



## PROGRESS REPORT 2016-18

# **PRiME** Principles for Responsible Management Education

*an initiative of the United Nations Global Compact*



**RAQUEL MEYER ALEXANDER**  
KENNETH W. FREEMAN  
PROFESSOR AND DEAN

Message from the Dean:

Bucknell University continues its commitment to implementing the Principles of Responsible Management Education through our innovative, cross-disciplinary and experiential learning. This work, led by talented teacher-scholars, prepares our students to thrive professionally and personally and serve as responsible leaders in their communities and throughout society. As the newly named Freeman College of Management, we are even better positioned to build upon our strong foundation as one of the nation's premier undergraduate management education programs.

We affirmed these tenets through our recent strategic planning efforts, and we codified a commitment to focus our core identity on responsible management and the 17 United Nations Sustainable Development Goals (SDGs). That preparation is borne out of our unique ability to provide students with a true and distinctive interdisciplinary approach to management education.

We are excited about this path forward and thrilled to be partnering in this endeavor with faculty and staff within the college and across the University, as well as with students and alumni.

Raquel Meyer Alexander, Ph.D.  
Kenneth W. Freeman Professor and Dean  
Freeman College of Management

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**NEIL BOYD, PHD**  
PROFESSOR OF MANAGEMENT  
PRME COORDINATOR FOR THE  
FREEMAN COLLEGE OF MANAGEMENT

Message from the PRME Coordinator:

As the PRME coordinator in the Freeman College of Management at Bucknell University, it is my pleasure to report on our progress in meeting the commitment to the United Nations Principles of Responsible Management Education. As our mission states, students and faculty work collaboratively, as a learning community, to understand organizations, analyze them rigorously, and devise creative and morally responsible solutions to the challenges they face. Moreover, our culture embraces innovation, strong technical skills, judgment, vision, and integrity necessary for our students to serve society and their professions. Responsible management has been a core value of our program for decades and we re-affirm our commitment to this by continuing our association with the PRME program, and integrating responsible management in the identity of the Freeman College through our recent strategic planning efforts.

Neil Boyd, PhD  
Professor of Management  
PRME Coordinator for the Freeman College of Management





## MISSION

The Freeman College of Management at Bucknell University integrates professional and liberal undergraduate education. Our college brings together a highly selective student body and a faculty of engaged teacher-scholars with unique and diverse perspectives. We work collaboratively, as a learning community, to understand organizations, analyze them rigorously, and devise creative and morally responsible solutions to the challenges they face. Having benefited from an innovative curriculum, our graduates possess strong technical skills as well as the judgment, vision, and integrity necessary to serve society and their professions.

## VALUES STATEMENT



**STUDENTS COME FIRST.** We base every decision on what is best for our students, and although reasonable people disagree about what is “best,” we do not accept decisions premised on any lesser standard.



**TRULY PROFESSIONAL EDUCATION.** We are committed to our students’ professional development. We define “professional” broadly to include technical competence, intellectual depth, and moral development. The truly professional manager is not constrained by narrow conventions but understands organizations, has the skills and creativity to lead them, and thinks deeply and responsibly about their impact on society.



**WE ARE ALL SCHOLARS HERE.** We have a duty to our profession, our society, and our students to engage in scholarship as a life-long search for new answers to intellectually vital questions. By our example as scholars, we teach our students the importance of an abiding curiosity and thirst for knowledge.



**THE RIGHT TO BE AUTHENTIC.** We believe in allowing each faculty member the autonomy to express their uniqueness as teachers, scholars, and community members. The interplay among these diverse perspectives, rather than any one best model of pedagogy or scholarship, promotes learning, passion, and innovation.



**LEAVE ROOM FOR COMMUNITY.** Even in our autonomy, we are responsible to each other, to help each other achieve our professional goals and to work together in common cause. We value the fundamental trust and easy collegiality that we share.

