



SHARING INFORMATION ON PROGRESS 2018 REPORT

Prepared for:
Principles for Responsible Management Education

Brennan School of Business
Dominican University
7900 W. Division Street
River Forest, IL 60305



**DOMINICAN
UNIVERSITY**

Brennan School of Business



President and Dean's Statement

September 19, 2018

Members of the PRME Community:

Guided by Dominican University's core values of *Caritas et Veritas*, the Brennan School of Business is a mission-centered school committed to developing ethically-minded leaders who create sustainable value for businesses and communities in a global society.

The Brennan School is pleased to once again reaffirm its support of and alignment with the mission of Principles of Responsible Management Education (PRME). The School's focus on educating students to lead with integrity is supported by its participation in the PRME initiative.

Since submitting its most recent report, the Brennan School formalized and introduced a strategic framework to support the mission of the University and guide the development of curriculum and student support. This report highlights many of the advancements the School has made to foster synergy between the new strategic framework and the mission of PRME.

Sincerely,

A handwritten signature in cursive script, reading "Donna Carroll".

Donna M. Carroll, EdD
President, Dominican University

A handwritten signature in cursive script, reading "Roberto Curci".

Roberto Curci, PhD
Dean, Brennan School of Business



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Dominican University

Dominican University is a private, intellectually integrated, mission-centered institution in suburban Chicago. Founded in 1901 as St. Clara College, Dominican began as a women's college under the fundamental values that continue to guide the University today—rigorous education, diversity of thought, a commitment to social justice, and close mentoring of students to enable them to make a positive difference in the world.

While maintaining its core Catholic identity, the University enrolls and mentors students of all faith backgrounds. Living out the ideals of Dominican's founding sisters, the University is committed to giving compassionate service and to participating in the creation of a more just and humane world. The University encompasses four colleges, including the Brennan School of Business, and offers more than 50 undergraduate degree options, more than 25 master's programs in business, education, library and information science, and social work; and a doctoral program in library and information science.

Mission

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world.

Vision

Dominican University will be an innovative leader in empowering graduates from diverse backgrounds to meet the challenges of an increasingly interdependent world.



Dominican University is located in River Forest, Illinois.



Brennan School of Business

The Brennan School of Business seeks to educate and empower students for success. Guided by Dominican University's core values of *Caritas et Veritas*, the Brennan School develops ethically minded leaders who create sustainable value for business and communities in a global society. Local communities need ethical business leaders with a commitment to developing solutions for growing social problems.

The Brennan School of Business is distinctive across many dimensions: Its student body, its commitment to responsible management education and ethical decision making, and its long-standing involvement with PRME and the PRME principles. The School educates a high percentage of minorities, women, and first-generation college students. The Brennan School empowers and educates underrepresented students to enter the workforce. Brennan students graduate with more than just the economic benefit of a college degree—the School teaches culturally relevant critical-thinking skills, encourages students to focus on community engagement, improves students' self-esteem, and creates a sense of belonging. As an equity-minded university, Dominican counteracts a narrative in which traditionally underserved students experience a widening educational attainment gap.

The School accomplishes its mission by engaging students in experiential learning and professional mentoring within and beyond the classroom. The School's commitment to experiential education encourages faculty and staff innovation in areas such as instructional pedagogy, course design, applied projects, and corporate partnerships – many of which embody the School's commitment to ethical leadership, sustainable value creation, and the principles of responsible management education. This Sharing Information of Progress (SIP) reflects those core values and describes Brennan School activities since our last SIP in 2016.

Mission

The Brennan School of Business provides experiential business education at the undergraduate, graduate, and executive levels. Our faculty prepares students to advance their careers by combining both theory and practice within and beyond the classroom. Guided by the University's core values of *Caritas et Veritas*, we develop ethically minded leaders who create sustainable value for businesses and communities in a global society.



Caritas et Veritas, "truth in charity," is infused in everything we do.

Vision

The Brennan School of Business aspires to be the Innovative Leader in Experiential Business Education.



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.

Brennan School of Business students are imbued with a sense of purpose throughout their coursework. Dominican focuses not only on honing the practical skills of future business leaders, but also on the skills it takes to make ethical decisions in the business environment.

The Handshake Program & Executives in Residence

Dominican screens—through the Brennan School of Business (BSB) career development platform and the Handshake program—its potential student internship and job placement employers in order to ensure the ethical and sustainable practices of these businesses and institutions. The Career Development courses offered by the school require students to demonstrate ethically-driven leadership. This is done, in part, by providing students with access to professionally successful and highly respected Executives in Residence for intensive mentoring across students' four years. Students are also required to conduct informational interviews with business professionals in the Chicago area who consistently exhibit responsible leadership qualities. The Business Gateway Practicum (MGMT 601) facilitates interviews between students and the Sinsinawa Dominican Sisters (the founding order of the university) at their Mother House in Sinsinawa, WI, where they learn about the history and mission of the Sisters and the order. During this weekend retreat, graduate students come to know the Sisters as proponents and practitioners of peace, justice, antiracism and as activists on other social issues. Through this experience newly admitted MBA students learn more about the true meaning of Dominican's pledge of Caritas Veritas ("truth and love").



