



PALUMBO-DONAHUE SCHOOL OF BUSINESS

PRME

Principles for Responsible
Management Education



PRME

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Communication on Engagement 2018



Duquesne University • Palumbo-Donahue School of Business
600 Forbes Avenue • Pittsburgh, PA 15282, • U.S.A.
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A Responsibility to Our Future

The concept of sustainability is best expressed through the Catholic commitment to "the integrity of creation," a profound respect for and fundamental attitude of reverence toward the natural world and its interdependent realms of plant, animal and human life.

At Duquesne, we work each day to find new ways to reduce our consumption of natural resources and to promote sustainable living. Achieving the goals of sustainability—whether through [green operations](#), construction projects, [research](#), academic coursework or [community engagement initiatives](#)—is one of the principal ways that we have been able to transform respect for the integrity of creation into action, and honor our Catholic founding in the Spiritan tradition.

Honoring Our Spiritan Tradition

Our Spiritan heritage imparts a worldview that challenges us to embrace a deeper understanding of the world's working and accept our role as stewards who must care for creation. And as a Catholic university, in light of the encyclical of Pope Francis, [Laudato Si \(Praised Be\)](#), we appreciate that it is not only a moral issue, but also a responsibility to confront climate change and other environmental problems and to do what we can to eliminate their causes and mitigate their effects.

The timeliness and persuasive power of [Laudato Si](#) as well as the Spiritan, Catholic mission combined to make Duquesne University the ideal environment for a conference focused on the environmental problems that confront us. Our annual [Integrity of Creation Conference](#) is a free public event that invites scholars, policy makers and concerned citizens to raise awareness, present research and foster interdisciplinary discourse on a selected topic.

PALUMBO-DONAHUE SCHOOL OF BUSINESS

**Dean B. McFarlin, Ph.D.**

Dean and Professor of Management
Palumbo ▪ Donahue School of Business



Duquesne's MBA Sustainability Program is Ranked No. 1 in the United States and No. 5 Globally. The [MBA Sustainable Business Practices](#) program in the Palumbo-Donahue School of Business—which prepares students to leverage sustainability to improve organizational performance—has been ranked No. 1 in the United States and No. 5 in the world by *Corporate Knights* in its 2017 Better World MBA list.

It's very gratifying to receive this latest recognition of our distinctive MBA Sustainable Business Practices program, which recently celebrated its 10th anniversary. This achievement is really a testament to the ideas, hard work and passion of our faculty as well as the support of many partner organizations. It's also a big plus to be located in Pittsburgh. Our city embraces and promotes many exciting sustainability initiatives, something that offers a variety of opportunities for our students and faculty.

The full-time, one-year program emphasizes the integrated management of financial, social, environmental and informational resources within the decision-making process. In addition, students develop leadership skills through consulting projects, ethical decision-making, global study trips and capstone practicums.

Rockwell Hall's new 4th floor—Catalyst for a Remarkable Transformation. Our recent renovations are an engagement hub for our students, faculty and business partners. The floor is the new home of Centers of Excellence in [Entrepreneurship](#), [Professional Selling](#) and [Supply Chain Management](#). These Centers support innovative research and applied educational experiences for students as well as promote interaction with local business leaders and entrepreneurs. Students are benefiting from the modern learning environment's experiential design areas, maker space, digital video capture system and flexible classrooms.

Next Big Rockwell Renovation: The 6th Floor. This next phase will focus on building Centers of Excellence in Business Ethics, Investment Management and Sustainable Business Innovation as well as additional gathering spaces for our students.

After the 6th floor is complete, we also hope to upgrade, if not expand, our Rockwell bridge to the bluff. The idea would be to treat the bridge as an extension of the Center for Sustainable Business Innovation and the School of Business with expanded spaces for events and collaborative work. This would give us a true front door and underscore our commitment to green innovation.

We will continue to integrate the Principles of Responsible Management Education (PRME) and the United Nations Global Compact Principles (UNGC) for Responsible Business into the School's undergraduate and graduate curricula. As stated in our *Palumbo-Donahue 2024: Achieving Distinctive Excellence* strategic plan, "Sustainability as a core business principle" is one of the learning themes for undergraduate and graduate programs offered through the School of Business.

With this in mind, the redesigned [Professional MBA](#) program includes both a course entitled "Strategic Sustainability Theories and Models" as well as integration of sustainability topics throughout the curriculum. Faculty course coordinators in the [MBA Sustainable Business Practices](#) meet each semester to explore opportunities for integration across the curriculum of this full-time program. Specifically, faculty seek to develop students' capabilities as "generators of sustainable social, environmental and economic value" within their courses.

Sincerely,



Dean B. McFarlin, Ph.D.
Dean and Professor of Management



[Duquesne Business Leader: duq.edu/dbl](https://duq.edu/dbl)

PALUMBO-DONAHUE SCHOOL OF BUSINESS

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Duquesne University **MISSION**



Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious.

*Duquesne serves God by serving students—
through commitment to excellence in liberal and professional
education, through profound concern for moral and spiritual
values, through the maintenance of an ecumenical atmosphere
open to diversity, and through service to the Church, the
community, the nation, and the world.*

ACHIEVING DISTINCTIVE EXCELLENCE 2024

VISION • MISSION • VALUES



PALUMBO-DONAHUE SCHOOL OF BUSINESS

OUR VISION

Become a Premier Business School with Distinctive Excellence...

We aspire to be recognized as a global leader in Catholic business education for impactful scholarship and engaging, distinctive programs that transform students' lives in a Spiritan tradition and provide innovative solutions for communities, organizations, and the world.

OUR MISSION

Provide Transformative Education in a Spiritan Tradition...

We develop ethical business professionals who understand the global marketplace and serve others by leading with integrity to transform their communities, organizations, and society. Toward this end, we engage our students, alumni, and business partners with passionate faculty members who create impactful scholarship and innovative educational experiences that connect theory to practice.

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.

The history of Duquesne University began in 1878 when the Congregation of the Holy Spirit founded the University to educate the children of Pittsburgh's immigrants. The University established the School of Business, one of its earliest programs, in 1913.

Our philosophy is that responsible, ethical leadership in business not only enhances the bottom line, but also creates a better society for all. Our students are taught that being the best *in* the world—in any field of endeavor—requires being the best *for* the world.

The Palumbo-Donahue School of Business—and its graduates—are guided by the highest principles of ethics and integrity. We aspire to be one of the finest business schools anywhere, recognized as a global leader in Catholic higher education.

The School of Business has internationally accredited and top-ranked programs. The School educates over 1,300 undergraduate students in 10 different business-related majors and nearly 300 graduate students in seven diverse programs. Our programs deliver transformative career impact. We develop leaders with integrity who seize opportunities and embrace change.