# MANAGEMENT EDUCATION AT BUCKNELL

Management education has been a part of Bucknell's curriculum for well over a century. We currently offer majors in Accounting and Financial Management, Global Management, Managing for Sustainability, and Markets, Innovation & Design. In 2016, our faculty unanimously approved joining the PRME program as a testament to the fact that a strong foundation of management education embedded in the liberal arts with a commitment to responsible management education is part of our core identity.

We continue to endorse this platform as expressed next in terms of how we have addressed the PRME principles during the past two years.



## MAJOR PRACTICAL ACTIONS TOWARD RESPONSIBLE MANAGEMENT SINCE 2016

### PRME's SIX PRINCIPLES



**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.

In 2017, the introductory course (MGMT 100) was re-designed to introduce global problems and trends (e.g. income inequality) to students and consider how the field of Management can address these problems.

The Managing for Sustainability Major has continued to be a polestar for responsible management education in Freeman College, but since 2016, the use of sustainability-related examples, cases, and assignments has increased in all majors across the Freeman College of Management. Some examples include new sustainability-focused assignments in core courses MGMT 102 (Quantitative Reasoning for Managers), MGMT 104 (Foundations of Accounting), MGMT 303 (The Technological Organization), MGMT 304 (The Strategic Organization), and an introduction to ESG analysis (Environmental, Social, & Governance) in the Student Managed Investment Fund course (ACFM 375).



**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.

Since 2016, MGMT 101, Bucknell's signature experiential management course, shifted from a balanced emphasis on both service and business projects to explicitly prioritizing the service project. MGMT 101 companies are organized around achievement of a social mission rather than the pursuit of profit-maximization, and triple-bottom-line balanced scorecard metrics are required of student companies.

In 2018, Professors Tammy Hiller (Management) and Kim Daubman (Psychology) redesigned Bucknell in Cape Town to be offered as an integrated perspectives course (required of sophomore students). BU in Cape Town is an intensive immersive three-week summer study abroad program focused on addressing the legacy of apartheid through social entrepreneurship and community development. Students spend their afternoons working on significant projects related to community development in partnership with social entrepreneurial / social enterprise organizations. The course was first designed in 2012 by Professors Hiller, Daubman, and Schneider (Economics).

Professor Skip McGoun designed the Global Flow of Capital course (GLBM 302) in the Global Management major to be largely built around the social consequences of current finance practice.

In collaboration with faculty from Franklin & Marshall and the Wharton School, Professor Doug Allen received a \$100,000 grant for Bucknell (\$300,000 in total across the three Universities) from the Teagle Foundation to study the teaching of management in the context of the liberal arts. The outcome was a new course entitled “Building an Innovative Character,” composed of 11 one-week modules that were taught by teams throughout the University and involved 20 faculty from disciplines ranging from dance, to comparative humanities, to biomedical engineering.

All search committees at Bucknell have an external faculty member acting as Diversity Advocate. The Associate Provost for Diversity, Equity & Inclusion conducts regular training sessions that certify faculty members to serve as Diversity Advocates. In 2017, all faculty members of the Freeman College successfully completed the training and can serve as Diversity Advocates on both internal and external searches.



**PRINCIPLE 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

The Managing for Sustainability Department and the Department of Mechanical Engineering created the Project for Sustainable Eye Care (ProSEC). After several years of pilot projects in Guatemala, ProSEC began a relationship with an organization in Nicaragua - the Jubilee House Community associated with the Center for Development in Central America and Nueva Vida Health Clinic. The project is a joint effort between management and engineering to design eye care solutions for consumers at the Base of the Pyramid. As of March 2017, approximately 150 eyeglasses were distributed through the ProSEC service in Nueva Vida, which translated to about C\$32,000 (US\$ 1050) in sales.