Executives in Residence offer one-on-one career mentoring.

Instilling Purpose in our Student Body: Examples

In International Marketing (MKTG 370) students analyze, deconstruct and discuss patterns of consumption within the framework of Peter Menzel's photography book, *Material World*, which features photos of families from underdeveloped and emerging countries with all their possessions displayed outside of their homes. Students reflect on their own patterns of consumption in relation to these families' possessions and ethical issues related to consumption, disparity, sustainability and other topics.



In the undergraduate Business Ethics course (BETH 301), required for all business majors, students research the details of how fair trade works; focusing first on the coffee trade, then studying other fields of business in which fair trade plays a part. Students give presentations on the status of other commodities with fair trade components, including diamonds, chocolate, and the Fairphone, as well as how the milieu of fair trade differs from conventional commerce. In this same course, students studying ethically-driven marketing practices within the framework of socially-conscious companies, such as Toms, Patagonia, and other ethically-minded companies and discussing how business practices and marketing differ from mainstream companies.

In the graduate course Business, Ethics and Society (BETH 608), students are assigned a project in which they are required to create a business that is not only profitable, but also alleviates some dimension of poverty. In the same course, students are assigned a project in which they research and give presentations on companies that are socially conscious and ethically-driven.

In the second year Brennan Career Development Practicum (BCD 200) students engage in a “Values Clarification” activity in which they are required to identify their values in order to create an ethics-driven foundational guide for their career choices. Students also discuss TED talks by Ruth Chang and David Brooks that address making difficult ethical choices in the context of the business world.

Strategic Human Resource Management (MGMT 362) includes an activity that divides students into “labor” and “management” camps. This sparks a conversation on management’s responsibility to facilitate a satisfactory compromise between the two groups. Students frequently cannot reach a consensus and enter into a discussion about in-group and out-group dynamics. In the same course, students study the implications of layoff policies on underrepresented groups. As marginalized groups are typically first hired, they bear the brunt of first round layoffs. This activity questions the typical structure of seniority as a deciding factor in layoff policy.

In the undergraduate Marketing Research (MKTG 371) and the MBA Marketing Research (MKTG 771) courses, students work in tandem with local non-profits in order to develop a marketing research project for the mission-driven organization.

In the introductory undergraduate Marketing course (MKTG 301), students were asked to create a marketing plan for SERRV, the community wholesale business of a Madison, Wisconsin-based international non-profit organization. SERRV seeks to “alleviate poverty through fair trade” and has as its mission to “eradicate poverty wherever it resides by providing opportunity and support to artisans and farmers worldwide.” This also covers SDG 1, *No Poverty*.

The Billions in Change organization—explored in International Marketing (MKTG 370) — is an INGO that develops innovations for dealing with water and food insecurity as well as inadequate power needs in rural base-of-the pyramid communities. Hands Free Electric Bikes, one of Billions in Change’s innovation projects, enables the rural poor to generate their own electricity; one hour of



pedaling can bring a day's worth of energy to a rural household that is disconnected from the country's power grid. This also covers SDG 7, *Affordable and Clean Energy*.

In International Marketing (MKTG 370) students also explore the ways in which the Billions in Change projects address infrastructure dilemmas in developing nations (directly applying to SDG 9, *Industry, Innovation, and Infrastructure*).

In Fall 2017, an MBA student group in Business, Ethics and Society (BETH 608) proposed and completed a theoretical business plan focused on addressing the need for feminine hygiene products by homeless women. This relates to the SDG goals of *Good Health and Well Being* (3) and *Gender Equality* (5).



Principle 2: Values

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

Doris K. and Jay W. Christopher Chair in Business Ethics

The Doris K. and Jay W. Christopher Chair in Business Ethics was established in 2002 by Doris and Jay Christopher. The Christopher Chair reflects the Brennan School's continuing commitment to preparing business leaders to make a difference in their communities and around the world.