MBA Programs

- Professional MBA
- MBA Sustainable Business Practices

Specialized Master's Programs

- Master of Science in Accountancy
- Master of Science in Information Systems Management
- Master of Science in Supply Chain Management
- Master of Science in Management (100% Online)

Executive Education Programs

- Women's Executive Leadership Program
- Emerging Women's Leadership Conference
- Certificate in Financial Planning
- Professional Coaching Certificate

RANKINGS AND RECOGNITION



The **Association to Advance Collegiate Schools of Business** has accredited the Palumbo-Donahue School of Business since 1962, a coveted endorsement claimed by less than 5 percent of business schools worldwide.



Corporate Knights, a Canadian publication devoted to sustainability and business, **ranked our MBA Sustainable Business Practices program #1 in the United States and #5 in the world** based on coursework, institutional support and student initiatives in their 2017 Better World MBA rankings.



Guide to Online Schools named the Palumbo-Donahue School of Business **Master's in Management in its list of Top 25 Online Colleges for Value.**



The School is among the first 100 endorsers of the **Principles of Responsible Management Education** (PRME), a United Nations-backed initiative promoting environmental stewardship, human rights and fair trade practices in business education.



Duquesne ranks among the best when it comes to preparing students for sales careers, according to the **Sales Education Foundation** (SEF). Less than 3% of the nation's colleges and universities offer sales programs, which means that our graduates are exceptionally well-prepared for professional sales positions.

- Our **Professional MBA program experienced a 41-spot upsurge in *U.S. News and World Report's*** newly released 2019 Best Graduate School rankings. The program is ranked **No. 125 out of 213 programs** in the Part-Time MBA category.
- Our Graduate School is among ***Princeton Review's* Best 267 Business Schools**, 2018 edition.

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.



OUR VALUES

Business as a Force for Good—6 Principles that Drive Us Forward...

Ethics and integrity. Ethics and integrity are winning characteristics of high-performing organizations over the long term. We want our business school, and our graduates, to be guided by the highest principles of honesty, fairness, transparency, and moral courage.

Practical wisdom. Business education is no longer about the simple acquisition of knowledge. Instead, it's about giving students transformational experiences that show employers and others what they can do with that knowledge.

Change and innovation. Business today is rapidly changing and our competitors aren't standing still. We embrace change and monitor trends in business education to measure ourselves against external benchmarks as well as by who our students become.

Collaborative boundary-spanning. Our students need to understand different cultures since today's business environment is increasingly and unmistakably global. Indeed, our students will enter a work world filled with cross-functional teams and eroding boundaries across disciplines, communities, and cultures.

Scholarship that matters. We embrace impactful scholarship whether it involves discipline-based research that creates new knowledge, applied research that shapes business practice, or pedagogical research that helps improve teaching effectiveness.

Respect for the world. Our business perspective is shaped by the Spiritan emphasis on respect for the world and the pursuit of good environmental stewardship and social justice in doing so.

Impactful Research Fellowship in Ethics

In 2017, the Palumbo-Donahue School of Business and the Institute for Ethics in Business jointly launched the Beard Research Fellowship in Ethics. The Beard Research Fellowship in Ethics is an annual award given to one or two School of Business full-time faculty members, based on their eligibility and evaluation of their qualifications, as selected by the Dean upon the recommendation of the Center's directors. The fellowship offers a one-year title of "Beard Research Fellowship in Ethics" and a stipend of \$2,000.

Eligibility for the Beard Research Fellowship is based on the following: demonstration of previously published research focusing on ethics and/or social issues in the past three years, an application for consideration for the Beard Research Fellowship in Ethics designation, and demonstration of a continued interest and active research focusing on ethics and/or social issues.

The Beard Research Fellowship in Ethics is open to all academic ranks and to tenured, tenure-track and non-tenure track faculty members, with preference given to full-time faculty of any rank who do not hold named positions.

In 2017-2018, Wenqi Zhao and Bryan Menk were selected as Beard Research Fellows in Ethics and in 2018-2019 Pamela J. Dillon was the Fellowship recipient.

Duquesne University Among Most Environmentally Responsible Colleges

Duquesne University was recognized for its sustainability efforts by *The Princeton Review*, which has included the school in its *Guide to 375 Green Colleges*.

The 2017 Guide profiles colleges with the most exceptional commitments to sustainability based on their academic offerings and career preparation for students, campus policies, initiatives and activities. Schools were selected based on data from the Princeton Review's 2016-2017 survey of four-year colleges regarding the school's engagement with the environment and sustainability.

"Among more than 10,000 teens and parents who participated in our 2017 College Hopes and Worries Survey, 64% told us that having information about a school's commitment to the environment would influence their decision to apply to or attend the college," said Robert Franek, senior vice president-publisher at The Princeton Review. "We strongly recommend Duquesne University and the other fine colleges in this guide to the many environmentally minded students who seek to live at green colleges."

Duquesne, which received an 82 out of 99 total "Green rating" from *The Princeton Review*, has a tradition of commitment to sustainability. The University continually works toward achieving sustainability through its green operations, construction projects, research, academic coursework, and community engagement initiatives.

A sampling of Duquesne University's sustainability efforts and accolades includes:

- Recognized every year since 2007 by the U.S. Environmental Protection Agency as the Individual Conference Champion of the 2015-16 College & University Green Power Challenge for using more green power than any other school in the Atlantic 10 Conference.
- Des Places Hall, the University's newest residence hall, earned Gold LEED certification. The building was specifically designed and constructed with sustainability and energy conservation in mind.
- The 2016 steam plant expansion project encompassed new state-of-the-art modern boilers that have tripled campus steam capacity and reduced the overall environmental and carbon footprint on Duquesne's 50-acre campus.

PRINCIPLE 3 - Method

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

Undergraduate Course Highlights



The **First Year Innovation Experience** is an intensive experiential learning course for new freshmen that pushes them out of their comfort zone and enhances their ability to recognize and seize opportunities. Part of the redesigned undergraduate business core, the School's new "cornerstone" course introduces students to design thinking and challenges them to apply it creatively to solve real-world problems.

The class has several learning objectives that are consistent with the themes in the School's strategic plan. Launched in Fall 2017, all 370 freshmen students developed entrepreneurial thinking, enhanced influence skills, and a broader understanding of sustainability principles. In addition, students learned that they have the power to make changes in their communities.

The centerpiece of the course is an "Innovation Challenge" involving an immersive experience that engages students with the Pittsburgh community, professors and alumni. Client organizations included the City of Pittsburgh and Sustainable Pittsburgh. Students worked with these clients and were asked to develop a plan to improve the Uptown neighborhood adjacent to campus.

During the fall semester, over 60 teams were formed to attack the challenge, with each student developing an idea and presenting it in an elevator pitch format. Working with an assigned mentor, each team selected the best idea in the group and then spent the semester brainstorming, observing, researching, pitching and creating a detailed plan to address the challenge.

Judges from the City of Pittsburgh planning department and Sustainable Pittsburgh attended finalist presentations and evaluated their plans. The judges were very impressed with the ideas put forth and the amount of information provided. Indeed, representatives from both organizations expressed an interest in working with the School of Business and Duquesne to pursue implementation of finalists' ideas.

