource Management*, *58*, 317–336.

Liao, Q., & Ouyang, B. (2019). Shareholder litigation risk and real earnings management: a causal inference. *Review of Accounting and Finance*, *18*(4), 11.

Sosik, J. J., Chun, J. U., Ete, Z., Arenas, F. J., & Scherer, J. A. (2019). Self-control puts character into action: Examining how leader character strengths and ethical leadership relate to leader outcomes. *Journal of Business Ethics*, *160*(3), 765-781.

One of our faculty members, Dr. Denise Potosky, has supervised/chaired the doctoral thesis for a student in the DBA program of the Business Science Institute, Luxembourg:

Lindita Sirri (a U.S. Expatriate and Contract/Procurement Manager for the U.S. Navy in the Kingdom of Bahrain, successfully defended on September 29, 2021): "The Resilience of Host Country Nationals (HCNs) in Multicultural Work Contexts."

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.

The following summarizes activities of our faculty in partnership with the community:

Dr. Eric Stein operates a small R&D indoor farm and CSA garden located in Media, PA. Dr. Stein studies energy use, marketing, sustainability, and business aspects of vertical indoor farming, and is working with Kennett Township (Mushroom Capital of the U.S.) and mushroom growers on ways to diversify from mushrooms to other green crops. He has been invited to speak at several events related to his research and work on indoor agriculture. He has worked pro-bono with a non-profit indoor farming organization to help feed and bring fresh food to inner city Philadelphia. Dr. Stein assisted Feed Philly Coalition to bring fresh food to Philadelphia.

Dr. Cyndy Walton-Bongers teaches **BUSAD/LEAD 882**.

BUSAD/LEAD 882 Social Entrepreneurship and Community Leadership is the capstone course for the Master of Leadership Development program and an elective course for the MBA and Sustainability and Social Impact Practices certificate programs. **BUSAD/LEAD 882** is taught as a service-learning course in which students use their leadership and business skills to help local social entrepreneurs with business plans, marketing plans, or grant writing. During the reported timeframe, students worked closely with several local organizations on the following sustainable projects.

The following are activities for **BUSAD/LEAD 882**:

2019

1. Chester County Wildlife Foundation (CCWF) <http://ccwildlifefoundation.com/about/>

CCWF is a start-up non-profit located in Oxford, Chester County, PA. 90% of wildlife animal injuries are due to humans. CCWF takes in wildlife from recognized rehabilitation facilities after their injuries have been healed and it has been determined that the animals can't be returned to their natural habitat. CCWF cares for them for the rest of their life and trains them to be educational animals. CCWF's manager, Kim, has experience as The Education Director at Busch Gardens Wildlife Sanctuary in Juniper, FL.

CCWF needed a funding and marketing plan to raise funds to fix current facilities, build new enclosures, store food, feed animals, and get the word out about their educational programs to local schools.

PSU GV student team provided: (1) list of grants that are appropriate and submitted for a grant; (2) Called and provided a list of local pet and hardware stores who may be willing to donate gifts-in-kind to CCWF; prepared a fund-raising flyer with a list of potential sites; and prepared a wonderful brochure for the manager to hand out regarding the education program.

2. Nantmeal Nursery <https://nantmealnursery.com/>

Nantmeal nursery is one of 6 businesses under the Camphill Soltaine organization located in Glenmoore, Chester County, PA providing useful employment for adult residents there who have intellectual challenges. They have a state-of-the-art greenhouse where they can prepare decktop garden boxes for sale through their subscription service, but due to zoning laws can't do so directly at that site. Their needs analysis was scant and they were difficult to interact with this semester due to a death in their community.

Based on the needs assessment that we had, students proceeded with a marketing plan which involves expanding their sales to local retirement communities and to take advantage of local companies nearby, such as SAP, who allow local entrepreneurs to sell fresh food and deck boxes outside their dining areas during the work week. This provides loving and supportive environments for students to share and sell their products. A list of local retirement communities, companies and contact information was provided. Expansion of their onsite education programs by having local experts hold classes. Contact information from Longwood Gardens, and PA Horticultural Society were provided. Finally, the team suggested changes to the website and use of social media to help get their marketing going.

