



## PROGRESS REPORT 2019-21

# PRIME Principles for Responsible Management Education

*an initiative of the United Nations Global Compact*

RAQUEL MEYER ALEXANDER



Message from the Dean:

As an institution of higher education involved in the development of current and future citizens, we continue our commitment to implementing the Principles for Responsible Management Education.

Since its founding in 2017, the Freeman College of Management at Bucknell University has been committed to the Principles of Responsible Management Education. Accordingly, our current strategic plan codifies our core identity as one focused on responsible management and the 17 United Nations Sustainable Development Goals (SDGs). As you will read in the accompanying report, the faculty and staff have worked collaboratively to achieve the goals set out in our last progress report. This important work - enhancing our curricular, co-curricular, and operational approaches to embedding sustainability and SDGs across the college — has been supported by financial investments of generous donors. These early investments in sustainable management are paying off in and outside the classroom.

I look forward to partnering with faculty and staff within the college and across the University, as well as with students, alumni and all members of our community to achieve the new goals set out in this report. The Principles of Responsible Management underpin our efforts to become a leader in undergraduate management education.

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

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NEIL BOYD

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. In the past few years, we have made a number of significant strides forward to advance our commitment to ethics and sustainable management. As you will see throughout our SIP report, we have enhanced our curriculum, scholarship, service, and activity in the College consistent with the goals we set in 2018. Responsible management continues to be a core value of our program, and we are committed to continuing our association with the PRME program, and integrating responsible management into the identity of the Freeman College.

Neil Boyd, PhD  
David J. and Deborah West Professor of Management  
Chair, Management & Organizations Department  
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.

# EXECUTIVE SUMMARY

The past few years have been challenging as COVID-19 emerged and disrupted organizations and lives across the globe. The speed of Freeman College PRME initiatives was certainly slowed, but we are happy to report excellent progress toward the goals of our previous report. Major highlights of our efforts include a baseline review of ethics and sustainability in our curriculum, institutionalizing ethics and sustainability in our College-wide learning goals, enhancing hiring and admissions processes for diversity, equity and inclusion, increasing the scope and number of speakers who engage on topics related to sustainable development goals, and instituting incentives for faculty and staff to innovate teaching, scholarship, and service toward ethics and sustainability.



## MAJOR PRACTICAL ACTIONS TOWARD OUR GOALS SINCE 2019

### 1 Innovate the curriculum by more deeply embedding the UN Sustainable Development Goals in our core classes and throughout each of our majors

**Baseline Review of the Curriculum.** During the academic years of 2019-2020 and 2020-2021, the PRME coordinator led an effort with the faculty to understand the extent to which ethics, sustainability, and the SDGs were embedded in the curriculum. The results of the extensive review showed us that our curriculum contained these elements across the core curriculum and throughout all of our majors, and that further work could be implemented across the curriculum to solidify a stronger footprint of PRME-related content, student activities, and assessments. The review was enlightening, and it served as a catalyst for faculty and staff awareness, conversation, and future planning. The results of the review were shared with our curriculum and assessment committees, and have now become part of their institutional approach to discussing ethics and sustainability in our curriculum.

**SDG Mini-Grants.** As a follow-up to our baseline review, the administration in the Freeman College created a Mini-Grants program to stimulate further enhancement of PRME-related content in our curriculum, particularly activities that tie to the SDGs. The SDG Mini-Grants support pedagogical and professional development of faculty to update existing courses to embed coverage of one or more of the UN's Sustainable Development Goals.

**Department Liaisons.** We created department liaisons who will work with the PRME coordinator to help collect data, share information, and work toward continuous improvement of ethics, sustainability, and SDG integration across the curriculum.