The key course leader was Leslie Mansfield, one of our new Executive-in-Residence members. Leslie has almost 40 years of experience in project management and innovation leadership roles at Bombardier and Westinghouse. Leslie was supported by Christine Hughes, Training Manager for the Small Business Development Center and Bill Spangler, Associate Dean for Undergraduate Programs.

The five finalist teams earned scholarship prizes for their performances.

1st Place Team: You Have Been Skooled

Plan: Create a Duquesne-supported tutoring group for schools and learning centers.

2nd Place Team: Emergency Poles

Plan: Place safety poles at strategically identified locations to improve perceptions of security.

3rd Place Team: Uptown Initiative to Improve Aesthetics

Plan: Develop a student volunteer organization dedicated to neighborhood improvement.

4th Place Team: Uptown Greenwalls

Plan: Create vertical gardens on selected buildings to improve visual appeal as well as air and water quality

5th Place Team: Cafe Galley

Plan: Build a food court incorporating up and coming local chefs with affordable prices.

Business Ethics and Global Citizenship

In the course, *Business Ethics and Global Citizenship*, students are engaged in assignments that focus on corporate citizenship.

- **Global Corporate Citizenship Audit Paper** - The global corporate citizenship audit paper consists of an analysis of ethics and compliance programs developed by businesses in a selected industry and the management of the firm's stakeholder relations, with recommendations. This exercise requires students to demonstrate their understanding of and ability to use many of the corporate social responsibility and corporate citizenship tools introduced in the textbook and from supplemental sources.
- **Case Analysis Principles Paper** – Students are provided a fictitious, but realistic, ethical dilemma faced by a young business professional and required to: [1] apply the list of ethical principles provided in class to the case, [2] utilize the major ethics theories introduced in the class to assess the decision-maker's analysis and resolution to the case dilemma, and [3] engage in the practice of writing to enhance their business communication skills.

In addition to spending the semester presenting, testing and challenging students to use basic ethical principles, moral reasoning and ethical theories to identify and resolve ethical issues set in a business content, some of the specific assignments address this PRME principle.

- **Ethics Speaker Presentation Paper** – In addition to attending the presentation, the purpose of the assignment is: [1] an application of ethical principles, [2] the ability to discuss and possibly challenge an ethical position taken by the guest ethics speaker, and [3] the practice of writing to enhance your business communication skills.
- **Case Analysis Paper** – After selecting a case presented in the textbook, the purpose of the assignment is: [1] application of ethics theories and CMD as ethical decision-making tools, and [2] the practice of writing to enhance your business communication skills.

Strategic Management – Capstone Course

At the undergraduate level, the capstone course required for all Business majors aligns with PRME Principles 1 and 3. The goal is that all undergraduate students gain exposure to sustainability issues. The Strategic Management course has an enrollment of about 300 students per year. We incorporated sustainability as a recurrent theme throughout the course.

Additionally, there are two active learning activities:

(1) Problem Solving Project

All senior Business majors enrolled in the Strategic Management course analyze a real business case emphasizing Social Responsibility & Environmental Stewardship. The presentations of the student teams were judged by several business executives, alumni, and professors from various disciplines, utilizing a comprehensive rubric. In their presentations, students address ethical, social, and environmental issues.

(2) Community-Engaged Project (Also Supports Principle 5)

Many of the senior Business majors enrolled in the Strategic Management course complete projects addressing real problems in collaboration with local non-profit organizations. All semester, the student teams develop their projects which often involve mid-term and/or final presentations to the partner organizations. In their projects, students examine social and/or environmental issues related to the context of several local nonprofit organizations.

To assess the learning outcomes, external judges including business practitioners and professors from different disciplines evaluated the performance of student teams. Additionally, students completed individual reflection papers about the Problem Solving Project and the Community-Engaged Project. Our assessment of learning outcomes suggested that most student teams across the Strategic Management sections achieved the key competencies aligned with the Principles for Responsible Management Education. This assessment demonstrated positive learning outcomes regarding awareness of and ability to address ethical, social, and environmental issues in business situations.

Global Business, Government and Society Principles

Enrollment for this course is comprised of Management majors as a requirement (which includes students with a second major in nearly every other discipline taught in the Business School), some students minoring in Management or International Business majors and a few students taking this course as their business elective.

The cornerstone of the course is the **Corporate Policy Simulation**. This half-semester long activity accounts directly for 30% of their overall course grade and focuses on: guiding students toward an understanding of the complex and interactive world of business-government-society interface found explicitly or implicitly in all organizations, and an ability to manage, the social, economic, legal, political, regulatory, global, ecological and stakeholder issues and interactions found in a democratic capitalistic environment through an educational simulation.

CPS has three specific objectives. First, the simulation provides students with an opportunity to apply insights developed in the course to selected current problems confronting business. Thus, it is an exercise in taking concepts and principles identified in the course's textbook, and expanded upon in classroom lecture and case discussions, to a "real world" business setting. Second, CPS thrusts the students into a complex and dynamic environment filled with uncertainty, reflecting the "real world" environment faced by managers responsible for the business-government-society interface. This is a significant departure from the traditional deterministic models presented in many business courses where students are provided a formula and asked to find the correct answer. Finally, the CPS challenges students to work in a typical "real world" environment by assembling students into teams representing businesses. It is rare in the business world where a sole entrepreneur can function without the need of, or preference for, others. Typically, managers are thrust into teams, whether assigned to an audit team or a marketing group to develop a project. In the CPS students experience the advantages and challenges of a team approach to decision making. The general principles of working with others, espoused in personnel management and organizational behavior courses, are given an opportunity to be applied here in preparation for the inevitable experience awaiting the students as organization members upon graduation.

In addition, there are other assignments, such as:

- **The Current Issue Research #1 Paper:** Micro-financing is the provision of financial support to low-income clients or solidarity lending groups including consumers and the self-employed, who traditionally lack access to banking and related services. More broadly, it is a movement whose object is a world in which as many poor and near-poor households as possible have permanent access to an appropriate range of high quality financial resources and services. Those who promote microfinance generally believe that such access will help poor people out of poverty.

Rather than only "read about" or "talk about" micro-financing, we have an opportunity to research and recommend a micro-financing strategy. The students are required to visit www.kiva.org/lend, explore the various options available using the "country," "sector" and other classifications provided, and draft a one-page (maximum) paper [a] identifying and describing an entrepreneur from the website and, [b] using tools or concepts from Chapter 3—Corporate Social Responsibility—to support their arguments, provide a recommendation as to why Dr. Weber should "invest" his \$100 in the entrepreneur they selected.

- **The Current Issue Research #2 Paper:** The students are required to visit the Boston College Center for Corporate Citizenship's Film Fest Web page and review a handful or so of the video submissions, both the finalists and possibly some of the runners up to select a winner.

The one-page paper (maximum) should [a] identify the selected Film Fest winner and [b] the criteria (reasons why) used by the student to justify their selection. The paper should demonstrate the students' ability to apply the relevant and critical course tools from Chapter 4—Corporate Social Responsibility and Global Corporate Citizenship of the course's textbook.

