Report on Progress
December 15, 2013

United Nations
Principles for Responsible Management Education
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LETTER FROM THE DEAN

College of Business faculty and staff are committed to developing our students as global citizens through our values-based management education programs. In the past two years since our 2011 First-Year Report, College of Business at Benedictine University has solidified Principles for Responsible Management Education at all academic levels, in our undergraduate, graduate and doctoral programs. This diffusion effort advanced us beyond initial awareness building and exploratory curricula, resulting in distinctively focused undergraduate courses, a re-designed graduate level certificate in sustainability, a unique global research center in values-driven leadership, executive roundtables on sustainable high performance leadership, and ground-breaking research initiatives. Our new College of Business academic building, opening Fall, 2015, includes innovative technologies to advance sustainability in the classroom and the campus. These focused efforts add to our long-standing requirements for global study in undergraduate and doctoral programs, where students experience the opportunities for social responsibility in our global marketplace. Our graduate business academic partnership programs in China and Vietnam, after nine years, grew into Benedictine University’s new Global College this year, already expanding the University’s undergraduate faculty immersion opportunities and international student body. Community service learning is a significant part of our College and University efforts, advancing our Benedictine heritage and commitment to the United Nations Global Compact Principles for Responsible Management Education. Students serve many charitable causes including regional tax assistance for low income families, financial literacy programs, regional food banks, military support efforts, services for the underprivileged and pro bono business and marketing plans to area businesses, toward an inclusive and sustainable global economy. In these ways and more, we endorse and advance business as a calling to improve lives and society.
UNITED NATIONS PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

This report focuses on the most significant implementation elements of the Principles for Responsible Management Education since our 2011 First Year Report (http://www.ben.edu/academic_programs/business/upload/PRME-Report-0811.pdf).

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.

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

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

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.

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.

6. DIALOGUE
We will facilitate and support dialogue 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.
ABOUT BENEDICTINE UNIVERSITY

Benedictine University is dedicated to the education of undergraduate and graduate students from diverse ethnic, racial and religious backgrounds. As an academic community committed to liberal arts and professional education distinguished and guided by our Roman Catholic tradition and Benedictine heritage, we prepare our students for a lifetime as active, informed and responsible citizens and leaders in the world community.

Benedictine University is a Catholic University in the Benedictine Tradition that Provides a Values-Centered Liberal Arts Education Enriched by Our Excellence in Science. Benedictine University was founded by the monks of St. Procopius Abbey in 1887. Today, Benedictine enrolls nearly 10,000 students.

The University’s main campus in Lisle, Illinois features a learning center, science facility, administrative buildings, residence halls, Founders’ Woods apartments, an athletic center, a small lake, a student center and the Village of Lisle-Benedictine University Sports Complex. Branch campuses are located in Springfield, Illinois and Mesa, Arizona and class sites are located in China and Vietnam.

Benedictine offers 55 undergraduate majors, 17 graduate programs and 4 doctoral programs. In 2012, The Chronicle of Higher Education ranked Benedictine University as the No. 1 fastest-growing campus in the country among private nonprofit research universities between 2000-2010.
COLLEGE OF BUSINESS

College of Business advances Benedictine University’s mission and Benedictine values through our values-based management education, expressed in both curricular and co-curricular academic endeavors. Our ten undergraduate majors integrate business ethics and leadership with our undergraduate liberal arts core curriculum. Each of our four graduate programs has demonstrated corporate social responsibility in our successful capstone business simulations, earning a Top 100 global ranking in each of the past three years, as measured against almost 400 universities and 15,000 students annually across the world. Our three doctoral programs engage students as scholar-practitioners, addressing ethical global leadership challenges and opportunities in organizational development and values-driven leadership. Each attracts thought leaders throughout the world with international study requirements. From our first 39 graduates 43 years ago, we now have over 9,000 alumni, and almost 2000 students, who report a significant impact of Benedictine values on their lives and careers. In 2015, our new College of Business academic building opens new horizons for our values-based management education programs through global dialogue in immersive learning facilities.
History of Benedictine University

Benedictine University was founded in Chicago as St. Procopius College by the Benedictine monks of St. Procopius Abbey in 1887. It secured a charter from the state of Illinois in 1890. The College was founded to educate men of Czech and Slovak descent, and most students were of Czech ancestry in the early years.

In 1901 the College moved to the more congenial atmosphere of Lisle, in DuPage County. The first building, Benedictine Hall, was dedicated in September 1901. The building was completed by 1921 and new buildings began to be added after 1926. The College became coeducational in 1968 and was renamed Illinois Benedictine College in 1971. In response to community needs, graduate, doctorate and adult learner programs were added. The College became Benedictine University in 1996.