The Management Consulting Class (MSUS 400) in the Managing for Sustainability Major has been working as part of the Coal Region Working Group within Bucknell through a series of team-based projects. In 2017, a team proposed and developed a Citizen’s Recreation Committee, and in 2018 students helped implement the first recommendation from the 2017 work - re-opening a local recreational pool for the community. Another team working with the Mount Carmel Downtown Inc. group, a local development organization, partnered with a senior Art & Art History major to develop a webpage and new town and organization logos to complement the marketing development research they pursued. Finally, a third team working with the Mount Carmel School District has tapped faculty from the Education department, as well as the United Way and the regional CSIU, to help develop a program for at-risk youth.

Students have the opportunity to participate in a variety of co-curricular activities and clubs that relate to responsible management. Examples include Net Impact, which helps to mobilize new generations to use their skills and careers to push for transformational social and environmental change, and the Ubuntu club, which aims to foster human connection within the university for the sake of improving the lives of families in South Africa.

Students have many opportunities to participate in sustainability-related activities via substantial course offerings across virtually every department on campus, the Bucknell Center for Sustainability and the Environment, engineering grand challenges, the Lewisburg prison project, the coal region field station, and many others.



**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.

Faculty in every department of the Freeman College of Management have scholarly interests that directly relate to responsible management themes, and in the past two years since becoming a PRME Signatory our faculty have produced the following published manuscripts, books, book chapters, and conference presentations:



## ACCOUNTING & FINANCIAL MANAGEMENT

### Cindy Guthrie, Associate Professor of Accounting

Guthrie, C. P. & Jones, A. (2017). Maximizing Mentoring in Public Accounting: The Effects of Structure on Outcomes for Male and Female Protégés. *Journal of Managerial Issues*, 29(2), 137-154.

Jones, A. & Guthrie, C. P. (2016). The New Normal? Enhanced Psychological Well-Being from Public Accounting: Mitigating Conflict with Flexibility and Role Clarity. *Advances in Accounting Behavioral Research*, 19, 33-68.

### Karen McGrath, Visiting Assistant Professor of Management

McGrath, K. (2018). Does Green Property Translate to Green for Property Investors?" Discussant: E. Radetskii, *ARES Annual Conference*, Bonita Springs, FL.

## MANAGEMENT & ORGANIZATIONS

### Ryan Burg, Visiting Assistant Professor of Management

Burg, R. (2018). *Business Ethics for a Material World: An Ecological Approach to Object Stewardship*. Cambridge University Press.

Burg, R. (2017). Educating Aspirations Through Doctoral Training: Do Business Ph.D. Programs Teach Ethics? Should They?" (with Ruben Flores). *International Association of Business and Society*. Amsterdam, the Netherlands.

Burg, R. (2017). Interfacing with Ethics: Technological Innovation Through Moral Imagination" *Academy of Management*, Atlanta.

Burg, R. (2016). Pragmatic Technology for Organizational Ethics. *European Group for Organizational Studies*. Naples, Italy.

Burg, R. (2016). Failing at Climate Change. *International Association of Business and Society*, Park City, UT.

### Neil Boyd, Professor of Management

Boyd, N., Nowell, B., Yang, Z., & Hano, M. (2018). Sense of community, sense of community responsibility, and public service motivation as predictors of employee well-being and engagement in public sector organizations. *American Review of Public Administration*, 48(5), 428-443.

Semeraro, L. & Boyd, N. (2017). An empirical assessment of administration & planning activity and their impact on the realization of sustainability-related initiatives and programs in higher education. *International Journal of Sustainability in Higher-Education*. 18(7), 1311-1330.

Hendry, J., Hiller, T., Martin, E., and Boyd, N. (2017). Context and Pedagogy: A Quarter Century of Change in an Undergraduate Introductory Management Course. *Journal of Management Education*, 41(3), 346-384.

Boyd, N. & Nowell, B. (2017). Testing a theory of sense of community and community responsibility in organizations: An empirical assessment of predictive capacity on employee well-being and organizational citizenship. *Journal of Community Psychology*, 45(2), 210-229.

Nowell, B., Izod, A., Ngaruiya, K. & Boyd, N. (2016). Public service motivation and sense of community responsibility: Comparing two motivational constructs in understanding leadership within community collaboratives. *Journal of Public Administration Research and Theory*, 26(4), 663-676.