3. African Education Program (AEP) – Julie-Anne Savarit-Cosenza <https://www.africaneducationprogram.org/quick-look>

AEP was founded in the Radnor High School Cafeteria in 2002 by 4 students including Julie-Anne who continues today as its Executive Director. AEP provides a Youth Center near a school in Kafue, Zambia where kids receive educational support, food, and health training. Education is free in Zambia until the 8th grade where it is then available with tuition. Only 36% of girls and 38% of boys attend high school. Less than 5% go on to attend college. AEP holds fund raisers in Wayne, PA and Washington, DC each year to provide scholarships for students to attend high school and some to college. Their goal is to empower the youth of Zambia through education and leadership to break the cycle of poverty in their communities. They have a small group of very loyal donors, but donor fatigue and changes in income tax laws are always a worry and by diversifying their income stream, AEP will have a more sustainable organization.

Our PSU GV Students undertook the challenge of finding fundraising opportunities and updating AEP's social media presence by working with a local social media marketing firm. They've undertaken updates of the web sites, began Instagram daily notes which has dramatically increased AEP's followers and brought on eMite# that can help them with raising funds for specific projects. They've set up local fundraisers at PJ Whelihan's, Outback, Chick-Fil-a and Five Below. Since inception, AEP has grown from helping 25 kids to nearly 400 in a space smaller than our PSU classroom. Our PSU GV students have solicited corporate support for AEP. They helped design and focused fundraising events such as the "symbolic sale of a brick" for Julie-Anne to use at her annual fundraiser in May to raise monies toward building a new education center on the land that the Zambian government has donated to AEP. They've also worked on getting local celebrities and sports stars to attend the fundraising events.

2020

1. The African Education Program (AEP) was founded in 2002 by four Radnor High School students who sent textbooks, computers, and clothes to Zambia. A few years later, the group founded the Amos Youth

Centre, a youth community center in Kafue, Zambia. AEP provides tuition for high school students, educational support, nutrition, creative clubs, health information, field trips, and leadership development.

With the onset of the COVID-19 crisis, AEP shifted to focus on securing emergency relief funds to support local families. The Penn State Great Valley team worked on securing grants for the organization and integrating online grant seeking and tracking methods into AEP's routine. The team also developed pamphlets and commercials for AEP and virtually connected with Philadelphia-area businesses and Penn State alumni to share the organization's mission.

2. Chester County Wildlife Foundation (CCWF) takes in animals that were injured and unable to return to the wild after being treated. Before the COVID-19 crisis, CCWF provided in-person programs for adults and children, with the goal of educating participants about various animals and how to help prevent injuries to wildlife.

Students working with CCWF developed a marketing plan and social media strategy. In-person events had been the animal sanctuary's primary source of revenue, so the Penn State Great Valley team helped CCWF shift its focus to organizing weekly Facebook Live video sessions to educate the community and request donations. The team also performed several analyses of the business and created event evaluation forms to help CCWF identify areas of improvement.

3. Heavenly Sweet Chocolates was founded by Nancy Orlando, who earned her Master of Leadership Development degree from Penn State Great Valley. Nancy suffered a traumatic brain injury and had to leave her corporate job. She founded Heavenly Sweet Chocolates. Using what she learned from her grandmother, Orlando makes specialty chocolates for a variety of events in the Philadelphia area.

The students working with Heavenly Sweet Chocolates—who dubbed themselves “Team Chocolate”—focused on bolstering the company's online presence, creating social media marketing plans to expand its reach on Facebook and Instagram.

Team Chocolate also helped Heavenly Sweet Chocolate adapt to challenges faced by the COVID-19 crisis by creating online ordering forms; prior to the pandemic, Heavenly Sweet Chocolates relied primarily on in-person orders and events for its revenue.