Benedictine University is situated on a rolling, tree-covered 108-acre campus of 10 major buildings with air-conditioned classrooms and modern, well-equipped laboratories. A comprehensive learning center with full media library and a modern and technically advanced science facility, filled with advanced laboratory space, digital classrooms and modern research equipment opened in Fall 2001. A student athletic center features three full-size basketball courts, a competition-size swimming pool, three tennis courts and training facilities. All of the residence halls are comfortable and spacious, and have access to the Internet. Other features include a scenic campus lake, a student center with dining halls, chapel, bookstore, meeting rooms and the Village of Lisle-Benedictine University Sports Complex providing top quality football, soccer, lacrosse, track, softball and baseball fields.

The Benedictine Order

The Benedictine Order bears the name of St. Benedict, born in 480, who is acknowledged as the father of Western monasticism. In 528 he established the famed monastery of Monte Cassino. In the Middle Ages, Benedictine monasteries expanded all over Europe, preserving ancient learning and written languages. Benedictine University belongs to the Association of Benedictine Colleges and Universities, an organization that promotes the Benedictine traditions of education and hospitality.
1. PURPOSE

College of Business is committed to 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.

This principle is intrinsic in our Benedictine Values and explicitly described in The Vocation of the Business Leader, published in 2012 by the Vatican’s Pontifical Council for Justice and Peace and shared among all College of Business faculty and staff. This publication was adopted in 2013 in our new undergraduate course, Management 287, Why Work?, cross listed with Theology 287, which examines why business is viewed as a calling to improve lives.

Benedictine Values

Benedictine University is grounded in the spirit of the founders who based their lives and work on St. Benedict’s Rule for Monks, written in the early sixth century. Benedictine University builds its educational life and efforts on the same values which Benedictine men and women espouse:

- a search for God by oneself and with others
- a tradition of hospitality
- an appreciation for living and working in community
- a concern for the development of each person
- an emphasis on a life lived in balance
- a dedication to responsible stewardship of the earth
- a commitment to academic excellence

Central to the Benedictine tradition is the celebration of community as a gathering of people who share a commitment to a common mission. The University strives to develop an academic community that supports each person in the pursuit of knowledge and personal development. This undertaking will be achieved through a life enriched by the collegiate community in which the individual’s interest is tempered by concern for the common good.

Catholic and Benedictine Tradition

The mission and vision of Benedictine University reflect our Catholic and Benedictine traditions and provide the University community with a sense of continuity with the past and a direction for the future. In Ex Corde Ecclesiae, the Apostolic Constitution On Catholic Universities, Pope John Paul II identifies four characteristics that must distinguish every Catholic University as Catholic:

1. a Christian inspiration not only of individuals but of the university community as such;
2. a continuing reflection in light of the Catholic faith upon the growing treasury of human knowledge, to which it seeks to contribute by its own research;
3. fidelity to the Christian message as it comes to us through the Church;
4. an institutional commitment to the service of the people of God and of the human family in their pilgrimage to the transcendent goal which gives meaning to life. (Ex Corde, no. 13)

Drawing upon the sources of faith, the Catholic intellectual tradition, which extends back to the age of the Church Fathers and to the medieval universities, has built chiefly upon the following convictions:

- the worth and dignity of each person
• the solidarity of the human race and the social nature of human existence, which is oriented toward God and not limited to this life;
• the goodness of creation and its sacramental potential for disclosing the transcendent; and
• the interconnectedness of truth and the compatibility of faith and reason in the search for truth.

In fidelity to that tradition, Benedictine University is committed to investigating questions that address the ultimate purpose of life; to the dialogue between faith and culture; and to the promotion of ecumenical, inter-religious, and cross-cultural understanding. Therefore, Benedictine University encourages openness to all reality, acceptance of truth wherever it is found, and the personal effort to integrate learning as a basis of wisdom for life.

Benedictine University upholds the academic freedom of faculty and students in inquiry and research, while insisting on ethical responsibility. Preference is given to research and activities that promote human betterment, peace, justice, and the common good, and that use interdisciplinary and collaborative methods.
2. VALUES

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

Global social responsibility has long been fostered as part of our Benedictine heritage and is endorsed by College of Business faculty and staff.

As a part of the Benedictine University family, we share the University's mission and Benedictine values: our past, our present and our future vision. Being in touch with the past and present helps us all to become a part of Benedictine University's future.

Benedictine University fulfills its commitment to the liberal arts, teacher education and professional programs through excellence in teaching and interaction between students and faculty members. A liberal arts core prepares all undergraduate students to participate fully in a diverse and dynamic society balancing their rights and duties as individuals with the demands of the common good. Professional education at the undergraduate and graduate levels build on the liberal arts background of students is multidisciplinary in nature and prepares graduates for roles of leadership and social responsibility.

Benedictine University is guided by the Roman Catholic tradition which fosters a dialogue between religious and secular cultures, while promoting ecumenical and multicultural understanding. This type of education is designed to broaden and deepen a person's vision of reality, to help all understand the dignity and uniqueness of each human person and at the same time to place an emphasis upon the demands of freedom and social responsibility. In this environment, religious faith and science are both directed toward the pursuit of truth, and both are strengthened through research and study. Central to the University's educational tradition is the rigorous investigation of questions that deal with the ultimate purpose of life.