- **The Current Issue Research #3 Paper:** For this assignment, the course session is conducted in the School's Investment Lab. The students prepare a one-page (maximum) report based on their research in the Investment Lab for the socially screened mutual fund provided to them. The primary emphasis for their report is to provide a convincing argument as to why Dr. Weber, specifically, should purchase this mutual fund. The rationale must include both financial, as well as social, arguments.
- **The Current Issue Research Paper #4:** The theme of the “business – society – government” interface and interaction is discussed in different ways repeatedly throughout the textbook (in Chapters 1, 2, 6, 7 and 8) and throughout the semester in class. For this assignment, students are to locate a “current global business-government-society” issue that has emerged since February of that year and involves [1] a business or businesses, [2] a government or government agencies and [3] a social or public interest group or groups. Then the issue is to be analyzed using one of the following public affairs management tools: Performance-Expectations Gap, Eight Strategic Radar Screens, or the Issue Management Process.

Executive Compensation Design Project

Introduction to Corporate and Partnership Taxation. While it is very popular to discuss Corporate Social Responsibility, it is another to actually incorporate strong values into everyday business practices. This project provides students with this opportunity. As part of a corporate tax return assignment, students must select a minimum of three performance metrics on which the CEO's incentive award shall be based. The measures must be quantifiable, but may otherwise link the CEO's compensation to whatever metric the student deems appropriate. This allows the student to set the corporation's “tone at the top,” while requiring that each student find or develop a reasonable method for implementation.

PRINCIPLES 1-3: This project presents students with one method that may be used to help develop a corporate culture based on strong values, i.e., a framework for putting values into practice. This simple project requires each student to evaluate corporate values and societal responsibilities, identify that which s/he feels is most important, and detail a method of implementation.

Graduate Course Highlights

Accounting for Decision Makers

Students develop a deeper understanding of the accounting cycle used in companies to produce both internal and external financial information. Special emphasis is placed throughout the course on understanding, analyzing and interpreting financial statements and related information. Additionally, students are introduced to decision making tools such as ratio analysis and challenged to utilize them to critically evaluate financial information and make effective decisions. The basics of corporate sustainability reporting are also covered.

Applied Statistics

Students learn how to apply statistical methods of inference, produce and interpret statistics that attempt to answer typical business questions, and use probability theory and statistical methods to draw conclusions. Utilizing datasets that involve environmental, social and governance reporting (e.g., Bloomberg, Trucost), students measure the costs versus benefits of different business strategies. As such, this course places heavy emphasis on the application of statistical techniques to business problems and the interpretation of results for a non-technical audience.

Business Ethics and Global Responsibility

Students are introduced to the School's policy on ethical behavior and learn the basic ethical decision-making skills necessary to recognize, evaluate and resolve ethical conflicts. Emphasis is placed on common ethical challenges facing graduate students in the classroom and at work. This course provides an analytical framework for students to use when grappling with sustainability-focused, ethical dilemmas in subsequent core and elective courses in the graduate program and in their professional business careers. An additional goal of this particular course is to emphasize the link between ethics and sustainable development and the challenges managers face to maintain a concern for both in the current business environment.

Sustainable Business Practices Project I

This course features a live problem-solving case project with a real world client. It introduces proven IDEO design thinking and project management methodologies while tying theory to practice across the curriculum. Aligned to Principles for Responsible Management Education (PRME), the course requires students to interact with managers of business corporations and explore jointly effective approaches to the ethical management of social, environmental, financial, and informational resources. Students interface with clients on three occasions: (1) at the outset when the client presents the challenge and desired outcomes, (2) at mid-point to provide a status report and ask questions about context, data and expectations; and (3) at the end to present solutions to the client management team. Students represent Duquesne University as professional consultants, and faculty serve as managing directors of the engagement. With

guidance and coaching, students audit and analyze the client's internal/external situation, drivers and risks; identify problems and opportunities; evaluate return on investment from alternative courses of action; and recommend solutions for short- and long-term prosperity. Within student teams, individuals develop skills as project manager, researcher, analyst, writer, speaker and peer coach. Performance evaluation includes 360-degree feedback from the client team, faculty and peers.

Systems Thinking and Managerial Decision Tools

The primary responsibility of all managers is to make decisions in situations in which there are multiple competing objectives. This course introduces students to a set of tools that can be applied to scenarios in a variety of business environments. It also introduces and addresses the challenges of making decisions within the context of complex business systems with multiple stakeholders and short- and long-term social, environmental, and economic consequences. Specifically, this set of tools includes optimization methods, Monte Carlo simulation, multi-criteria decision analysis, decision trees, and causal loop diagrams. The analysis is conducted using Excel, various Excel add-ins for advanced analytics, and causal loop diagramming software. These analytical tools are applied to scenarios that include social, environmental, and economic considerations. Subsequent courses in the program will utilize these analytical methods within their specific decision environments.

Strategic Sustainability and Models

Strategic sustainability advances students' managerial skills for identifying, researching, evaluating and communicating innovative opportunities involving the efficient and effective management of financial, environmental and social resources. Building on our commitment to the Principles for Responsible Management Education (PRME), and Global Compact, this course experience serves as a foundation for strategic sustainability, models and tools integration across the curriculum. Students work individually, and in teams to frame problems, research and develop training seminars, and manage resources for assigned topics. The focus is inspiring innovation, and creating competitive advantage – both short and long term – for organizations. Deliverables include presentations of mini training seminars to peers, life cycle assessment, enterprise strategic sustainability assessment, along with participation in case analysis, and class discussions while applying critical thinking to identify productivity gains, cost savings, revenue increases, and profit growth when implementing sustainable business practices. The course is taught as a seminar where sharing learning, best practices and sustainability knowledge across teams and individuals enables all to gain insight to emerging issues beyond the scope of a single entity. Students work within an integrated curriculum to analyze internal/external situations, drivers and risks; to identify problems and opportunities; to evaluate return on investment from alternative courses of action; and to value both short- and long-term prosperity. Students

independently learn about, apply, and reflect on proven models and methodologies while honing their skills as a researcher, analyst, writer, and speaker.

Managerial Economics

The course emphasizes the integration of microeconomic theories and tools from a managerial perspective. The applied aspect of the course comes from analyzing case studies and studying empirical evidence of the theories. Topics include both traditional topics in microeconomics (quantitative demand analysis, elasticities, production and costs, market structures and profit maximization), in addition to advanced topics (game theory and pricing strategies). The presence of production externalities result in economic, social and environmental consequences. As a result, it is important that social costs be compared to private costs.