Elizabeth Collier, the current Christopher Chair, is Professor of Business Ethics at Dominican. She serves as the Vice-Chair of the North America Chapter of UN PRME and has been active in the establishment and development of the chapter. She also serves as an editor of *the Journal of Religion and Business Ethics*. Professor Collier integrates community-based service learning into her undergraduate courses, in collaboration with the Center for Economic Progress and their low income tax preparation and saving coach programs. She partnered with Catholic Relief Services, Anselm Academic and Charles Strain (DePaul University) to create cross-disciplinary materials to educate college students on migration issues related to their major. The modules were the 2017-2018 academic year offering on CRS: University, accessed by almost 10,000 people. In her MBA courses students learn about PRME, the Global Compact and the SDG's and work on projects aimed at challenging the conventional wisdom regarding how business must operate in order to be successful and profitable.

John and Jeanne Rowe Distinguished Professorship

The John and Jeanne Rowe Distinguished Professorship recognizes an outstanding faculty member at the Brennan School of Business who has exemplified superior continuous contributions in the areas of teaching, research, and service. The recipient is expected to continue to be a great teacher, an engaged—and intellectually engaging—colleague, a team player, and a facilitator of others' work.

Al Rosenbloom, recipient of the first John and Jeanne Rowe Distinguished Professorship, has been active in the Poverty Working Group of PRME for several years. Al has co-edited two books that focus on the question: Why is poverty an important management/business education topic (*The Responsive Organization: The Challenge of Global Poverty*) and How can the global professoriate engage students in the issue of poverty (*Responsible Management Education and the Challenge of Poverty: A Teaching Perspective*). Al has also co-led several global research projects, which have tracked changes in faculty attitudes around the world related to the challenges and success of teaching about poverty and inequality in the classroom. He presented preliminary findings from the most recent survey (2017) at a collaborative PRME Working Group session in advance of the 10th Anniversary PRME Global Forum in New York City. He also contributed "Chapter 18: Poverty in Management Education" Co-authored with Geri Mason, in *the Sage Handbook on Responsible Learning and Education*.



Sustainability on Campus

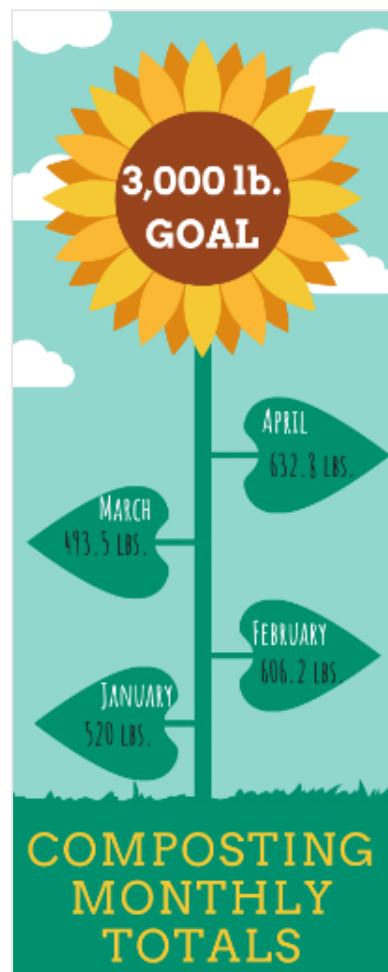
Dominican's Grounds and Facilities Director, Cathy Nichin, has implemented many projects on campus that are inspired by SDGs 6, *Clean Water and Sanitation*; 11, *Responsible Consumption and Production*; 12, *Sustainable Cities and Communities*; and 13, *Climate Action*.

The DU Greenhouse project currently grows tomatoes, lettuce, and native plants. In order to launch the project, students partnered with local urban farmer PJ Mazza of Windy City Greens (who mentored students and provided them with supply resources), and hydroponics business, Chicago Roots Hydroponics. This partnership has enabled students to expand the project into other areas. The Greenhouse project has provided local, sustainable lettuce to Dominican's main dining hall.

Providing locally-grown produce to the university's dining hall required students to research and put into action food safety guidelines. The next step for the Greenhouse project has students researching branding with the goal of selling their produce at a local organic farmer's market. A business student started work on the logo, which was finished by a SustainDU intern. Computer science students helped monitor the temperature and moisture systems in the hydroponics lab.

Composting of food waste has been instituted in the main dining hall kitchen, and Dominican has partnered with the Roy Strom Co., which keeps statistics on the amounts of food waste turned into compost every month. Dominican applies these statistics dynamically in order to better streamline the process and increase the amount of food waste composted. Roy Strom in turn uses the food waste to create green compost for use by farmers and gardeners. A Brennan School of Business student's capstone project increased awareness of composting and implemented a program for students and dining hall customers to compost their food waste. Through the creation of promotional fliers and being present at the dining hall during the dinner rush, the graduate student has been able to interact with students and guide them through the composting process.

Cathy Nichin spearheaded using a 60,000 gallon cistern for a water reclamation project. The cistern prevents water from having to re-enter the water treatment process and is used for irrigation and air conditioning units, free of any chemical treatment.