Benedictine University is committed to assist all students in the acquisition of knowledge and cultivation of skills in six major areas. Graduates of the university's degree programs will develop:

Disciplinary Knowledge:
- Acquire, understand and synthesize discipline-based knowledge
- Apply disciplinary methodologies in their qualitative and quantitative dimensions
- Understand the content and interrelationships of specific areas of study
- Communicate effectively within and across the disciplines

Communication Skills:
- Express oneself clearly and concisely in multiple forms
- Appreciate and develop creative expression

Problem-Solving Skills:
- Reason and communicate informed judgments
- Identify and solve problems, independently and cooperatively
- Understand the nature of and evaluate evidence

Social Responsibility:
- Confront and resolve ethical issues and contribute to the work of peace and social justice
- Exhibit stewardship of self and environment
- Develop good citizenship
Global Perspectives:
· Benefit from diversity of opinion, abilities, and culture
· Recognize the importance of the interdependence of cultures and nations
· Communicate effectively within and across cultural boundaries

Self-Direction and Personal Growth:
· Develop a sense of intellectual curiosity and a desire for lifelong learning
· Strive for a life lived in balance
· Develop leadership potential
· Foster spiritual growth

Members of the Benedictine University community are encouraged to achieve a balance in their social and professional lives. They come to understand the self as an integrated physical, intellectual and spiritual being. While the University values the dignity of work, it recognizes that balance with leisure and prayer is equally important. The commitment of the University to its mission and goals provides the University community with a sense of continuity with the past and a direction for the future.

Focus on Education

The Benedictines trace their origin to a young hermit monk, Benedict of Nursia, who wrote a rule in the early sixth century that would serve as a guide for monastic living. Intended primarily for the men who followed him to his foundation at Monte Cassino in Italy, the life included the education of youth, some of whom would join the monastery while others would influence the world outside the cloister. During the centuries following Benedict until the rise of the universities in the 13th century, Benedictine educational activities expanded as monasteries grew and made new foundations. In 1846 a young priest-monk from Germany followed immigrants to the United States and established the first monastery in Latrobe, Pennsylvania.

The involvement of the Benedictines in education expanded to the new horizons of college and university education in addition to work at the secondary school level. Today there are 19 Benedictine colleges and universities in the United States and Canada, as well as a large number of Benedictine high schools. Naturally, the curricula in these institutions focus on contemporary educational needs. The challenge always demanded that the Benedictine men and women blend the 1500 years of Benedictine values with the demands of an ever-changing pluralistic society.

Education has consistently been a focal work within the Benedictine tradition as monasteries served their surrounding communities. Benedictine schools today, whether at the elementary, secondary or higher education levels, draw upon this proud academic heritage as they meet the challenges of the future.

A Benedictine education is not rigid. Its most important characteristic is that it is flexible in such a way as to meet current social needs. It is crucial that the Benedictine graduate will be able to adapt as they enter the working world where they will need to deal with change and difficulties in a confident and positive manner.

Sound scholarship is important, and there exists a long list of Benedictine scholars over the ages, including more Doctors of the Church than can be found in any other religious order. However in all instances, the spirit of community was and continues to remain more important. A Benedictine school will hope to inspire students to recognize their responsibilities as members of the community and become involved in its everyday life. Benedictine graduates see themselves not merely as residents, but as citizens of their communities and know that the lives of all people, regardless of social position, education or age, are entwined.
The structure of Benedictine education is fortified by a communion with God as well as by an emphasis on community values. The motto on the University's seal, "that in all things God may be glorified," comes from the Rule Benedict wrote for monks. Over the centuries Benedictine life has spilled over into the areas surrounding the monasteries, places where those educated in the monastic schools would live and work.

These values are continually refocused to bring into the Benedictine sphere of learning the spiritual and academic needs of people from the entire scope of society: Catholic and non-Catholic, multiracial and multicultural, adolescent and adult.

Benedictine scholastic goals have never departed from faith in the guiding hand of God's love and in following the spiritual path. God is the foundation, the focus and the spiritual core. Trusting in God's will helps every Benedictine University student realize that life's purpose is to work to serve others and to give time and talent to help all people. A Benedictine education ensures not only that its graduates' lives - spiritual, intellectual and professional - will be enhanced, but that the God-given purpose of life on this earth will inspire and elevate the well-being of all with whom the graduates will live, interact and work.

Benedictine academic values attempt to bring students and faculty into harmony with their communities and the contemporary world. Individual and collective contributions are decisive in integrating the spiritual, intellectual and economic components of daily life.

The Benedictine approach to teaching has not changed dramatically since its beginnings. We continue to recognize the need to improvise where necessary and to reevaluate and implement strategies ensuring that the orientation and spirit of Benedictine education will remain synonymous with scholarship, community involvement and good citizenship.

The sense of family and the union of hearts are what Benedictines and those associated with their work have stood for and have put into practice since Benedict's own days in the sixth century. The elements are the same today: intellectual development, faith, ecumenism, service and an active concern for human welfare and progress.