Boyd, N. & Nowell, B. (2018). Community at work: Sensing community through needs fulfillment and responsibility. In R. Cnaan & C. Milofsky (Eds.), *Handbook of Local Organizations and Community Movements*. Springer.

Boyd, N., Hiller, T., Martin, E., and Hendry, J. (2017). Managing for Sustainability: An Innovative Undergraduate Major in the School of Management at Bucknell University. In S. F. Mitchell & J. A. Arevalo (Eds). *Sustainability in Management Education: In Search of a Multidisciplinary, Innovative and Integrated Approach through University Leadership, Scholarship and Partnerships*. Cheltenham, U.K.: Edward Elgar Publishers.

Boyd, N. (2016). Appreciative inquiry. In L. A. Jason & D. S. Glenwick (Eds). *Handbook of methodological approaches to community-based research: Qualitative, quantitative, and mixed methods*. New York, N.Y.: Oxford University Press.

Boyd, N., Larson, S., Nowell, B. (2018). An Empirical Study of Organizational Cultural Conditions that Drive Public Service Motivation, Community Experiences, and Pro-Social Motivation, and their Impact on Public Service Performance Outcomes. *International Research Society in Public Management*, Edinburgh, Scotland, UK. April 11-13.

Boyd, N. (2016). Community at Work: Sensing Community Through Needs Fulfillment and Responsibility. *Handbook of Local Organizations and Community Movements Authors Conference*, August 18-20, Seattle, WA.

Boyd, N. & Nowell, B. (2016). Community Experiences, Public Service Motivation, Commitment, and Identity: A Cage Match Study on Employee Well-Being and Engagement in a Public Service Work Context. *Public Management Research Association (PMRA)*, June 22-24, Aarhus, Denmark.

Bowers, B., McGoun, S, and Boyd, N. (2017). Greenbacks and Green Banks: Assessing Banks Performance in Sustainable Construction? *Critical Finance Studies*, United Kingdom.

Boyd, N. & Martin, E. (January, 2018). Guest Editor, Special issue on Sustainable Public Management in *Public Management Review*.

### **Jamie Hendry, Associate Professor of Organizational Ethics, Strategy, & Sustainability**

Hendry, J., Hiller, T., Martin, E., and Boyd, N. (2017). Context and Pedagogy: A Quarter Century of Change in an Undergraduate Introductory Management Course. *Journal of Management Education*, 41(3), 346–384.

Boyd, N., Hiller, T., Martin, E., and Hendry, J. (2017). Managing for Sustainability: An Innovative Undergraduate Major in the School of Management at Bucknell University. In S. F. Mitchell & J. A. Arevalo (Eds). *Sustainability in Management Education: In Search of a Multidisciplinary, Innovative and Integrated Approach through University Leadership, Scholarship and Partnerships*. Cheltenham, U.K.: Edward Elgar Publishers.

Milofsky, C. and Hendry, J.R. (2016). Accountability website for NGOs: Developing a template. Submitted to 2015 Annual Conference of the Association for Research on Non-Profit Organizations and Voluntary Action (ARNOVA).

### **Tammy Hiller, Professor of Management**

Hiller, T.B. (2017). Learning How to Organize Cooperatively by Playing Cooperatively. Submitted to *Organizational Behavior Teaching Conference*, Providence, Rhode Island. (Accepted but unable to present due to a conflict with required Posse Mentor training occurring at the same time.)

Hendry, J., Hiller, T., Martin, E., and Boyd, N. (2017). Context and Pedagogy: A Quarter Century of Change in an Undergraduate Introductory Management Course. *Journal of Management Education*, 41(3), 346–384.