Financial Management

Financial Management is about the decisions firms make regarding (a) the acquisition of business resources, both tangible and intangible, (b) the management of these resources, and (c) the financing of their acquisition. In surveys of Chief Financial Officers, an overwhelming majority cite corporate culture as the single most important factor in creating value. The Finance function is seen to promote effective culture by exemplifying accountability, integrity and transparency, by providing analytical tools for superior execution, and by focusing employees on long-term objectives. Finance embodies important aspects of sustainability because it is based on objective benefit/cost analysis with the goal of maximizing shareholder wealth while simultaneously considering the impact of decision on other stakeholders. It is nearly always the case that what is good for stakeholders generally also results in long-term shareholder wealth maximization. Through problem solving and case analysis, students obtain a sound foundation in the application of financial decision-making tools toward the goal of optimizing the firm's long-run viability. Topics covered include valuation, cost of capital, financial planning and forecasting, capital budgeting, risk and return, and options and/or international corporate finance.

Sustainable Business Practices Project II

This course advances students' skill sets for solving contemporary problems and managing financial, social, and environmental resources – efficiently and effectively. Building on readings and methodology from Sustainable Business Practices Project I and our commitment to the Principles for Responsible Management Education (PRME), this course offers a proving ground for applying theory and models from across the curriculum. Taught as a seminar for sharing learning, best practices and knowledge across teams and clients, the course requires all students to examine issues beyond their project scope and client concerns. Students work in teams to frame problems, develop solution paths, and manage projects from conception to completion for an assigned client. The focus is on improving processes, inspiring innovation, and creating competitive advantage – both short and long term – for real world organizations. Client deliverables include a formal presentation to the client management team and an analytical report

with recommendations that will lead to productivity gains, cost savings, revenue increases, and profit growth when implemented by the client. Students function as professional consultants, working closely with a client organization to analyze internal/external situations, drivers and risks; to identify problems and opportunities; to evaluate return on investment from alternative courses of action; and to recommend solutions for short- and long-term prosperity. Students apply proven models and methodologies and hone their skills as a project manager, researcher, analyst, writer, speaker and peer coach.

Managing Information

Today's businesses leverage information technologies and systems to achieve corporate objectives. As information systems have become critical to the success of modern business organizations, knowledge of information systems has become a key success factor for all business professionals within a firm. In stark contrast to the past, present-day improvements in information technology serve to fuel global business opportunities and transform many business processes. Going forward, information systems are expected to play an increasingly pivotal role in the implementation of business strategies designed to gain competitive advantage. This course emphasizes the conceptualization of information systems as structured technology configurations that work collectively to serve the information needs of a firm. Students will build skills sought after in today's workplace through comprehensive and integrative coverage of essential new technologies, information system applications, and the impact of technology on business models. A special emphasis is placed on information technology initiatives which support the social aspects of sustainability (e.g., organizational behavior, planning and reporting) as well as the economic and environmental aspects (e.g., energy informatics and material consumption). Upon completion of this course, students are well positioned to understand, participate in, and eventually lead management discussions involving decisions regarding their firm's information systems.

Supply Chain/Operations Management

Students are introduced to the operations of sourcing, planning, making, and delivering high quality goods and services through efficient transformation processes that use labor, materials, information, and cash to increase value to the various stakeholders. The transformation processes studied are scientific, ethical, sustainable, socially acceptable and in line with the Global Compact's supply chain principles.

Managing People for Sustained Competitive Advantage

This course examines the ways in which leaders, managers, and employees can improve employee performance and commitment – key factors underlying competitive organizations. Guided by an examination of contemporary research and real-world cases, students will develop the knowledge and tools needed to help them navigate the opportunities and challenges inherent in managing themselves and others to generate enduring social and financial value, while incorporating long-term sustainable business objectives into the vision for the firm. The social and financial pillars of the triple bottom line are central to the course, which is focused on improving employee performance and commitment because doing so not only creates internal social value but importantly provides the kind of organizational differentiation that enables the creation of financial value. The environmental pillar is brought into the course through cases.

Marketing Management

This course examines the role of marketing in creating exchanges that satisfy consumer and organizational objectives thereby creating value for the firm. The course focuses on formulating and evaluating marketing strategies. Students learn how marketing mix decisions – product, place, promotion and price – are made as part of a cohesive strategy. Contemporary concepts and theories are presented with a focus on analytical and financial models that will assist marketing managers in making better decisions. Emerging perspectives on strategic sustainability, marketing management and the impact of digital media are also emphasized.

Strategic Innovation Management

This course integrates themes from business strategy, technology and innovation management, and entrepreneurship to help students acquire the knowledge and skills needed to convert entrepreneurial opportunities into strategic actions. Students are exposed to the corporate venturing/entrepreneurial process - from opportunity recognition and evaluation to business planning and implementation. This course improves students' strategic & entrepreneurial mindset with an emphasis on developing and leveraging capabilities related to sustainability.

Leading Change in Sustainable Enterprises

This course helps students obtain the knowledge and skills to lead organizational change necessary to create a sustainable enterprise. Students focus on theories, concepts, and applications that allow them to successfully initiate, analyze and implement organizational changes in the context of sustainability issues. Students are exposed to the following change management and sustainability topics: change leadership processes, the skills that leaders need to make positive change, barriers to change, tools to identify and implement a sustainable business change, and the roles of the various participants in the change process.

Professional Development Practicum

This course is presented in a series of seminars offering practicum experiences for professional and career development designed to build a career management skill set and core competencies. Invited industry experts and professional practitioners provide students with enriching perspectives and opportunities for networking. The course is designed to build a career management skill set that will assist the student in obtaining a professional position upon graduation as well as to be utilized throughout the progression of his/her career.

Sustainable Business Practices Project III

This course is the capstone experience of our 12-month MBA Sustainable Business Practices program — an opportunity to integrate learning from coursework, consulting, international travel and professional development on a systemic level. The course deliverable is a strategic plan for mission-driven change. Focus is on innovation for competitive or reputational advantage. As part of this engagement, students will work directly with client personnel at their offices, reporting to work on an agreed-to schedule. Students conduct primary research to identify problems and opportunities and assess tolerance for change. Students analyze internal/external drivers and risks relative to organizational vision and goals, applying methodologies from across the curriculum, including first and second semester courses.

Global Business – Study Trip – 10 day trip over Spring Break

This course focuses on the global environment of contemporary business. Students will consider the rationale for conducting business internationally and the various issues that complicate decision making in a global context. The course will pay specific attention to the cultural, social, environmental, and legal differences that affect international transactions and the development of collaborative partnerships.

MBA Sustainability Course Wins International Ideas Worth Teaching Award

A course that is taught in the top-ranked [MBA Sustainable Business Practices program](#) at Duquesne University is one of just 20 selected internationally by the Aspen Institute Business & Society Program (Aspen BSP) as one of its 2017 Ideas Worth Teaching Award winners.

Sustainability Tools and Processes for New Initiatives is taught by [Dr. Robert Sroufe](#), the Thomas J. and Marie C. Murrin Chair of Global Competitiveness in the Palumbo-Donahue School of Business. The Aspen BSP describes the award-winning classes as "exceptional courses that inspire and equip future business leaders to tackle the issues of our time" and that the award honors "extraordinary teaching...that is redefining excellence in business education-and ultimately in business practice."