Students and faculty members at Benedictine University and in the 18 other Benedictine colleges and universities know the Benedictine commitment to quality education, spiritual awareness and community participation, and they enthusiastically make these the unshakable elements of their lives, underscoring their resolute approach to addressing the needs of tomorrow.

We identify ourselves as a Catholic and Benedictine university. The question might be asked of us, "Is it possible for students at Benedictine University to be non-Catholics and still share in the rich heritage of Benedictine education that will put graduates squarely in the center of secular community involvement and leadership?" The answer to this question is an unqualified "yes."

Those who come to us as undergraduate or graduate students receive a quality education rooted in the 1500-year tradition of Benedictine and Christian ideals, an education that prepares not only for a career but also for service to people. Our graduates will have a special sensitivity for those beset with poverty, infirmity or loneliness.

Benefiting from the learning environment formed and supported by the Benedictine heritage, graduates come to realize that a fulfilling life is multi-focused. Benedictine values demonstrate that spiritual convictions, professional goals, community obligations and a happy and rewarding family life are not only parallel paths in the structure of life. By their very nature, these paths converge.
At Benedictine University, we strive to integrate every avenue of life, every stage of development as human beings. Lessons such as these are, most certainly, imperishable.

3. METHOD

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

At each academic level, we have expanded and diffused responsible leadership through our curricular and co-curricular initiatives.

Integration in Undergraduate Business Programs

The Department of Undergraduate Business is committed to preparing global business leaders through a values-centered approach to business education incorporating the development of skills in ethical and socially responsible leadership as well as critical thinking skills. We encourage students to develop their team and leadership skills through active participation in on-campus clubs/organizations, internships and study abroad opportunities.

The Department of Undergraduate Business offers baccalaureate degree programs in Business Administration. The Bachelor’s in Business Administration (B.B.A.) is offered with concentrations in Accounting, Business Analytics, Business and Economics, Finance, Management and Organizational Behavior, Marketing, Business with Science Applications. The International Business and Economics Department offers Bachelor of Arts (B.A.) in Economics and International Business.

The Bachelor’s in Business with Science Applications combines the B.B.A. undergraduate business degree core with the Undergraduate Science core, plus major specialization courses in science management, legal and ethical aspects, innovation and product development, quality systems, product team management, with internship and culminating capstone experience.

Advantages
- New College of Business building
- Small classrooms-average 20 students
- Diverse student body
- Undergraduate faculty advise students about courses and career options
- International study opportunities
- Community service emphasis
- Located in the suburbs with connections to high-visibility businesses
- Emphasis on placing students with internships and jobs

Internships

Following our successful “green audit” internship in 2010, the Village of Lisle Department of Economic Development has continued to offer our students additional opportunities to experience economic development, government–private partnership initiatives, and continuous improvement in the Village of Lisle as the Arboretum Community. Additional efforts with the Village of Lisle and Lisle Area Chamber of Commerce are advanced through the annual Lislepalooza, linking students with regional employers, educators, government organizations and...
career services, launched last year with over 400 students participating and conducting leadership workshops. Joint projects with the Lisle Area Chamber of Commerce members are established each academic year, including business planning, marketing plans, and project management engagement.

The College of Business Internship Program placed an average of 25 students in each of the past two years in regional internships, assisting undergraduate and graduate students in finding and earning internships aligned with our values-based management education, and to advance students in the market place after graduation. Normally students who are full time undergraduates participate in internships during their senior year. Sophomore or juniors are eligible, yet the benefits of an internship and the contributions made by an internship are usually more meaningful for seniors.

Students can receive two to six academic credits by completing a business internship approved by their academic advisor, internship coordinator, and internship site supervisor. Students can plan accordingly and work roughly 150 hours to earn three academic credits or 20 hours per week during the semester. Students may also complete two different internships and earn as many as 12 hours of academic credit. The same internship may not be completed twice. A maximum of six credits can be earned from one internship experience. Internships help students build their credentials, grow as professionals, and have better insight for their future careers.

**Major Internship Benefits**
- Valuable Work Experience
- Competitive Advantage in the Job Market
- A Potential and Smooth Transition into Employment
- Career Path Exploration
- Networking and professional connections
- Ability to Apply Classroom Knowledge
- Builds your Personal Brand
- Gain Confidence

The College of Business is a free service to all current undergraduate and graduate College of Business students in good academic standing. Services offered include:
- Weekly postings with relevant business internship opportunities.
- Coaching and advising strategies, career resources, and other career advice
- The Annual College of Business Spring Career Fair
- College of Business Advisory Board Networking Events and University Career Development Resources

**Focused Undergraduate Course Development**

Three new undergraduate courses were developed and offered during the 2011-13 reporting period: 1) Theology/Management 287, Why Work; 2) Management 120, Going Green in Business, and Management 125, Business Topics in Sustainability: Internship in Economic Development, with the Village of Lisle.