WASTE DIVERSION COMPOST DU

WHAT IS COMPOSTING?
Rather than being thrown away, organic waste like food scraps are separated from landfill waste to make compost—a useable soil that is just as good, if not even better than industrially produced fertilizers. Composting is one of the easiest and most effective ways to reduce waste that ends up in landfills where it produces huge amounts of harmful greenhouse gases.

WHY SHOULD I COMPOST?
Composting creates a usable soil that minimizes the need for chemical fertilizers, supplies basic nutrients, and improves soil conditions ultimately decreasing water pollution and improving coastal ecosystems. Composting saves cities money, and is cheaper than sending waste to landfill, opening up resources and dollars to be reinvested in alternative sustainability initiatives or being poured back into the community.

COMPOSTING: DID YOU KNOW?
The U.S. EPA says about 24% of our waste is organic material that can be composted. In fact, Americans throw away an average of 1.3 pounds of food scraps daily – translating to almost 13% of the nation's municipal solid waste stream and 20% of methane gas pollution.

SPONSORED BY THE SUSTAINABILITY OFFICE/ PHYSICAL PLANT

DOMINICAN UNIVERSITY

Examples from a student project about composting.



Dominican has taken steps to avoid water runoff by installing permeable pavement around campus and replacing the grass on the soccer field with turf. The permeable pavement provides natural drainage for the campus and saves 3.6 million gallons of water from entering the municipal sewer system. Made from recycled rubber pellets, the soccer field no longer requires watering and rain water runs through the field and back into the groundwater, avoiding any water runoff.

Dominican has also instituted a bike share program on campus called BikeDU. Available to students for free, the program allows students to check out a bike for the day, and the bike stations at both campuses have helmets and repair stations, including air pumps. The program has grown exponentially since its inception. The program reduces car use, the need for more parking, and is environmentally friendly: biking emits no carbon emissions. BikeDU also promotes a healthy alternative to getting behind the wheel.

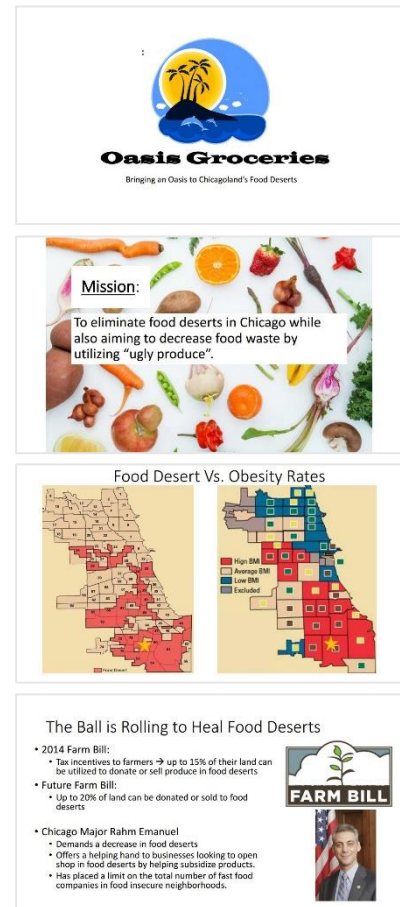
Cathy Nichin also created a program re-introducing native plant species into Dominican's landscaping, and as Sustainability Coordinator, signed a pledge with a local pesticide action center in order to keep the grounds free of any chemicals or pesticides. Native plant species also promote biodiversity on the campus grounds.

Addressing SDG 6, *Clean Water and Sanitation*, Professor Rosenbloom integrates discussions of sanitation as an entrepreneurial /social issue opportunity in his International Business courses, focusing on innovation in developing low-cost toilets for poor communities. For his course, Principles in Marketing (BAD 250), students developed a marketing plan for the Metropolitan Water Reclamation District; the plan focuses on selling bio solid compost.

In GSB 716, International Marketing, students analyzed a project that addressed a case in South Africa, Reel Gardening: Making a Profit to Fight Poverty, which details food security in the context of turning community gardens into sustainable businesses (SDG 8, *Decent Work and Economic Growth*).

Ethical Teaching Strategies and Applicable Models of Sustainable Business Practices

In the course Doing Business in Latin America (INTB 380), the issues of corruption as they relate to economic development, and the relationship between corruption and national competitiveness, are discussed. Corruption is a thematic topic throughout the course, as it presents itself strongly in many Latin American countries. The class takes a detailed look at the World Bank Competitiveness Report, which illustrates how the level of corruption within Latin American countries presents itself



Excerpt from a student capstone project to increase awareness about food waste.



at an institutional level. Subsequently, the class studies how this institutional corruption directly hampers overall business development in Latin American countries.