4. Jessie's House, founded by a former special education teacher, provides care and a variety of programming for adults with disabilities. Activities—including classes, volunteering, and creating and running community events—help the clients maintain daily structure while learning and helping others.

Because social distancing measures required Jessie's House to pivot dramatically, the Penn State Great Valley team was primarily focused on creating a marketing plan for the organization. Instead of providing in-person care for clients, Jessie's House shifted to virtual sessions to keep clients connected and supported.

Although remote learning and virtual communications posed challenges, PSU GV students' adaptability and commitment allowed the students to stay focused on working with the companies to help promote growth during and after the COVID-19 crisis.

2021

1. The African Education Program <https://www.africaneducationprogram.org/what-we-do>

As mentioned earlier, AEP was founded in 2004 by Radnor High School students providing educational support for Children in Kafue, Zambia. They provide high school tuition, college tuition, and have a youth center near the school to provide before and after school education and meals. They have a "Read for Rose" Program that helps special needs students who in general wouldn't even have had a chance to go to school. Their business model is impressive and will eventually lead to a self-sustaining program. They help kids and their families out of poverty.

PSU GV students identified likely corporate donors.

2. LLUNA <https://lluna.io/>

LLUNA is a start-up company that provides a system for personalized employment so that employees are able to choose what benefits work best for them and helps engage employees yielding a win-win for employees and their companies. PSU GV students worked with them through the PSU GV Launch box to help find their first customers. Students pointed them to the Benefit Corporations and provided a list of likely candidates and contact information along with marketing channels to attract their customers.

3. Poiema Movement <https://www.poiemamovement.com/>

The Poiema Movement supports women who have undergone difficult life challenges go from "brokenness to restoration" through their transitional living program providing a place to live, case management, restorative groups, assistance in finding employment and mentorship.

PSU GV students worked on social media marketing plan to develop Instagram and other channels to get the word out. For Instagram, students worked to have at least 1000 followers and develop at least 3 posts/week for Instagram and Facebook.

4. Rebuild the Block Corp (<https://www.rebuildtheblock.org/home>) was founded in 2020 in response to the riots and looting that went on. The founders, Alexis Akarolo and Zolnetta Clark, are PSU students who wanted to help black owned businesses. Their mission is to rebuild the block through the organic growth of resources by redistributing wealth and knowledge to the black community. Alexis and Zolnetta raised \$205,000 through a Go Fund Me site and have given \$72,000 to 30 small businesses across the US to help them through the difficult challenges of the COVID pandemic and civil unrest.

Their PSU GV team prepared a strategic plan for RTB with a clear vision and mission statement, key objectives, strategic goals, and key performance metrics.

2022

1. Work to Ride at Chamounix Equestrian Center

<https://worktoride.net/>

Founded in 1994, Work to Ride (WTR) is a nonprofit program that provides a safe haven for under resourced youth. The program is housed at Charmounix Stables in Fairmount Park. Through barn work, groundwork, and riding exercises, WTR promotes discipline, self-esteem, social development, life skills, and physical fitness, while also offering vocational and educational guidance for participants. Various riding disciplines are taught, but Polo has proven to be a perennial favorite. In November 2021, WTR launched the public phase of their \$8M capital campaign to address additional physical infrastructure improvements, bring a higher general awareness to their program offerings, and fund their ability to have a larger social impact. As of January 2022, they had raised \$6.2M of their \$8M goal.

PSU GV students evaluated the fund-raising efforts that had been made and provided WTR with a social media marketing plan to help them better understand what had worked well; what opportunities are still available; and what tools they could use to meet their funding goal as well as bringing awareness of their overall program to donors, volunteers, and potential participants and measure its social impact. In addition, they provided analytical mechanisms for WTR to set realistic goals and incremental milestones to monitor/measure the social impacts and successes of their program and effectively communicate that to stakeholders and prospective funding sources.