**Theology/Management 287, Why Work?**

Expanding on our previous work in business ethics with the College of Liberal Arts, in 2012, we developed and launched an innovative undergraduate course with core elective credit, Management 287/Theology 287. Why Work? This semester-long three credit course was a theological and practical exploration of vocation, derived from the 2012 publication, Vocation of the Business Leader, Pontifical Council for Justice and Peace. Viewing business as calling instead of a job, theological questions included: What is it to live a life of meaning and purpose? How do we build a society of justice for the common good? Management questions focused on practical aspects of vocation, including leadership strengths, values-clarification, discerning corporate and organizational values for a meaningful
life, and personal branding from a values-driven management educational perspective. This success was presented at a national conference in Spring, 2013 and resulted in an award of $50,000 from the Lilly Foundation to diffuse to other colleges at Benedictine University.
Management 120 Going Green in Business

Environmental sustainability and business was a new elective course open to all undergraduate students in Management 120 - Going Green in Business, a 1-credit hour course each Spring semester. Students learn how they can make a positive difference on the job to adopt green business practices.

Management 125 Business Topics in Sustainability: Internship in Economic Development, with the Village of Lisle.

Present-day driving forces as global warming, food vs. fuel, consumerism/resource depletion, alternative renewable energy technologies and employment opportunity trends are discussed. The course acquaints students with the initiatives of several organizations that have integrated sustainability-focused business practices into their operations. Topics include triple bottom line reporting, environmental evaluation models and cost-benefit analyses, consumer and climate change impacts on Earth’s ecosystem, carbon calculators and footprint reduction, viable energy resource alternatives to fossil based materials. Guest speakers included regional sustainability experts and Robert Langert, VP Global CSR & Sustainability, McDonald's Corporation.

Undergraduate business faculty have sustained their integration of sustainability cases in accounting courses for the past four years. One faculty member reported on this, in the context of Benedictine pedagogy, to all 16 university members of the Association of Benedictine Universities and Colleges annual Pedagogy conference; see Rebman, R. (2013) Stewardship in the Business Classroom: Corporate Sustainability Reporting, Values, and Opportunities in Undergraduate Accounting Education. Lisle, IL: Benedictine University, Benedictine Pedagogy Conference, May 25, 2013. https://www.ben.edu/academic_programs/LillyConference/upload/Rebman.pdf

Integration in Graduate Business and Management Programs

College of Business offers six graduate business and management programs.

The Master of Business Administration (M.B.A.) was initiated in 1976 and provides business professionals with the analytical and theoretical tools essential to make sound business decisions. Widely recognized as a powerful professional credential, the Benedictine M.B.A. is available through six delivery options to suit your personal and professional needs.

The Master of Science in Accountancy (M.S. in Accountancy) program, created in 2007, is well-suited to individuals who have a business related undergraduate degree but little previous study or experience in accounting.

The Master of Science Program in Business Analytics (M.S. in Business Analytics) is a new and exciting program, accepting students for the 2013-2014 academic year. The program focuses on the skills, technologies, applications, and practices for iterative exploration and investigation of past business performance to gain insight and drive business planning.

In 1986, the University initiated the Master of Science in Management Information Systems (M.S. in Management Information Systems) program. This program is designed to provide business professionals with a strong background in both information systems and business.

The award-winning Master of Science in Management and Organizational Behavior (M.S. in Management and Organizational Behavior) program is recognized both locally and nationally as a leader in providing education
toward managing the human side of organizations. It is the longest standing and most comprehensive M.S. in Management and Organizational Behavior program in the nation geared toward the working professional.

The **Master of Science Taxation (M.S. in Taxation)** program at Benedictine University is an exciting new discipline for the 2013-2014 academic year. It is designed to prepare students for managerial roles in tax departments of corporate and service organizations as well as public and private accounting firms.

Program directors and department chairs agreed to collaborate in a common capstone simulation experience, with students earning Top 100 global ranking for past three years as measured against almost 400 universities and 15,000 students annually across the world. Specific metrics included corporate social responsibility along with other high performance leadership, human resources, marketing and financial measures for global corporate success.

The MBA program re-designed its Sustainability and Leadership certificate program as an integrated set of courses to offer more choice for wider diffusion, to current students and alumni seeking an additional certificate or refresher in this area. Six distinctive courses were developed among full time faculty and MBA scientist and alumni, whose consulting is in sustainability. This new certificate program increased awareness of hundreds of regional employment opportunities in sustainability at graduate open houses, the MBA program orientation and first course section, and graduate program information sessions, resulting in more robust enrollment.