Sroufe designed the course to help students' critical thinking skills, model uncertainty and provide a better understanding of sustainability in practice. He personally recruits regional leading experts such as engineers, architects and construction professionals to talk to students about green, high-performance buildings; indoor air quality; dashboards; and other sustainability-related topics.

The students also analyze and evaluate products while working in teams to develop a life-cycle assessment plan and compete in an Energy Management System design competition. With the help of the U.S. Green Building Council's regional Green Building Alliance, a commercial construction firm, invited speakers and field trips, students have an opportunity to develop an understanding of what it takes to design and value existing building spaces, paying particular attention to energy, ecological impacts, human health and productivity, costs and value the proposition for their own business school (Rockwell Hall on Duquesne's campus) as a living laboratory.

Companies who have benefited from input and solutions from the MBA program students include Alcoa, Covestro and PNC Bank, with a value to clients ranging from \$100,000 to \$40 million for an individual project.

"My courses provide insight to how integrating sustainability into decision-making processes up and down the supply chain are possible for most organizations by leveraging MBA skills and expertise to amplify the productivity of everyday systems," says Sroufe.

"I'm constantly looking for real, applied learning projects that the students can engage in on a semester-by-semester basis and solve real-world problems," adds Sroufe, who is a professor of Sustainability, Operations and Supply Chain Management. "Since the program launched in 2008, we've done more than 170 projects, and no two have been the same. This isn't a standard cookie-cutter approach-instead, we go to clients and ask what kinds of problems do they want our help in solving."

The Aspen BSP developed the Ideas Worth Teaching Award to "celebrate curricula that bring to life the promise of meaningful work in business." The organization added that the winning courses focus on important social issues-including populism, water scarcity and artificial intelligence, among others-and illustrate why these are business issues.

"At a time when business leaders face intense scrutiny about their role in social issues, these award-winning faculty are bravely challenging the 'norms' of what is taught in business school-and creating leaders who can navigate a highly uncertain environment," says Claire Preisser, associate director of Aspen BSP.

"Dr. Sroufe is a true innovator when it comes to creating world-class courses that integrate impactful experiences for students-every semester they tackle real sustainability challenges for client organizations and make a difference in doing so," says Dr. Dean McFarlin, dean of the Palumbo-Donahue School of Business. "This Aspen Institute award is well-deserved and I'm very pleased that Dr. Sroufe has been recognized."

Corporate Knights has [ranked the Duquesne University MBA-SBP No. 1](#) in the United States and No. 5 globally for preparing students to change the world.

MBA Sustainable Business Practices Study Abroad

All MBA-SBP students are exposed to coursework in global business designed to meet our strategic theme of "strategic leadership on a global stage. In 2016-2017, students enrolled in **Global Economics – Study Trip (Summer): This interdisciplinary, full-immersion global study course explores the factors that drive social, environmental and economic practices in foreign countries through field work, classes and dialogue with corporate, academic and governmental partners abroad.**

A primary focus is on developing comparative perspectives for leading change as environmental stewards, global citizens, social architects, persuasive communicators and visionaries. Field work centers on understanding the political, economic, social and technological dynamics that contribute to standard of living; investigating best practices and emerging challenges; gaining insight to monetary policy in a volatile world economy; and comparing differences/similarities across domestic and foreign organizations.



In 2016-2017, MBA-SBP students traveled to Estonia and Denmark to explore sustainability initiatives internationally. This full-immersion international experience included workshops and case studies with faculty and students at the **Copenhagen Business School (CBS) in Denmark**. At CBS students participated and interfaced with students, faculty, and community leaders to address implementations of smart city initiatives.

Students also engaged in projects with multi-national corporations on social and environmental challenges in both Denmark and Estonia. For example, at **the Port of Talinn** students collected information and made recommendations as to how to measure the ports carbon footprint. At **Henning Larson** and **Leapcraft**, students explored how to market and position the companies' sustainability services and designs to new target markets. At **Rockwool**, the students were challenged to identify smart but credible means by which to measure the company's impact against the UN Sustainable Development Goals.

With the revised MBA-SBP curriculum (launched in 2017), students enrolled in a **Global Business Course and integrated study trip (Spring)**. This course focuses on the global environment of contemporary business. Students consider the rationale for conducting business internationally and the various issues that complicate decision making in a global context. The course pays specific attention to the cultural, social, environmental, and legal differences that affect international transactions and the development of collaborative partnerships. A primary focus of the course is developing students' cultural intelligence in order to bridge cross-national differences in business perspectives and practices. Field work centers on gaining a greater understanding of how economic, political, social and cultural factors impact business practices.

The 2017-2018 cohort traveled to Peru with the overarching theme of the trip being mining and sustainability given the mining industries importance to the Peruvian economy. Students participated in a case study with MBA students at the **Universidad del Pacifico** with lectures and discussions led by faculty in the Mining and Sustainability Center. Students also worked on projects for multi-national and Peruvian companies in the mining industry. For example, they met with Luis Felipe Carillo, President of **General Electric** – Andean and Caribbean Operations and presented recommendations to **General Electric** around two questions:

1. The Lava Jato corruption case in Brazil spilled over to other South American Countries where Brazilian construction companies, mainly Odebrecht, engaged in widespread corruption of government officials to obtain lucrative construction deals in consortium with Peruvian companies that allegedly also participated in the bribery. Odebrechts financial pressure as a result of the investigations meant they could not continue with projects not included in the bribery cases like Gasoducto del Sur. This left technology companies supplying equipment that had not been fully paid. All of these companies, including GE, have been working with Odebrecht for 20 years and never could anticipate all of these problems despite a strong compliance culture and processes. Students made recommendations to GE regarding how to better identify risks but still be competitive in an industry that has had difficulty with corruption.
2. Despite being 60% of the Peruvian exports, mining has long had a difficult relationship with its environment. Only 0.2% of the Peruvian population works in mines that are located high in the Andes and surrounded by rural communities that live mostly from Agriculture or Livestock. The roots of conflict can be found around wealth inequality, political power, environmental protection, NGO – Corporations conflict, competing resources, etc. There are obvious social responsibility and political areas of improvement that can make the difference on whether a project succeeds or not. Students were asked to evaluate recent cases of conflict: ie Tia Maria, Conga, Las Bambas and outline whether technology could make a difference in the successful development of a project.



At **Cummins Peru**, the students studied the opportunities and challenges of vocational education in the mining industry. Project work centered around overcoming commonly cited challenges facing vocational education programs: low social status, the disconnect between labor market needs and skills taught, poor teacher quality, lack of career guidance or workplace learning and weak infrastructure.

Additionally, students made recommendations regarding how Cummins could build effective technical vocational education and training programs, ensure coordination and cooperation between the corporations, educational institutions, and employment services, maintain quality and ensure that investments meet the skills demanded.