The course Principles of Marketing (MKTG 301) assigns students to a case regarding the ethically questionable guerilla marketing tactics of the Sony Corporation. Students discuss the marketing ethics of paid actors posing as newly-weds, who ask passers-by to take a “wedding” photo of them as a way discussing the features of a new Sony camera.

In the undergraduate core International Business course, student teams create a multimedia presentation that illustrates the role of specific international businesses in realizing the SDGs.

In undergraduate Business Ethics, students study how immigration to the U.S. affects business, labor, entrepreneurship, research and development, and real estate.

In the graduate level Negotiations class (MGMT 761) students simulate a multi-round negotiation between union leaders and corporate executives. This exercise teaches students the importance of integrity in executive decision making. It also allows the students to collaborate with other parties towards a common goal. Collaboration is an important theme and lesson in this exercise.

In the undergraduate core Management course (MGMT 301), students are shown the Patagonia business model, which illustrates that persistent effort to promote sustainability in business practices can lead to financial success. Later in the course, students are also exposed to Hong Kong Disney as an example of how a corporation can commit itself to global social responsibility.



Principle 3: Method

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

Center for Global Peace through Commerce

Established in 2008, the Center for Global Peace through Commerce focuses on nurturing social and business entrepreneurship in service of change for the global good. The infrastructure of this change is built on three fundamental areas:

- **Education:** Increasing understanding of the economic, social and political challenges to doing business around the world.
- **Social Entrepreneurship:** Exploring ways social entrepreneurs can create change for global good.
- **Global Networks:** Establishing international partnerships for the university community to address global challenges.

Lessons in Responsible Leadership

Throughout the courses offered in the Brennan School of Business, a framework of personal managerial responsibility is promoted. Going beyond the simple quandary of what is morally right and wrong, BSB emphasizes taking a personal stake in managerial decisions, and the implications of making good or bad choices within the business context. BSB also applies the framework of “Caritas et Veritas” to its courses. This framework illustrates that while competition is an important aspect of business, competition is only valid insofar as it integrates social responsibility. To that end, BSB promotes the idea that competing, with a foundation of social and environmental responsibility is easier, more effective, and more just.

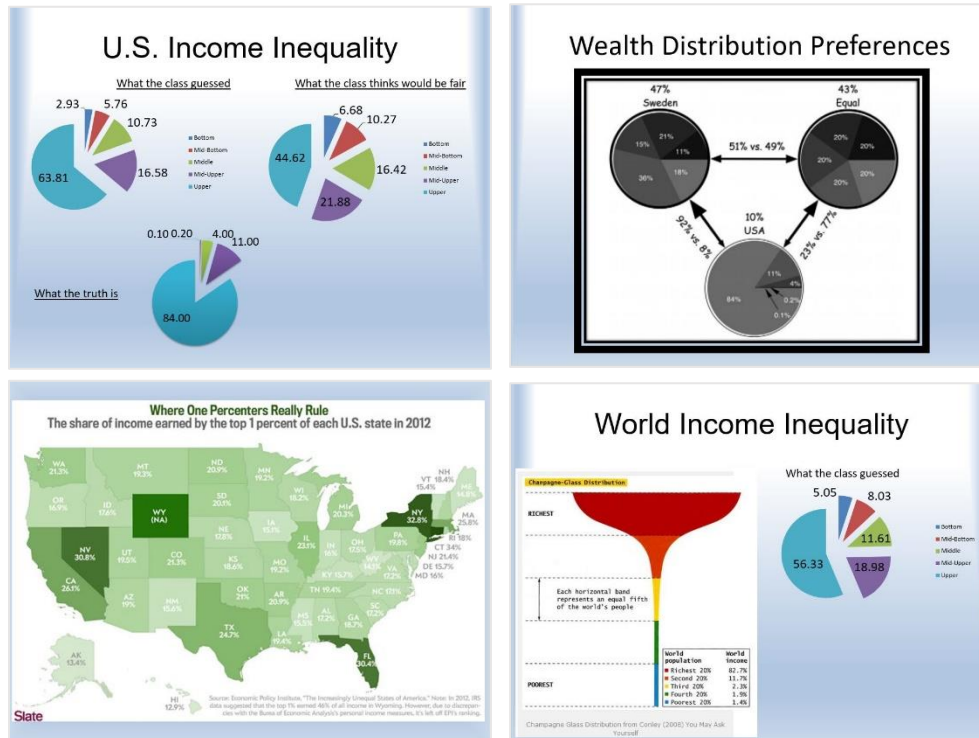
Addressing SDGs 10, *Reduced Inequality*, and 17, *Partnership in Goals*, Business Ethics students participate in internships with the Center for Economic Progress, becoming tax site specialists and engaging in tax preparation and savings education. Students learn about tax preparation and savings opportunities for the low-income population of Cook and Lake Counties, as well as the Cook and Lake County tax code and its relationship to and impact on these low income residents.