**Sustainable Business and Leadership**

The Sustainable Business and Leadership certificate provides students with an understanding of the broad impact of sustainability, strategic opportunities to make sustainability profitable, and integrate sustainability principles, thinking and action throughout their organizations. Students may choose any four courses to meet the requirements of the certificate:

**MBA 672 Essentials of Sustainable Leadership**
- Evaluate employee motivation and identify appropriate interventions
- Analyze seminal and contemporary leadership theories
- Identify conditions that cause unethical leadership behavior
- Evaluate effective leadership behaviors at the individual, team, and organizational levels
- Analyze change management strategies
- Understand the importance of sustainability and corporate responsibility
- Analyze effective sustainable and responsible initiatives in successful companies

**MBA 673 Developing Sustainable Leaders**
- Improve personal leadership skills and leadership development for others
- Assess leadership team capacity for high performance
- Develop leadership coaching and performance improvement plans
- Write a business case for organizational change to strengthen leadership team performance

**MBA 674 Leading Sustainable Organizations**
- Emotional intelligence and advanced leadership trends
- Sustainable leadership for organizational change
- Expanding behavioral options, reflection and renewal as an executive leader

**MBA 675 Understanding the New Revolution in Sustainability**
- Examine the ways in which product development uses sustainability to grow their business or make products more profitable.
• Compare how sustainability can mean different things to different industries, products, or the product development process.
• Explore the role of recycling and sustainability and the ways that it is valuable to business.
• Examine the use of sustainability reporting and evaluate how products and companies use sustainability to better present the company.
• Evaluate the design of a sustainability report and compare critical areas, goals and tactics to improve processes.

MBA 677 Sustainability as a Driver for Innovation Entrepreneurship and Market Growth
• Advancing positive organizational change to meet social needs
• Using sustainability principles as drivers for innovation, collaboration and market growth
• Best practices of starting and growing successful mission-driven firms that are working across traditional borders between government, business, and the social sector

MBA 678 Building the Sustainable Enterprise
• Exploring origins, evolution and leading perspectives on sustainable development
• Successful implementation of sustainable development strategies
• Determining “how and why” for particular contexts in the sustainable enterprise

Integration in Doctoral Programs

College of Business conducts three of Benedictine University’s four doctoral programs: Ph.D. in Organizational Development; Ph.D. and D.B.A. in Values-Driven Leadership. Each is described below.

Benedictine University’s Organizational Development programs are recognized locally, nationally and internationally as a leader in providing education toward managing the human side of enterprise, which includes global interdependence, workforce diversity and the management of change – the hallmarks of excellent managers and leading-edge companies.

They have also received more than 100 professional awards and special recognitions nationally and internationally, and boast one of the largest alumni networks involving executive leadership at major organizations around the world.

Graduates work in some of the largest Chicago-based global organizations such as Abbott Laboratories, Boeing Co., Kraft Food Groups Inc., Motorola, McDonald’s Corp., and other Fortune 500 organizations such as Texas Instruments, General Electric Co., and General Motors Co.

The internationally acclaimed programs are overseen by Peter Sorensen, Ph.D., a leader in the field and an integral founder in the development of one of the country’s first master’s programs in OD. He, along with Therese Yaeger, Ph.D., another internationally recognized name in the field who is acknowledged as a leader in corporate organization dynamics, lead both our graduate management and doctoral OD programs.

Students learn from the foremost thinkers and practitioners in the industry and through advanced experiential learning classes, internships and special lecture series that convey some of the most current research and trends in the field.
To celebrate the 50th Anniversary of the Organizational Development programs, Benedictine hosted the world’s top Organization Development leaders in our November 1-3, 2013 Fall Lecture Series. Over 300 graduate students from both Lisle and Springfield programs, alumni and other regional leaders attended this extraordinary event, addressing complex organizational change and leadership. For example, four years ago, in the throes of the economic recession, the canned food manufacturer Del Monte Foods reported a 14 percent increase in profits after taking a new approach to its market drivers, use of data and realignment and positioning of systems and processes, which include global expertise in sustainable supply chain management.

Identifying, planning and implementing this kind of strategic and comprehensive change is what students in Benedictine University’s Master of Science in Management and Organizational Behavior and Ph.D. in Organization Development (OD) programs learn in order to increase an organization’s effectiveness and viability.

Department Chair Peter Sorensen, Ph.D., Program Director Therese Yaeger, PhD, Chris Worley, Ph.D., David Cooperrider, Ph.D. and Warner Burke, Ph.D. shown above, provided keynote research insights along with another dozen case discussions.

Christopher G. Worley, Ph.D., is a senior research scientist with the Center for Effective Organizations at the University of Southern California’s Marshall School of Business and a professor of organizational theory and management at Pepperdine University. Worley is the author of some of the industry’s most referenced and sought-after works including “Built to Change: How to Achieve Sustained Organizational Effectiveness,” and the recently published “Management Reset: Organizing for Sustainable Effectiveness.”

Our alumnus, David Cooperrider, Ph.D., is the Fairmount Minerals Professor of Social Entrepreneurship at the Weatherhead School of Management at Case Western Reserve University and founder of the revolutionary theory on Appreciative Inquiry, an approach that examines the positive attributes of organizations in order to solve problems. He has served as an advisor to former President Bill Clinton and Nobel laureates the Dalai Lama and President Oscar Arias of Costa Rica.