Boyd, N., Hiller, T., Martin, E., and Hendry, J. (2017). Managing for Sustainability: An Innovative Undergraduate Major in the School of Management at Bucknell University. In S. F. Mitchell & J. A. Arevalo (Eds). *Sustainability in Management Education: In Search of a Multidisciplinary, Innovative and Integrated Approach through University Leadership, Scholarship and Partnerships*. Cheltenham, U.K.: Edward Elgar Publishers.

Hiller, T.B. (2016). An Experiential Process for Developing a Meaningful Group Service Project Mission While Simultaneously Learning Deeply From the Process. Presentation and Full Text Proceedings *Organizational Behavior Teaching Conference*, North Canton, Ohio.

Hiller, T.B. (2016). Living More Sustainably: The Case Study of Seattle's Sherwood Cooperative. Poster Presentation *Sustainability Ethics Entrepreneurship Conference*, Denver, Colorado.

### **Eric Martin, Associate Professor of Management**

Hendry, J., Hiller, T., Martin, E., and Boyd, N. (2017). Context and Pedagogy: A Quarter Century of Change in an Undergraduate Introductory Management Course. *Journal of Management Education*, 41(3), 346–384.

Boyd, N., Hiller, T., Martin, E., and Hendry, J. (2017). Managing for Sustainability: An Innovative Undergraduate Major in the School of Management at Bucknell University. In S. F. Mitchell & J. A. Arevalo (Eds). *Sustainability in Management Education: In Search of a Multidisciplinary, Innovative and Integrated Approach through University Leadership, Scholarship and Partnerships*. Cheltenham, U.K.: Edward Elgar Publishers.

Martin, E. Nolte, I and Vitola, E. (2016). Communication, Cooperation, Coordination, Collaboration – The 4Cs: Interorganizational Partnering in Haiti. *Disasters*, 4(40), 621-643.

Martin, E. (2016). Terrorism as Uncivil Society. *Academy of Management*, Anaheim, CA.

Boyd, N. & Martin, E. (January, 2018). Guest Editor, Special issue on Sustainable Public Management in *Public Management Review*.

### **Vivienne Wildes, Visiting Assistant Professor of Management**

AlSayed, A. & Wildes, V. (2017). Syrian Refugee Children: A study in strengths and difficulties. *Journal of Human Rights and Social Work*. 10.1007/s41134-018-0057-4.

Yavuzylimaz, B., Hasabubaba, F.J., Talay-Değirmenci, I., and Wildes, V. (2017). Food Waste Management in Hotels. *5th International Logistics and Supply Chain Congress*, October 20-21, 2017.

Wildes, V. (2016). International Women's Day, Invited Speaker, Theme: Planet 50-50 by 2030: Step It Up for Gender Equality, *Antalya International University*, Turkey, March 8, 2016.

## **MARKETS, INNOVATION & DESIGN**

### **Annetta Grant, Assistant Professor of Markets, Innovation, & Design**

Grant, Annetta and Jay M. Handelman (2016). Home Renovations: How Consumption Reconceptualizes Private Place. *Lazaridis Marketing Research Symposium*, Wilfrid Laurier University, Waterloo, Ontario.

### **Richard Kedzior, Assistant Professor of Markets, Innovation, & Design**

Kedzior, R. (2017). Vulnerable or Agentic? Medicalized Consumption and its Impact on Consumer Identity, *Association for Consumer Research Conference*, presented in San Diego.

Kedzior, R. (2017). Vulnerable Masculinities: Medicalized Male Subjectivities, Andropause and “Low T,” *Consumer Culture Theory Conference*, Anaheim, CA.

Kedzior, R. (2016). Materiality or Materialities? Ontological and Epistemological Challenges in the Study of Digital Consumption, *Consumer Culture Theory Conference*, Lille, France.



## GLOBAL MANAGEMENT

### Michael Johnson-Cramer, Associate Professor of Management

Johnson-Cramer, M. (2018) "Stakeholder Theory," in Kolb, R. (ed.) *Encyclopedia of Business Ethics and Society* (2nd edition). Thousand Oaks: Sage.