The leadership of **Cerro Verde**, a Peruvian mining company, asked students to address the issue of mining company-community tensions created by water quality and quantity complexities. As mines are frequently located in remote rural areas of developing nations, surrounding populations are often near or below the poverty threshold with minimal opportunities and no presence of central governments. Students were asked to address how mining companies implement truly sustainable development projects without taking the role of the central government by providing those basic services and navigate potential social conflicts – mitigating the risks of legal battles, delays in schedule, overruns on budget, work stoppages and reputational crisis.

MBA Case Competitions

Case competitions – All MBA-Sustainable Business Practices students gain real world experience and hone their business skills by participating in at least one MBA level case competition. All students in the program participate in the **Aspen Business & Society International MBA Case competition**, which “offers a singular opportunity for students from 25 business programs worldwide to reflect on the significant influence - and potential for good - that a well-managed business can have in society.” Duquesne teams have earned a top place in this competition five times over the nine years that the competition has existed with a second place finish in 2017 and a third place finish in 2018.

Most students participate in at least one additional competition such as Corporate Knights’ Business for a Better World Competition, the Nespresso Sustainability MBA Challenge, Penn State University Smeal MBA Sustainability Case Competition, and the Net Impact Up to Us competition. In 2017, a group of MBA Sustainable Business Practices students received the alternate award (6th out of 47 teams) in the Smeal competition.

In 2018, a team of students in the Professional MBA program competed in the Katz Invitational Case competition at the University of Pittsburgh.

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.

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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.

Institute for Ethics in Business

The Institute for Ethics in Business (IEB) has as its vision to be internationally recognized as a pioneer and leader in business ethics scholarship, education and practice.

The IEB mission emphasizes three pillars:

Pillar #1 – Scholarship/Thought Leadership

To create and disseminate new knowledge in the field of business ethics in ways that establish the school's reputation for excellence as thought leaders worldwide.

Pillar #2 – Curricular Innovation

To become an internationally recognized resource for how business ethics can be taught in higher education.

Pillar #3 – Business Ethics in Practice

To become an internationally recognized resource for “best practices” when it comes to how companies can promote and instill the highest levels of ethical behavior and decision-making throughout the organization.

The IEB's strategic goals, found in its mission statement, emphasize the centrality of ethics at Duquesne and in the School of Business by emphasizing the three-pronged professional approach of education—scholarly/thought leadership, curricular innovation, and influencing business practice. While presented separately, the three pillars and strategic goals of the IEB work in concert with and mutual support of each other. By attending to each of these strategic goals, the three pillars, the IEB has envisioned a path that will enable it to assume the position of an internationally recognized pioneer and leader in business ethics, scholarship, education and practice.

The IEB's 2016-2018 activities include:

- One of the major achievements for the IEB was the awarding of the co-editorship of Business and Society 360 (BAS 360), an annual book series sponsored by the International Association for Business and Society and published by Emerald Publishing, to Dr. David Wasieleski and Dr. James Weber. Drs. Wasieleski and Weber selected “stakeholder management” as the focus for volume 1, “corporate social responsibility” for volume 2, and “behavioral business ethics” for volume 3.

- Another of the primary IEB's success was receiving the A.J. Sigismunda Palumbo Charitable Trust grant of \$50,000 to construct an "Ethical Profile of Millennials." Given this financial support, scholarly work was conducted resulting in multiple publications (listed in this report) and presentation of the research at numerous academic conferences.
- The grant supported Millennials research project provided the transition to a new research opportunity in 2016: a national Millennials values research project. In addition to the prior work undertaken at Duquesne University, six other institutions agreed to participate in data collection focusing on Millennials' personal values orientation. These institutions and the lead investigator include the University of Notre Dame, the University of South Carolina – Aiken, the University of Illinois, the University of Louisiana-Lafayette, the University of St. Thomas (MN) and the University of Portland.
- This research emphasis also led to a "spin-off" publication with Jessica McManus Warnell at the University of Notre Dame. This work focused on "investigating the impact of religious-based universities" (Duquesne University and the University of Notre Dame) mission and values versus those at a public institution (the University of Illinois).
- The next logical sequence in this research was – "go global." By 2018, participants in the global Millennials research project included: Australia, Belgium, Bulgaria, Canada, France, Mexico, Saudi Arabia, Singapore, and the United States. Manuscripts are in development exploring [1] the presence of a global Millennials values and moral reasoning, [2] regional differences among Millennials, and [3] specific influences on the Millennials' ethical profile.



In their entrepreneurial finance course, students leverage our partnership with BlueTree Allied Angels and can actually invest real money in startups thanks to a generous alumnus. Last year, for example, students invested \$22,500 in a new medical products company.

DUQUESNE UNIVERSITY 2019 **NEW VENTURE CHALLENGE** MAKE IT HAPPEN

Coming Fall 2019, we are launching the Duquesne New Venture Challenge.

Our competition is unique in that it focuses on actual testing and experimentation with real products or services using a Minimum Viable Product approach. The Challenge will be a two-stage competition open to new venture ideas with either commercial or social missions. Finalists will receive grants or prizes and have access to the resources of our Center for Excellence in Entrepreneurship. duq.edu/nvc

MBA Sustainable Business Practices Consulting Projects and Practicum Consulting Projects 2016-2018

Date	Organization	Objective
2016	Eat'n Park Hospitality Group	Identify and evaluate opportunities to leverage waste to energy systems & other sustainable design elements for a soon-to-be built, upscale suburban restaurant.
2016	Phipps Conservatory	Identify potential sites and recommend concepts and an action plan for turning regional eyesores into green urban parks and landmarks while improving social and economic outlook for communities.
2016	Green Building Alliance	Identify existing options and best practices for financing building construction and recommend new strategies and funding mechanisms to support healthy and high performing projects in new construction and renovation.
2016	City of Pittsburgh	Improve efficiency, effectiveness, and reporting capabilities of 311 center through training, communication protocols, and application of new technologies.
2016	Renergé, Inc.	Evaluate suitability (desirability, feasibility and viability) of identified countries, industries and strategic partners as a start-up company prepares to pilot a new technology.
2016	Idea Foundry	Evaluate commercial potential of a new technology with promising health benefits for targeted international populations.
2016	Pennsylvania Environmental Council	Forecast economic development potential from an innovative mine land restoration model. Develop scenarios to attract industry, and evaluate workforce and resource availability.
2016	CISCO	Based on Cisco's strategic framework and the opportunity around digital transformation identify global consulting companies CISCO can partner with to capture the opportunity in digital transformation in the US market.
2017	Nature Conservancy	Analysis of Carbon Disclosure Project data (they will pay for access to it; also Trucost, and MSCI databases) to create a portfolio of top performing sustainability MNCs in PA. A report of these top firm's actions and practices for TNC to use when trying to sell PA forest carbon credits at the state level. This will be the development of a model approach developed for this state and then later scaled to all states by TNC.
2017	Windstax	Feasibility study of the largest micro turbine wind farm in the US.
2017	Reuse Central	Circular Economy project involving the development of a business model and app for a consultant working with Pennsylvania Resources Council and Construction Junction trying to find and redistribute office furniture and equipment in Pittsburgh.
2017	Folio Water	Defining and developing a sustainability sub market, and go to market strategy with pro forma and business case for the next 3 to 5 years.