**PRME Ambassadors.** The PRME coordinator initiated the creation of PRME student ambassadors who assist with PRME-related efforts in the Freeman College. In academic years 2018-2019 and 2019-2020, the PRME Ambassadors helped with the baseline curriculum review. In the spring of 2020, the PRME coordinator worked with the ambassadors to create a new charge that resulted in a student-led program to infuse a culture of ethics, sustainability, and SDGs within the student body of the Freeman College. To date, the PRME Ambassadors have created a social media presence,

initiated a sustainability awareness campaign, and invited speakers to campus. They plan to evolve their efforts in the future by running a membership drive, designing events and activities, attending PRME and NetImpact conferences, and collectively working to increase student awareness and engagement with ethics, sustainability, and SDGs.

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## **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**

**Curriculum.** Since our last report, a number of courses have been enhanced or developed to include service-learning, community-engaged, or community-based pedagogies that focus on ethics, sustainability, or SDGs.

**Introduction to Management & Organization (MGMT 101):** A service learning course where students run social-entrepreneurship companies with a cause mission linked to one or more specific SDGs.

**Student Managed Investment Fund (ACFM475):** A two-semester course where students manage a portion of the Bucknell endowment that now includes explicit investment analysis linked to ESG components (Environmental, Governance, and Social).

**Organizing for Social Justice and Change (MSUS 321):** A community-engaged course where students interact with leaders, employees, and clients of local organizations to learn about how to achieve cause missions.

**Management Consulting (MORS 400):** A community-based course where students consult with local non-profits, private sector firms, or municipalities in order to help stimulate economic, social, or environmental impact.

**Design Realization (MIDE 302):** A community-based course where students consider PRME-related concepts while engaged in design consulting with a local organization.

**Business Analytics Practicum (ANOP 400):** A community-based course where students engage in business analytics consulting. The coordinator of the course infuses a focus on the impact of the problem scope across various measures (triple bottom line, etc.) and nudges students to address these issues directly with the client.

**Sustainable Investing (ACFM314):** An elective course open to all students which immerses students in ESG (environmental, social, governance) investing criteria and the screening criteria for three common investments: Debt, equity, and real estate.

**The Global Flow of Capital (ACFM 367):** A global course which includes a number of lectures, including a guest speaker, on making global investments that support sustainable development.

### **Co-Curricular Opportunities.**

**BisonReady.** We implemented a student application, BisonReady (Suitable in the app stores), which allows enhancements and tracking of student participation in co-curricular activities and promotes personal development. This platform enables each student to choose opportunities in keeping with their personal and academic path, and a variety of the elements are directly related to PRME, ethics, and sustainability. With a focus on competencies selected by Bucknell stakeholders, students are able to track their development as they participate in high-impact activities, attend events, complete activities, and earn badges. Activities may include attending a university lecture, studying abroad, reporting leadership positions participating in community service and more. The

platform is designed to scaffold engagement so that students explore and grow throughout their time at Bucknell. Because we maintain proprietary control over content, we can add/delete tasks, activities and events over time.

**Off-Campus Excursions.** While our trips had to be paused because of the COVID-19 pandemic, we are pleased to once again be offering students opportunities to travel over semester breaks. Fall and Spring break trip opportunities are available to students. The Fall Break Innovation Trip to New York City provides insights into design thinking, the customer experience, and organizational innovations that align with social and environmental change and impact. The Silicon Valley Spring Break Trip showcases tech giants, startups and long-standing corporations. A portion of the experience includes a nonprofit or social service visit to see how organizations are making a difference in communities.

### **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 Center for Experiential Learning continues to welcome guest speakers into classrooms and onto campus. The Center averages a guest list of 50+ individuals a semester, who share industry insights and knowledge with students while also encouraging a giving-back mentality and a paying-it-forward attitude.