In the course Leading People and Organizations (MGMT 602), students are exposed to a number of lessons that illustrate the consequences of unethical leadership and the positive effects a socially-conscious business model can have on profits and the environment. A screening of “Enron: The Smartest Guys in the Room” highlights the damage an ethically-compromised corporate culture can have. In contrast, students study the “Cara Case,” which demonstrates the award-winning success of social enterprise fostering job and life skills training to Chicago’s most disadvantaged urban population. Additionally, the challenges of applying conscious capitalism to a company’s mission are detailed in the article “Whole Foods: Balancing Mission and Growth”. Applying sustainable



standards to business practices, including the gaps in application of those standards, is highlighted by the article “BP and the Gulf of Mexico Oil Spill”, showing students the urgency of integrating sustainability into corporate culture.

In the graduate level International Marketing class, students analyzed a project that addressed a case in South Africa, Reel Gardening: Making a Profit to Fight Poverty (SDG 1, *No Poverty*), which details food security in the context of turning community gardens into sustainable businesses. Also, In the RDA/MBA program, students engage in projects focused on food deserts (SDG 2, *No Hunger*).



Excerpt from a student project about the distribution of wealth.



Brennan Business Idea Competition

In the undergraduate Gateway Business Practicum (MGMT 197) students participate in the Brennan Business Idea Competition. Students create for-profit businesses that incorporate one or more of the UN's SDGs. Students formulate business that range from a money-managing app to a home-use water filtration system. Each project focuses on creating a financially feasible business that also contribute to the greater good, with the SDGs as guidance.

Aurelius Financial Services
Michael Cross, Angelica Socha, Manuel Monemes,
Alberto Garcia
209 S Lisle St, Chicago, IL, USA

Problem & Solution

Problem:

- Many people are financially illiterate

Solution:

- Our innovative education algorithm teaches the user and provides tips, articles, and videos of any financial issue to the user's request.
- Based on the user's account data, the app will be able to recommend certain things the user should learn.

Problem:

- Need for a universal and inclusive money managing app

Solution:

- Money saving features
- Money managing & budgeting features
- Investing features

Target Market

Gender: Male / Female
Age: 18 - 40
Education Level: Some College or Bachelor's Degree (155,100,000 people)
Location: In the U.S.
Target Market Size: 49,440,000 people
Goal: 2% or 988,000 customers

Target Companies for Ads

- Credit card and insurance companies
- Online companies with similar demographics (Pinterest, Yelp, etc.)
- Self-Correction (Google, Amazon, etc.)

Competitor Analysis

Direct

- Most have an easy way to export documents, about customer service
- They have an online money saving service, they have education and management
- Some have a goal to make money saving app, some to provide for money management and educational features

Indirect

- Real life financial advisors
- Credit cards
- Physical checks through banks
- Real life stock broker

Income Statement

Revenues	Expenses (Variable)	Expenses (Fixed)	Net Income
Ad Revenue: \$1,277,500	Development Expense: \$100,000	Real Estate: \$100,000	\$1,077,500
Subscription fee revenue: \$4,200,000	Marketing Expense: \$100,000	Equipment Expense: \$100,000	\$4,000,000
Total Revenues: \$5,477,500	Total Expenses: \$300,000		\$5,177,500

Major Assets Needed

- App & Website: \$100,000
- Data Analysis Algorithms (part of development cost): \$0
- Equipment (laptops, desks, etc.): \$50,000
- Cash Marketing: \$100,000
- Employees: \$450,000
- Misc. / Operating Cash: \$100,000

Sustainability Goals

- 9 months
- 10 years

References

- 1. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)
- 2. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)
- 3. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)
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- 5. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)

PeerSearch
Dominican University, River Forest, IL, USA

Problem & Solution

Problem:

- College drop out rates are high and college production rates are low
- 5 year graduation dropout rate ~60%
- 30% freshman dropout rate
- 40% 1st generation

Solution:

- Online platform for college students
- Allow for connections on basis of students:
 - Majors
 - Classes
 - Interests
- Create study groups based on above information
- Many benefits of peer study groups

Features:

- Student uses school credentials to login to website
- Enter major and graduation year
- Built-in chat option

Target Market

Location: United States

Potential Customers:

- 4 year colleges: 3,099

Potential Users:

- 13.4 M Undergraduate students
- Age range: 18-25
- First Generation students: 4 M

Competitor Analysis

Direct Competitor:

- Stanford

Indirect Competitors:

- Social Media:
 - Instagram, Facebook
- Handshake
- University Engagement Websites

Major Assets Needed

Asset	Cost
Website	\$80,000
Conserv Car	\$55,000
Marketing Supplies	\$750
Total	\$135,750

Cost & Price

Cost per student: \$20
Selling price: \$1.05 per student

Sustainability Goals

- 4 years
- 5 years

Income Statement

Revenues	Expenses	Net Income
Subscription: \$140,700	Fixed Costs: \$720	\$140,000
Live-chat feature: \$720	Travel Budget: \$1,000	\$720
Car Insurance: \$500	Web hosting: \$16	\$500
Vehicle R&M: \$16	Vehicle R&M: \$8,000	\$16
Salaries: \$27,000		\$27,000
Total Expenses	\$89,291	\$51,709

References

- 1. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)
- 2. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)
- 3. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)
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- 5. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)

FILTER-CAP
Dominican University, River Forest, IL, USA

Problem & Solution

Problem:

- "There's 2 in 5 people don't have access to safe water" (WHO)
- "Today at least 4 million households have children living in them that are being exposed to high levels of lead" (CDC)

Solution:

- Replacement Screen in Reusable water filter
- To decontaminate water for drinking and everyday use
- Others from products like LifeStraw and Brita because we don't rely on not drinking water, we focus on everyday usage

Target Market

- Government foundations such as Engineers without borders who will distribute the product to lower class people with either no job at all, minimum wage jobs, or others who don't have access to clean water
- According to UNICEF, 63 million people, nearly a fifth of the United States, were exposed to unsafe water more than once during the past decade.
- With an average 24.4 Million households affected by contaminated water, 1% is our target market which comes out to 244,000 homes.

Competitor Analysis

Direct Competition

- LifeStraw
- The straw-style filter design lets you turn up to 4,000 liters of contaminated water into safe drinking water

Indirect Competition

- Brita filtration products

Income Statement

Revenues	Expenses	Net Income
Sales: 244,000 homes x \$5 = \$1,220,000	Cost of Goods Sold: \$100,000	\$1,120,000
	Manufacturing costs: \$100,000	
	Shipping costs: \$100,000	
	Employee costs: \$100,000	
Total Revenues:	\$750,000	\$470,000

Major Assets Needed

- Manufacturing and shipping: \$1.75 per sheet
- Shipping sheet \$100K
- 480x480"
- Employees
- Logistics

Sustainability Goals

- 3 years
- 10 years

References

- 1. [https://www.cdc.gov/od/oc/media/pressroom/stories/2017/s170814-water.html](#)
- 2. [https://www.cdc.gov/od/oc/media/pressroom/stories/2017/s170814-water.html](#)
- 3. [https://www.cdc.gov/od/oc/media/pressroom/stories/2017/s170814-water.html](#)
- 4. [https://www.cdc.gov/od/oc/media/pressroom/stories/2017/s170814-water.html](#)
- 5. [https://www.cdc.gov/od/oc/media/pressroom/stories/2017/s170814-water.html](#)

Solar Boom
Arturo Gonzalez, Dennis O. Hardy, Esteban P. Proano
Dominican University, River Forest, IL, USA

Problem & Solution

Problems:

- Need to charge your phone, but forgot to charge your portable charger?
- Need to make a call but don't have anywhere to charge your device?
- Tired of charging your portable charger?

Solution:

We have created an emergency battery pack that charges your phone as you walk outside through the power of the sun.

Target Market

237.2 million mobile phone users
118.6 million middle class mobile users
47.4 million upper class

Competitor Analysis

Direct Competitor:

- Sunny Case
- Snow Lizard
- EnerPlex
- UPacflex

Indirect Competitors:

- Car chargers, wall chargers, portable chargers

Income Statement

Revenues	Expenses	Net Income
Solar Panels: \$23.7 million	Fixed Costs: \$2,100,000	\$21,600,000
Solar Panels: \$2,100,000	Variable Costs: \$2,100,000	\$0
Packaging: \$2,600,000		\$2,600,000
Battery pack: \$4,750,000		\$4,750,000
per phone		
Social Media: \$60,000 per year		\$60,000
Employees: \$64,000 per year		\$64,000
~Assuming 237,200 units		

Major Assets Needed

- Marketers
- Graphic Designers
- Manufacturers
- Workshop
- Partnerships with Apple and Samsung
- Insurance
- Online marketplace: affiliations e.g. Amazon, Ebay
- Retail availability e.g. Best Buy, Target, Walmart

Sustainability Goals

- Affordable And Clean Energy

References

- 1. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)
- 2. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)
- 3. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)
- 4. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)
- 5. [https://www.census.gov/data/tables/2017/other-tables/2017-08-01.html](#)

Examples of student work from the Brennan Business Idea Competition.