2. We Love Philly <https://welovephilly.org>

Carlos Aponte, founder of We Love Philly, is a history teacher in the Philadelphia School System. He teaches students how to navigate complex emotional stressors; equips them with essential life skills; arranges volunteer activities; connect students with local entrepreneurs; helps them create their own brand; and earn their high school diplomas using one of the 3 alternative methods available in PA. Many of these students have come back to school after dropping out of school due to difficult situations at home.

PSU GV students found grants for We Love Philly.

3. Rebuild the Block Corp - <https://www.rebuildtheblock.org/home>

RTB given above was founded in 2020 in response to the riots and looting that went on. The founders, Alexis Akarolo and Zennetta Clark, are PSU students who wanted to help black owned businesses. Their mission is to rebuild the block through the organic growth of resources by redistributing wealth and knowledge to the black community. Alexis and Zennetta raised \$205,000 through a Go Fund Me site and have given \$72,000 to 30 small businesses across the US to help them through the difficult challenges of the COVID pandemic and civil unrest.

Their PSU GV team worked on building a social media presence that impacts multiple generations and attracts more black business owners. Students offered to help them award recipients with student projects such as website development, social media marketing and other projects

In addition to the BUSAD/LEAD 882 course, we also offer New Ventures courses which bring in experts throughout the year.

BUSAD 811, New Ventures Ideation and Feasibility Analysis, focuses on the ideation process and determining whether an idea has commercial potential in both an entrepreneurial and intrapreneurial

setting. In order to see and evaluate opportunities, students learn about entrepreneur characteristics; develop skills such as marshaling resources (HR, legal, financial, operational, and technical) needed to introduce the product or service into the marketplace; and developing an entrepreneurial team.

BUSAD 822, New Venture Start-up, examines the financial and legal issues that are critical in the formation, development, and management of new ventures. The focus of the course is on the methods of funding and cash flow management for the new enterprise, as well as the underlying legal issues that impact new ventures. This course builds on the foundation of the required finance course to give students an overview of the various legal issues that are critical to new venture development.

Examples of experts that have come to visit students in the course include:

Chuck Thomas (<https://www.linkedin.com/in/chuckt>), former PSU GV Entrepreneurship teacher of New Ventures, discusses his previous business experience in the retail, financial services, and communications sectors. Chuck is also involved in our Entrepreneurship and Innovation Center on campus.

Carl J. Woodin discusses his use of computer and technical skills and applies them in multimedia to promote Billy Joel's music in particular by producing one of the earliest Music videos on MTV. Carl J. Woodin was named one of the world's top multimedia producers by respected trade publications. He has worked throughout North America, South America, Europe, Asia and Australia designing and producing multimedia programs and content for satisfied clients that request his services again and again. Here's a link to his company AZTech's website: <https://aztechmultimedia.com/>. Carl is also a Penn State GV alum! He's kindly taken some of our students under his wing. In particular, Yuuji Crance, MBA Spring 2020, who needed a job as he was graduating and had a baby on the way. Carl jumped right in to help and kindly hooked him up with Billy Joel's drummer who was in need of a website right away.

In addition, these courses bring in support organizations which can help our students start their own business such as SCORE (Service Corp of Retired Executives) providing free expert advice and mentors in every area of business; and Chester County Economic Development CCED and the Small Business Administration for financing startups and small businesses. Additionally, we have our multi-media support team, i.e., Carla Seward come into class to teach students how to make websites for their clients.

In addition to Yuuji Crance, we have students who have started their own businesses such as Atif Shabbir MBA (BNB knives <https://bnbknives.com/>), Nancy Orlando MLD (Heavenly Sweet Chocolates), and Derrick Martin MBA (PSU GV Grad) and his brother Cordell (Wise Choice properties <https://wisechoicepropertiesofpa.com/>).