Johnson-Cramer, M. (2018) "Authority," in Kolb, R. (ed.) *Encyclopedia of Business Ethics and Society* (2nd edition), Thousand Oaks: Sage.

Gond, J-P., L. Vigneau, & M. Johnson-Cramer (2018) How Do Measures Become Academically Acceptable? A Case Study of the Kinder Lydenberg and Domini (KLD) Database. *Best Paper Proceedings of the 2018 Annual Meeting of the Academy of Management*. (Selected as a finalist for the Social Issues in Management 2018 best paper award.)

Johnson-Cramer, M. 2018. An Institutional Approach to Business & Human Rights. Presented at *Academy of Management*, Chicago, IL.

Johnson-Cramer, M. 2018. Business and (Creative) Society. Presented at the 2018 *Annual Meeting of the International Association of Business and Society*, Hong Kong, China.

Johnson-Cramer, M. 2018. Business & Human Rights: Defining the Field. Presented at the 2018 *Annual Meeting of the International Association of Business and Society*, Hong Kong, China.

Johnson-Cramer, M. 2017. Revisiting a Dynamic Approach to Stakeholder Management. Presented at the *University of Amsterdam Business School*, Amsterdam, NL.

Johnson-Cramer, M. 2017. Does Facebook Have a Grand Strategy? Presented at the 2017 *Responsibility in the Digital Economy Conference*, Cass Business School, London, UK.

Johnson-Cramer, M. 2017. Corporate Grand Strategy. Presented at the 2017 *Annual Meeting of the International Association of Business and Society*, Amsterdam, NL.

### Skip McGoun, Professor of Management

Wojciech, B., Bakun, P., McGoun, E. and Zielonka, P. (2016). 'Standing in Your Peer's Shoes Hurts Your Feats: The Self-Others Discrepancy in Risk Attitude and Impulsivity. *Frontiers in Psychology: Quantitative Psychology and Measurement Section*.

Bowers, B., McGoun, E., and Boyd, N. (2017). Greenbacks and Green Banks: Assessing Banks Performance in Sustainable Construction. *Critical Finance Studies*, United Kingdom.



**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.

Freeman College faculty secured more than \$100,000 in external grants focused on community health and healthcare analytics through work with a regional healthcare and insurance NGO.

Through efforts of the Director for Experiential Programs and faculty members of the College, we engaged with over 25 alums, leaders in sustainable management, and organizations in all sectors to expose our students to engaging dialogues and action with actors who are interested in enacting cause missions and embedding sustainability and responsible management into organizations. We hosted individuals from Deloitte, Accenture, Merck, American Express, Green Thumb Industries, Weis Markets, Geisinger Health System, Peregrine Systems, ONA Bags, Novel Learning Communities, Parker Hannifin Corporation, TastyKake Company, AMC, DreamWorks, Wildgoose Farm, The Children's Place, Middle Susquehanna Riverkeeper Association, Threading Love Greater Susquehanna Valley United Way, PA Interscholastic Cycling League, and Croteau Strategies.

In 2015, Professors Neil Boyd (Management) and Peter Mark Janssen (Electrical Engineering) designed and launched the Institute for Leadership in Sustainable Technology (ILST), which brings together 12 students selected from management, engineering, and arts & sciences to engage in hands-on, team based sustainability consulting projects. Since 2016, the program was enhanced by a large-scale consultation with Lakin Tire East (West Haven, CT) that focused on photovoltaic feasibility assessment and triple-bottom-line integration, and a series of community-engaged projects in Mount Carmel Pennsylvania which focused on food insecurity, healthy living, renewable energy feasibility studies, a greenhouse project, and a customer analysis at a local farmers market.



**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.

Many members of the Dean’s advisory board are committed to cause missions and integration of triple-bottom-line logics in their organizations, and therefore act in advisory capacities that help stimulate responsible management education practices in the College.