W. Warner Burke, Ph.D., is the Edward Lee Thorndike Professor of Psychology and Education at Teachers College, Columbia University, also spoke. He is associate editor of the Journal of Applied Behavioral Science, and is also a fellow of the Academy of Management, the American Psychological Society, the Society for Industrial and Organizational Psychology, and past editor of both Organizational Dynamics and The Academy of Management Executive. He is the author, coauthor and coeditor of 14 books, including “Organizational Development: A Process of Learning,” and has received numerous awards including the “Distinguished Scholar-Practitioner Award” from the Academy of Management and the “Lifetime Achievement Award” from the Organizational Development Network.
Other speakers included:

- Philip Anderson, Ph.D., principal consultant and owner of BKD Consulting LLC, and an adjunct professor at Benedictine University.
- Richard Axelrod, co-founder of the Axelrod Group Inc., a faculty member in the professional program in Organization Development at Columbia University and guest lecturer at Benedictine University.
- Emily Axelrod, co-founder and principal of the Axelrod Group Inc.
- Allan Church, Ph.D., vice president of organization development global groups, functions and corporate, and executive assessment and development at PepsiCo.
- Christopher Fernandez, Ph.D., director of organizational effectiveness, learning and change at Magnetrol International.
- Tim Goodly, Ph.D., senior vice president of human resources for CNN Worldwide, Turner Broadcasting System Inc.
- Bruce Mabee, managing partner at Milestone Partners LLC.
- Jennifer Smith, manager of human resources process improvement at Molex.
- Dalitsu Sulamoyo, Ph.D., the president and CEO of the Illinois Association of Community Action Agencies, a membership organization of 40 nonprofits and public entities that serve communities and economically challenged citizens in Illinois.
- Janine Waclawski, Ph.D., vice president of human resources for PepsiCo’s commercial and corporate functions.
- Richard W. Woodman, Ph.D., the Lawrence Fouraker Professor of Management at Texas A&M University.

Center for Values-Driven Leadership: Ph.D./D.B.A in Values-Driven Leadership

Benedictine University’s College of Business hosts the Center for Values-Driven Leadership, co-founded by Dr. James Ludema, Program Director and Dean Sandra Gill. Our Doctor of Philosophy (Ph.D.)/Doctor of Business Administration (D.B.A.) Program in Values-Driven Leadership is the first of its kind, specifically designed for senior leaders committed to using the creativity and discipline of business to:

- Create short-term and long-term shareholder value
- Enrich people’s lives
- Produce products and services that benefit society
- Contribute to the health and sustainability of the planet
- Integrate Global + Responsible + Strategic + Sustainable + Business

The program offers a unique combination of research, theory, practice, and action-based learning to equip students with the knowledge and skills needed to lead strategically and have a transformative impact on business and society. Leadership decisions made in the workplace shape the lives of individuals, economies, and the world more than any
other single institution. Increasingly, smart business leaders are leveraging social, ethical and environmental performance to drive innovation and profitable growth.

Our Ph.D./D.B.A. program in Values-Driven Leadership is designed for this type of visionary executive. The program draws from evidence-based research, tested academic theory, and proven practitioner experience to integrate the fields of strategic leadership, organizational change, and corporate sustainability and responsibility.

The program is designed to be completed in three years and is tailored to meet the exacting standards and demanding schedules of senior leaders who work full-time. To accommodate those who commute from around the globe, classes are held once a month on weekends and during an annual 8-day intensive. Benedictine University is a 30-minute drive from Chicago’s O’Hare and Midway airports. Global thought leaders include College of Business faculty, Visiting Scholars and Visiting Business Leaders.

18 custom designed, executive doctoral program courses were created for the launch of the Center for Values-Driven Leadership (CVDL) program for its first doctoral cohort of 22 students, launched April, 2011:

1. Leading Self I: Your Career Leadership Legacy
2. Leadership Theory, Research and Practice
3. Leading Teams
4. Moral and Ethical Foundations of Leadership
5. Leading and Developing Others
6. Lecture Series I
7. Leadership and Corporate Social Responsibility
8. Leading Corporate Sustainability
9. Leading Change and Developing Organizations
10. Leading Self II: Your Life’s Leadership Legacy
11. Strategic Leadership
12. Leading in the Global Economy
13. Research Methods I: Scholar-Practitioner Strategies
14. Research Methods II: Advanced Quantitative Methods
15. Research Methods III: Advanced Qualitative Methods
16. Lecture Series II
17. Dissertation
18. Global Exchange/International Trip

Our second doctoral cohort began April, 2013, with 22 students and modest curricular revisions, adding Organizational Theory and Behavior in place of Leading Self II: Your Life’s Leadership Legacy. Six courses have been completed to date by cohort 2 students.