The Center leads the Herd Mentorship Program where first year students are paired with an alumni mentor for their first year in college. See more details here: <http://management.blogs.bucknell.edu/mentorship-program/>

The Center also houses the Freeman College of Management Student Advisory Board. See more details here: <http://management.blogs.bucknell.edu/student-advisory-board/>

Students on the board created a Code of Ethics that is presented to all incoming students to read and sign. See more details here: <http://management.blogs.bucknell.edu/freeman-college-of-management-code-of-ethics/>

### **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**

During 2019-2021, the Freeman College implemented an intentional approach to faculty recruiting and retention in relation to the embedding of the SDGs into our values statement. On the faculty recruiting front, we signal this approach by including the following text into all the job ads: “The Freeman College’s strategic plan, adopted at the end of the 2017-18 academic year, states that we will embed the 17 United Nations Sustainable Development Goals (SDGs) in the curriculum of the College.”

To enhance retention, the College started a mini-grant program geared toward developing course materials tied to any UN SDG as mentioned above. During 2020-2021, six faculty members have successfully deployed course materials into their classes as a result of this program. We will continue to invest in curricular development in support of our focus on sustainable development goals and responsible management practices.

The following journal articles are a small sample of the intellectual contributions that the Freeman faculty have produced in the past two years related to an SDGs:

### 3. Good Health and Wellbeing

Chen, C.-M., Stanciu, A. C. (2021). Simulating Influenza Epidemic with Waning Vaccine Immunity. *Medicine*, 100(36), e27169.  
Sylla, R., Traflet, J. M., Wright, R. E. (2020). Pandemics and Epidemics: Financial and Economic Effects. *Financial History*(133), 20-24.

### 4. Quality Education

Bailey, M. D., Michaels, D. (2019). An optimization-based DSS for student-to-teacher assignment: Classroom heterogeneity and teacher performance measures. *Decision Support Systems*, 119, 60-71.  
Bailey, M. D., Waddell, L. (2020). Daily Tutor Scheduling Support at Hopeful Journeys Educational Center. *INFORMS Journal on Applied Analytics*, 50(5), 287-297.

### 8. Decent Work and Economic Growth

Boyd, N. M., Nowell, B. (2020). Sense of community, sense of community responsibility, organizational commitment and identification, and public service motivation: a simultaneous test of affective states on employee well-being and engagement in a public service work context. *Public Management Review*.  
Intindola, M., Pittz, T. G., Rogers, S. E., Weisinger, J. Y. (2020). Partner Selection in Social Entrepreneurship Collectives: How Team Selection Control Can Enhance Satisfaction in Cross-Sector Social Partnerships. *Journal of Social Entrepreneurship*, 11(3), 343-368.  
Ng, E., Lam, A. (2020). Black lives matter: On the denial of systemic racism, White liberals, and polite racism. *Equality, Diversity and Inclusion: An International Journal*, 39(7), 729-739.  
Ng, E., Sears, G. J. (2020). Walking the Talk on Diversity: CEO Beliefs, Moral Values, and the Implementation of Workplace Diversity Practices. *Journal of Business Ethics*, 164(3), 437-450.  
Sobral, F., Ng, E., Castanheira, F., Chambel, M. J., Koene, B. (2020). Dealing with temporariness generational effects on temporary agency workers' employment relationships. *Personnel Review*, 49(2), 406-424.

### 9. Industry, Innovation & Infrastructure

Chen, C.-M., Lu, Y. (2021). Shipment sizing for autonomous trucks of road freight. *The International Journal of Logistics Management*, 32(2), 413-433.

### 10. Reduced Inequalities

Klevak, J., Livnat, J., Pei, D., Suslava, K. (2019). 'Fake' Tariff News: Is Corporate America Concerned with Trade War? *Journal of Investing*, 28(5), 122-131. [9, 10]  
Livnat, J., Smith, G., Suslava, K., Tarlie, M. (2021). Board tenure and firm performance. *Global Finance Journal*, 47, 100535. [10]  
Nolte, I. M., Martin, E. C. (2021). Learning and crisis coordination: Experiences from the Balkan refugee route. *Nonprofit Management and Leadership*, 31(4), 783-804. [16]

### 11. Responsible Consumption & Production

Thompson, C. J., Kumar, A. (2021). Beyond Consumer Responsibilization: Slow Food's Actually Existing Neoliberalism. *Journal of Consumer Culture*, 21(2), 317-336. [12]

### 16. Peace, Justice & Strong Institutions

Nolte, I. M., Martin, E. C. (2021). Learning and crisis coordination: Experiences from the Balkan refugee route. *Nonprofit Management and Leadership*, 31(4), 783-804.  
Santanen, E. L. (2019). The value of protecting privacy. *Business Horizons*, 62(1), 5-14.