Principle 6 – Dialogue

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

In most courses, students engage in dialogue with our professors, each other, and expert speakers who join the classes. Some of those examples were provided above. Here are a few other examples of how global social responsibility and sustainability are discussed in our course offerings:

In **ACCTG 512** Financial Statement Analysis, practitioners from firms like Vanguard Group are invited to present topics, such as socially responsible investment, and discuss with students.

With regards to ethics, in our **BUSAD/LEAD 556** Diversity Leadership course, it was interesting hearing about the lessons learned from students who took the course and how they'll apply them at work and in life. Sometimes students think they have to be MLK or Gandhi in order to affect change, but they learn we all can - in small steps, such as being a LGBTQ+ ally, and they can make a significant impact. Discussions in this course allow students to discuss the ethics and social responsibility associated with providing for a diverse workforce.

In **BADM 828**, our Negotiations course, students really appreciate the real world, practical application for negotiating deals for their employer, negotiating for their job and salary, and creating a more welcoming and sustainable environment at work.

In the **BA 800** Marketing Management course, we discuss extensively the reverse distribution channel as part of the marketing channel that is currently severely lacking but full of business opportunities for startups and established businesses alike. The reverse channel is related to the cradle-to-cradle framework that can effectively eliminate the waste stream through redirecting it from landfill to new production cycle. We have mini-projects that have students brainstorm to develop new reverse channels in various industries.

In the **BUSAD 523** Prices and Markets course, we have in-depth discussion on negative externality and the tragedy of the commons. These concepts are not well discussed in the textbook but the faculty chose to supplement to highlight the economic theories that address sustainability issues. As a result, students often incorporate this awareness into their group projects analyzing current economic events.

Finally, our data analytics and financial courses are very important and practical courses that students feel that truly benefits them. Students have been promoted thanks to earning their MBA and MLDs, but it is often the business cases made by using financial or other data analyses that allows them to stand out from the crowd and garner attention. Being able to make a business case using metrics enables students to understand critical issues stakeholders are most interested in, and after earning their degrees, students often are much more conversant using the proper language and techniques.

Principle 7 – Organizational Practices

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

The Management Division faculty and PSU GV campus are engaged in a number of initiatives to support and model sustainable practices. Specific examples to improve our campus' sustainability efforts include the following:

- We have replaced all the common area fluorescent lighting with LED bulbs in both buildings including the lighting in the Auditorium.
- We have made pollinator meadow progress since 2018. We removed additional invasive plants, added additional natives, and added the permeable walking path. We also had our pollinator meadow certified as a pollinator garden with Penn State Extension.
- We established a Career Closet for our graduate students (held event to establish Career Closet in fall 2021, and permanently established Career Closet in fall 2022).
- We brought back the battery recycling program in 2021 after returning to campus post-Covid.
- We've launched initiatives to minimize waste (water dispensers instead of single-use, BYO plates/utensils for lunch events).
- The division has moved all files primarily to an electronic format. While we have to maintain files on past degree earners for several years, we now use Microsoft Office 365, Teams and email to communicate information to students and to store files. Little paper is used except for what is absolutely necessary.
- Finally, we have committed to getting one electric vehicle charger station with 2 charge ports. It should be active and available in May 2023.

2018-2020 Goals

While we have listed a number of accomplishments that demonstrate commitment to the PRME Principles, efforts tend to be concentrated among a core of faculty, staff, and students on campus. A primary focus of our efforts over the next two years is to increase awareness of PRME and the SDGs and broaden the participation of stakeholders in these efforts. Our related goals include the following:

- **Increase enrollment in Sustainability & Social Impact Practices certificate program**

Only a handful of students have been enrolled in these programs over the past several years. With increased awareness among millennials, we expect to experience a greater demand for courses focused on sustainability and social responsibility. Additional efforts are needed to promote these courses.

Metric: Enrollment in sustainability courses.

Result: Enrollment remained low between 2019-2022 with 6 students actively involved in earning this certificate. We have had 12 students actively involved in earning the New Ventures certificate. Overall, in 2022, we have seen a 100% increase in students pursuing certificates in all areas over the previous two years. We believe this is due to the newly created certificates and the opportunity to earn digital badges which we just started advertising over the last year. Word of mouth is getting out there, and we are seeing current and new students coming to campus for the certificates and badges. We expect this positive trend to continue.