2017	Carnegie Library of Pittsburgh	CLP is evaluating how library services fit into the landscape of community organizations support business, best practices, and recommendations to partner within that landscape and provide unique services in Pittsburgh.
2017	McKesson Pharmaceutical Technology	Improve the health of patients and provide economic incentive to pharmacies. Use pharmacy data to develop relationships with payers that enables McKesson to provide insights about their patient population.
2017	International Living Futures Institute Living Product Hub	The Institute proposes a project for the Duquesne Sustainable MBA students to analyze the market opportunities for green manufacturing and product design in Southwestern Pennsylvania, especially to help uncover companies and industries that would be ideal candidates for Hub membership, as well as Declare and the Living Product Challenge.
2017	Huntington Bank	Huntington Bank is looking to use the Challenger Sales Model to enhance sales to their current customers. Huntington is working with James Construction to see how current Huntington Bank customers could achieve cost savings through environmental/sustainable options.
2017	Sykes	Better understand how SYKES can contribute to, and benefit from a focus on, the UN SDGs.
2017	Uptown EcoInnovation District	The first district of its kind in the USA. Develop a model for evaluating existing residential and commercial buildings to identify the most cost effective TBL retrofitting opportunities for occupants and owners.
2017	International Living Futures Institute Living Product Hub	Assess additive manufacturing regionally, convene local stakeholders to advance value proposition and the Hub's mission of green manufacturing and product design.
2017	Rockwool	Work with N. American management team (representing Roxul and Rockform), evaluate and develop a sustainable closed loop (take back) system that has value for customers.
2017	Sykes	Map cost savings in energy and productivity (valuation and modeling) from a sustainable work environment, employee retention and reduced attrition while benchmarking competitor call centers.
2018	EISolar	Research and develop Purchase Price Agreement models for NGOs
2018	EcoInnovation	Prioritize investments to incentivize solar, green infrastructure, micro grids, net zero, and community source aggregation opportunities.
2018	Kurt J. Lesker	Develop vendor sustainability assessment program for this manufacturers global operations.
2018	Covestro	Research and propose inclusive business opportunities in Mexico with a focus on innovative business models that will help in giving people access to goods, reduction of poverty, advancing social value that can be both viable and profitable in the Mexican market.

Small Business Development Center (SBDC)

Duquesne's Small Business Development Center, as part of the School of Business, offers a full range of management consulting services to prospective and existing small businesses in the region. Also, international export and import assistance, technology commercialization and environmental consulting including energy, compliance, and renewable energy are offered. Annually over 300 regional businesses receive consulting assistance. Also, 1200 individuals attend training workshops on various aspects of business including start up, marketing, financing, social media and web site design,

Annually the SBDC hosts the Entrepreneur's Growth and Networking Conference which offers leading keynote speakers and 12 workshops throughout the day. In 2018, the SBDC celebrated the 20th year of offering this valuable and well-attended conference. Focus of the SBDC's consulting and training is on creating and sustaining viable businesses which add value to the individual's family as well as the community.

Annually the SBDC is responsible for assisting: 50 businesses open their doors; \$12,000,000 in capital formation; \$10,000,000 in sales growth, and 300 jobs saved or created. In the consulting process, the approach focuses on educating business owners so they fully understand the core principles of the methods being utilized to take their business or idea to the next steps. The SBDC continually partners and cooperates with the many regional private and non-profit companies and organizations who serve small business such as banks, venture capital groups, chambers of commerce, trade organizations, state and city economic development loan funds, accountants, lawyers, and IT specialists.. Visit website: sbdc.duq.edu

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 [Annual Presidential Conference on the Integrity of Creation](#) focuses on the Global Sustainability Challenge. The interdisciplinary conference invites participants from different disciplines to engage each other in civil discourse on a topic related to the general theme of the Integrity of Creation.

The conference series was commissioned by former President Dr. Charles J. Dougherty as an endowed academic event that celebrates the Spiritan mission of Duquesne University.

The conference has three goals:

1. To provide a scholarly opportunity to engage established and emerging research on the conference topic
2. To foster interdisciplinary discourse on each topic, such as among science, health, philosophy, religion and policy
3. To enlighten public awareness and discussion of the conference topic

USAID Official Addressed Duquesne MBA Sustainability Graduates

John Patrick Gibbons, senior investment officer for the United States Agency for International Development (USAID), delivered the keynote address at Duquesne University's 2016 MBA Sustainability diploma ceremony.

USAID is the lead federal agency that works to end extreme global poverty and to enable resilient, democratic societies to realize their potential. In his role there, Gibbons unlocks needed financing in the environmental and conservation sectors through the structuring of credit guarantees and other innovative products to help tackle development problems.

Gibbons earned his MBA Sustainability degree from the Palumbo-Donahue School of Business at Duquesne University in 2012. He also earned bachelor's degree in finance and business economics from the University of Notre Dame.

EPA Continues to Recognize Duquesne's Green Power Usage

The U.S. Environmental Protection Agency has recognized Duquesne University as the Individual Conference Champion of the 2016-17 College & University Green Power Challenge for using more green power than any other school in the Atlantic 10 Conference.

Since April 2006, the EPA's Green Power Partnership has tracked and recognized the collegiate athletic conferences with the highest combined green power use within the program.

The [Individual Conference Champion Award](#) recognizes the school that uses the most green power in a qualifying conference and Duquesne has earned this title every year since 2007-08.

"Duquesne University is proud to continue our commitment to protecting the environment with our purchase of green power," said Rodney Dobish, Duquesne's assistant vice president and chief facilities officer. "We believe this demonstrates our commitment by leading by example in doing the right thing to help the environment and inspiring the future leaders who are our students."

Duquesne University beat its conference rivals by using more than 25 million kilowatt-hours (kWh) of green power, representing 51 percent of the school's annual electricity usage. Duquesne is procuring renewable energy certificates from Direct Energy.

The campus also houses LEED-rated buildings, encourages individual recycling efforts across campus and participates in regional sustainability initiatives.

According to the EPA, Duquesne University's green power use is equivalent to the electricity use of nearly 2,300 average American homes annually. This demonstrates a proactive choice to

switch away from traditional sources of electricity generation and support cleaner renewable energy alternatives.

"EPA applauds Duquesne University for its commitment to using green power and for taking a leadership position on the environment," said James Critchfield, program manager of the EPA's Green Power Partnership. "Duquesne is helping to reduce carbon pollution and provides an excellent example for other higher education institutions to invest in environmental progress."

Green power is zero-emissions electricity that is generated from environmentally preferable renewable resources, such as wind, solar, geothermal, eligible biogas, biomass, and low-impact hydro. Using green power helps accelerate the development of new renewable energy capacity nationwide and helps users reduce their carbon footprints. Thirty-six college conferences and 98 schools in this year's challenge collectively used nearly 3.2 billion kWh of green power.



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