**5 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**

The Dean has pledged the 50-30 commitment. The Freeman College achieved gender parity in the Class of 2025 and have increased the embodied diversity of the Classes of 2024 and 2025. Based on self-reported data, we are near gender parity for faculty/staff and nearly 30 percent of faculty/staff self-identify as an underrepresented population. This work is supported by two groups: the Freeman College DEI Committee composed of faculty, staff and students, and the Freeman Student DEI committee, for which the dean serves as faculty advisor.

**6 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 activities (e.g., employment and graduate school enrollment, communications to alums) will be consistently anchored to environmental, social, financial, and other key goals of the College**

In the spring of 2019 and the fall of 2021, Neil Boyd taught Performance Measurement & Reporting (MORS 325) where he had students engage in a case competition to design the first multiple-bottom-line scorecard for the Freeman College. The goal of the case competition was to create a usable multiple-bottom-line scorecard, that is based on logics of scorecarding that come from sources like the Global Reporting Initiative ([globalreporting.org](http://globalreporting.org)) , SASB ([sasb.org](http://sasb.org)), AASHE STARS (<https://stars.aashe.org/>), B-Lab Certification (<https://bcorporation.net/about-b-lab>), ISO ([iso.org](http://iso.org)), and others. Based on two iterations of student work, the prototypes are ready for transmission to a steering committee that can finalize design and implementation plans for the scorecard.

**7 Align assessment activities, AACSB reporting, and PRME reporting**

New Assessment Learning Goals that align with PRME. During the 2019-2020 academic year, the faculty and staff reviewed and instituted new Freeman College Learning Goals (see below), that will be monitored and evaluated by the assessment committee in the College.

The new learning goals are as follows:

Drawing upon their professional and liberal education, students will be able to collaboratively create positive societal impacts through, 1) understanding organizations, analyzing them rigorously, 2) identifying creative and morally responsible solutions, and 3) possessing judgment, vision, and integrity necessary to serve society and their professions.

Goals 2 and 3 specifically align with PRME, and going forward, we will regularly assess these learning goals in courses that serve the core curriculum for all students in the College. The results of these assessments are shared with the curriculum committee, the department chairs, and the college faculty as part of the continuous improvement process.

2020 AACSB Standard Embed Assessment and Social Impact (i.e., SDGs). The 2020 revision of the AACSB accreditation standards has introduced a new standard for accreditation. Standard 9 — “Engagement and societal impact” — prescribes that “The school demonstrates positive societal impact through internal and external initiatives and/or activities, consistent with the school’s mission, strategies, and expected outcomes.” The introduction of this new standard is an opportunity to further align PRME and AACSB reporting.



## MAJOR GOALS FOR 2022-2023

During the fall of 2020, the PRME coordinator worked with faculty and staff to collect data, feedback, and ideas for the future direction of the PRME program in the Freeman College. These efforts resulted in the following goals for the next two years:

**GOAL 1: Engage in discussions to define a shared purpose with an aspiration of institutionalizing our commitments in departments, administrative units, staff offices, and standing committees.**

**GOAL 2: Leverage our progress with PRME and continue to embed ethics, integrity, sustainability, diversity, equity, inclusion, and SDGs into the following processes:**

- In faculty and staff recruitment and retention
- In development of college and departmental curriculum and co-curricular offerings
- In supporting faculty and student scholarship
- In developing measures of upstream, operational and downstream impacts of departmental and college operational activities that align with PRME

**GOAL 3: Enhance operational support for the PRME coordinator.**



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