- **Enhance awareness of Sustainable Development Goals among students, faculty, and staff**

Many of our faculty and staff associate sustainability very narrowly with “being green” and are not aware that the concept encompasses ethical behavior, diversity, health and well-being, innovation, economic growth, and other broader objectives captured by the SDGs. A focus of the Management Division, the campus Sustainability Committee, and the University Sustainability Institute is to broaden awareness of these goals in curricula, research, and outreach.

Metric: number of courses that map to SDGs.

Result: In the following programs, our core and elective courses that map to SDGs include these numbers:

MBA	22
MFIN	5
MPAcc	13
MLD	22

- **Expand student engagement in sustainable and socially responsible activities**

A major challenge for a campus such as ours is engaging professional graduate students, who must work hard to balance work, school, and family obligations. Co-curricular activities are a low priority in their busy lives. The next generation of students is coming of age with a greater passion for sustainability and social responsibility issues, but our objective must be to embed activities focused on these areas within courses.

Metric: number of sustainability and CSR engagement activities

Result: In Spring 2020, a Global Immersion course, **MNGMT 897** was to go to Strasbourg, France and be hosted by EM Strasbourg. Twenty-five students were enrolled in the course.

Unfortunately, due to COVID19, the trip was cancelled three days before leaving. The instructor and colleagues at EM Strasbourg were still able to provide a hands-on virtual learning experience. Company visits were allowed virtually, and students focused on many global topics, including sustainability, design of work, and CSR/cultural similarities and differences. Students compared various European companies to U.S. based firms on these characteristics. The course traveled again in Spring 2023.

Our sustainability courses, **BUSAD811, 822, 802**, among others run annually.

- **Expand research activities over a broader cross-section of faculty**

While the Management Division has produced a number of intellectual contributions (ICs) that address sustainability and CSR issues, they tend to be concentrated among a limited group of faculty members. Internal events with a focus on these issues can be used to foster additional collaboration among the faculty members within the Division, between the Divisions, and between campuses with the aid of the Sustainability Institute.

Metric: number of ICs related to sustainability and CSR; percentage of faculty producing ICs in sustainability and CSR

Result:

Number of ICs related to Sustainability/CSR	21
Percentage of faculty	60%

- **Expand engagement opportunities with our business community**

Faculty members have demonstrated their expertise through their research and development of relevant courses. Programs, such as Research Showcases with an external focus, can be used to disseminate this knowledge and facilitate a dialogue with the local community.

Metric: percentage of faculty engaged in outreach related to sustainability and CSR

Result:

Number of faculty engaged in Sustainability/CSR	12
Percentage of faculty	80%

- **Obtain Green Paws certification for the campus**

Penn State offers certification for units which demonstrate minimum participation in practices such as energy conservation, sustainability awareness, waste reduction, sustainable purchasing policies, and health awareness. Several levels of recognition are available, and participation will increase awareness of these issues among multiple stakeholders.

Metric: Level 1 Green Paws certification

Result: Level 1 Green Paws certification complete August 2022

In collaboration with the Penn State Sustainability Institute, the campus' Sustainability Committee, and committed stakeholders, the Penn State Great Valley School of Professional Studies and the Management Division will continue in these efforts to meet our goals and support the Principles of Responsible Management Education.

2023-2025 Goals

Our intentions are to focus on the above metrics and continue our commitment to sustainability and CSR:

- **Increase enrollment in Sustainability & Social Impact Practices certificate program**
- **Enhance awareness of Sustainable Development Goals among students, faculty and staff**
- **Expand student engagement in sustainable and socially responsible activities**
- **Expand research activities over a broader cross-section of faculty**
- **Expand engagement opportunities with our business community**
- **Obtain Green Paws Level 2 certification for the campus**