Within the context of long-standing gender inequities in the field of finance, the Women in Finance Club was founded in fall 2015. The club has provided programs and activities which teach networking and relationship building, as well as opportunities to meet with professionals in the finance field that help reduce barriers for women as they enter various finance professions. The club also assisted in bringing the Pillars of Wall Street training program to campus and presented sessions about gender in the financial services industry at Bucknell’s annual Diversity Summit.



## ASSESSMENT OF OUTCOMES

Formal assessment activity across the Freeman College includes eight learning goals: Quantitative Skills, Foundational Knowledge in Finance & Marketing, Technological Skills, Moral Reasoning, Written Communication Skills, Integrative/Synthesis Skills, and Oral Communication Skills. Of these, the closest current outcome measure to responsible management that we routinely record is Moral Reasoning. In academic year 2017-18, moral reasoning was assessed in MGMT 303 (The Technological Organization). Based on the assessment, several future actions were recommended including: 1) Sharing moral reasoning models (e.g., ethics, stakeholder view of the firm, corporate social responsibility, triple-bottom-line management, etc.) used in MGMT 101 with all faculty members to use as a consistent framework when discussing these issues in subsequent courses; and 2) Incorporating in MGMT 100 the components of moral reasoning—virtue/ethics and empathy—that were developed in Fall 2017’s Teagle grant modules as an additional common foundation upon which subsequent courses can build. We are happy to report that both of these recommendations will be enacted at the start of the 2018-19 academic year.

In the next two-year cycle, we plan to review the PRME Principles in relation to our learning goals and assessment procedures across the College, and within each of our academic programs. We will report on our progress in the next SIP report in 2020.



## KEY OBJECTIVES IN THE NEXT 24-MONTHS

During the 2017-18 academic year, the Freeman College of Management completed a strategic planning process that we hope will lead us to new heights in terms of integrating sustainability and responsible management education into the core identity of our programs and activities. We committed the College to a series of goals that should more strongly embed sustainability and responsible management into the core fabric of our identity, and we look forward to reporting on how we have achieved these goals in our next PRME SIP report in the fall of 2020.

Key objectives in the next two years include:

1. Innovate the curriculum by more deeply embedding the UN Sustainable Development Goals in our core classes and throughout each of our majors. The faculty will work with the PRME coordinator, department chairs, the curriculum committee, and the faculty development committee to enact this goal.
2. Begin to measure and report on student engagement in high-impact community-engaged learning in support of social, environmental, and financial sustainability of the local region and beyond. The faculty

will work with the PRME coordinator, department chairs, the curriculum committee, and the director of experiential programs to enact this goal.

3. Increase faculty and student opportunities to more deeply engage with 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 faculty will work with the PRME coordinator, department chairs, the faculty development committee, and the director of experiential programs to enact this goal.

4. Encourage faculty and student scholarship focused on responsible management and sustainability themes that align to the mission and values of the Freeman College of Management. The faculty will work with the PRME coordinator, department chairs, and the faculty development committee to enact this goal.

5. Begin to measure and report on faculty and student service activities in relation to responsible management and sustainability themes. This could include things like university, college, or departmental committee work, club mentorship, service to professional organizations, and other activities, both inside and outside of the university, that occur in relation to one's duties as a member of the Freeman College of Management. The faculty will work with the PRME coordinator, department chairs, and the faculty development committee to enact this goal.

6. Increase diversity and inclusion within our community of teacher-scholars, staff and students. The Dean and her staff, and department chairs will take the lead to achieve this goal through hiring and admissions activities.

7. Start a process to develop specific goals to stimulate the design of a triple-bottom-line scorecard for the administrative operations of the Freeman College. Once ultimately designed, upstream (e.g., supply chain & vendors), operations (e.g., how we run the office), and downstream (e.g., employment and graduate school enrollment, communications to alums) activities will be consistently anchored to environmental, social, financial, and other key goals of the College. The PRME coordinator will work with University offices to enact this goal.

8. Align assessment activities, AACSB reporting, and PRME reporting. The Dean and her staff, department chairs, and the assessment committee will work with the PRME coordinator to enact this goal.