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.

Marketing and International Business Professor Al Rosenbloom co-authored two scholarly articles, *Sustainability Vision and Practice: The Apparent Gap Between Corporate Leaders' Pronouncements and Polish and US MBA Students' Perceptions from Three Universities* in *Journal of Management for Global Responsibility* (2018) and *A PRME Response to the Challenge of Fighting Poverty: How Far Have We Come? Where Do We Need to Go Now?* in *International Journal of Management Education* (2017).

Professors Derek Ruth and Anne Drougas are engaged in researching firm-level measures of Environmental, Social and Governance (ESG) responsibility in the banking industry, as well as firm innovation via patents, with data sourced from Thomson-Reuters.

Professor Lisa Amoroso co-authored the article *Undermining Diversity* with University of Illinois' Dr. Denise Lewin Loyd, which explores the assumption that women and minorities are fair and just diversity advocates when given the power of hiring. Through a qualitative study and two experiments, the authors demonstrate the flaws in this assumption.

Dr. Brooke Reavey, a Senior Fulbright Scholar in Romania for academic year 2017-2018 conducted research about millennials participation rate with non-governmental organizations (NGOs). A research goal is to determine the best method for Romanians to support domestic NGOs rather relying on international aid.



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 MBA Level Gateway Practicum (MGMT 601) has students partnering with off-campus business owners, as well as clients, to examine the logistics of doing business in a real-world context. This engagement is followed up with a close examination of the values that drive business practices in a societal context, with an emphasis on the role of integrity and ethics.



MBA students work with local businesses on experiential projects.



Principle 6: Dialogue

We will facilitate and 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.

The Brennan School of Business faculty presented at a number of conferences focused on education and partnership within the context of sustainability, environmental responsibility, and alleviating global poverty. Faculty participated in The 4th Responsible Management Research Conference in Curitiba, Brazil: *SDGs in a scholar view: The SDG-Business School Connection and What A Global Survey on Poverty and the SDGs Tells Us About CSR in Latin America* and *Linked Learning Using the SDGs conference: Student Understanding of Poverty, the SDGs, and Ethics*, as well as PRME Latin American & Caribbean Regional chapter meeting: *Integration and Impact of Poverty Issues and the SDGs in the Global Academy: A First Look*, and *Global Forum Principles of Responsible Management Education (PRME) Cross-Working Group Session*.

The school also continues to form partnerships (SDG 17, *Partnerships for the Goals*) with socially-conscious organizations and business professionals.

Dominican's URSCI event convened 30 business professionals and business graduate students in order to bring students new perspective regarding the challenges of integrating ethics and sustainability in the business world.

Guest speaker Nasreen Sheikh (addressing SDGs 5 *Gender Equality* and 8 *Decent Work and Economic Growth*), introduced students to the issues of gender equality and small, ethical businesses in developing nations in the undergraduate Business Ethics course. Nasreen grew up in a southern Nepal border village where she was the first woman in her village to escape an arranged marriage. She fled to the city and eventually was able to start her own clothing store, a fair-trade sewing collective Local Women's Handicrafts in Kathmandu, Nepal.

Ongoing PRME Projects & Projects in Development

Professor Elizabeth Collier is the Vice-Chair of the PRME North America chapter and has been granted a sabbatical in order to work on the pedagogy tab of the PRMENA website. She and Professor Rosenbloom spoke at the Fall 2017 Mid-America Deans meetings to explain PRME and encourage business schools in the Midwest of the U.S. to consider becoming signatories.

Professor Rosenbloom is co-chair of PRME Working Group on Poverty, a Challenge for Management Education. The Working Group's mission is to facilitate the inclusion of poverty and issues related to income inequality into the curriculum of schools and programs of business/management worldwide. The Working Group also supports global research on poverty and the SDGs, along with supporting member involvement in journal and book publications.



Dr. Brooke Reavey plans on bringing her research experience in Romania, with her exposure to corruption and the hesitance of young citizens to get involved with NGOs, into her pedagogy and methodology.

ABOUT DOMINICAN UNIVERSITY

Dominican University is a private, Catholic university located 10 miles west of the Chicago Loop in River Forest. With an enrollment of 3,500 students, the university offers bachelor's degrees in more than 50 areas of study and master's degrees from its schools of business, library and information science, professional and continuing studies, education and social work. It also offers a doctoral degree in library and information science.

U.S. News & World Report ranks Dominican at No. 11 among master's-level universities in the Midwest. It also recognizes Dominican for both affordability and high quality, putting it at No. 1 in Illinois on its list of "Best Value Schools" in the regional university category.



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