To maintain a global leading edge in scholarship and practice, thought leaders throughout the world engage with College of Business faculty and doctoral program students throughout their courses and dissertations. Visiting Scholars since April, 2011 include:

- Robert Audi, Ph.D., Professor of Management & John A. O’Brien Professor of Philosophy, University of Notre Dame
- Richard Boyatzis, Professor in Organizational Behavior, Psychology, and Cognitive Science Departments, Case Western Reserve University
- Bruce S. Buchowicz, Ph. D., Professor and Chair of the Department of Leadership & Human Resource Management, National University
- Kim Cameron, Ph.D., Professor of Management and Organizations, University of Michigan
In addition to Visiting Scholars, since 2011, the Center for Values-Driven Leadership engages Visiting Business Leaders for doctoral students and executive roundtables, including free public video presentations, shown below:

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Dr. Mona Amodeo

President

idgroup
Dr. Amodeo is founder and creator of Branding from the Core, the Branding from the Core Network, and president of idgroup in Pensacola, FL and Cleveland, OH. She leads a team of dedicated brand experts with a vision to move business-as-is to business-as-it-can be. She is a passionate about working with “game changers”-helping individuals and organizations transform who they are into something beyond what they thought possible. Dr. Amodeo holds a Ph.D. in organization development and change from Benedictine University, and a master’s in communication arts. She is recognized as an expert in the areas of whole systems change, branding and innovation.

Amodeo believes authenticity should drive branding. Hear her thoughts in a short video, How to Make Branding More than Just White-Washing. Or visit our YouTube channel, for more videos from Amodeo.

Charles “Chuck” Bartels

Retired Director for Global Social Responsibility and Knowledge Sharing
ManpowerGroup

Charles “Chuck” Bartels was charged with promoting and protecting the brand and culture, as well as the interests of all company stakeholders, for ManpowerGroup, a global leader in recruitment, assessment, outsourcing, and other workforce solutions. Bartels was associated with ManpowerGroup for over 40 years and was the former co-owner of several ManpowerGroup U.S. franchises. He is a member of the Alverno College Board of Trustees and a member of Phi Kappa Phi. Bartels holds a B.S. degree from John Carroll University and M.Ed. in global human resource development from the University of Illinois.

Maureen Beal

CEO
National Van Lines
Maureen Beal leads National Van Lines, a $90 million annual enterprise that began with her grandfather and one horse and wagon. Consistently highly rated in customer service, National Van Lines is also one of the nation’s largest woman-owned companies. At its helm, Beal is a hands-on leader recognized for her expertise in employee retention and sound business practices. She is a leader in the Executives Breakfast Club of Oak Brook, Illinois, and is a community advocate for women’s health and for people with developmental disabilities. Currently, Beal is a trustee for Benedictine University, an Associate at Northwestern University, and a board member for the Humanitarian Project of Carol Stream, Illinois.

Beal spoke with CVDL students and partners about the importance of caring personally for customers and employees. You can hear an excerpt of her comments at Treating People with Dignity & Respect; read more about how she does this on our CVDL website.

Michael Birck

Founder & Chairman
Tellabs

After a successful engineering career, Michael Birck founded Tellabs, a publically traded firm that designs, markets and services voice and data equipment in more than 90 countries. Today Tellabs systems are used by 43 of the top 50 global telecom service providers. Birck received the Outstanding Master Entrepreneur award by Inc. Magazine/Ernst & Young in 1995 and is a member of the Chicago Business Hall of Fame and a winner of the Chicago Area Entrepreneurship Hall of Fame Lifetime Achievement Award. He is a trustee of the Chicago Museum of Science and Industry and serves as a director on the board of Molex Incorporated. He has a M.S. degree in electrical engineering from New York University and a B.S. from Purdue University.

Birck shares three leadership lessons in his short CVDL video.

Julie Brautigam
Director of Ethics, Compliance and Sustainability  
Baxter International

Baxter’s leadership in sustainability and CSR has been globally recognized. At Baxter, Brautigam has responsibility for coordinating the Executive Sustainability Steering Committee, which sets the company’s long-term sustainability vision and goals. She works across the organization with internal business partners to implement programs to achieve and track progress. Prior to joining Baxter, Brautigam worked at Indeck Energy Services as an EHS safety manager, and at International Paper on environmental management systems, sustainable forestry, and climate change policy. She has a B.S. in biology from Illinois Wesleyan University, and a master’s in environmental management and resource economics and policy from Duke University.

Dr. Thomas Griffin

Independent Consultant and Adjunct Faculty  
The Chicago School of Professional Psychology

Dr. Griffin is a consultant and speaker with more than 25 years of experience leading talent management and development strategies that enhance organizational learning and contribute to the achievement of critical corporate goals. Dr. Griffin served as vice president of organizational learning & chief teaching officer at U.S. Cellular. Prior to U.S. Cellular, he worked in the areas of organizational learning and development for SBC/Ameritech and Texas Instruments. He has master’s degrees in engineering technology and organization development and change management; and a doctorate in organization development from Benedictine University. He is an adjunct faculty member at the The Chicago School of Professional Psychology.

Jim Kouzes
Jim Kouzes is the coauthor with Barry Posner of the award-winning and best-selling book, *The Leadership Challenge*, with over 1.4 million copies sold. Based on research involving over 70,000 surveys, 1,000 written case studies, and 100 in-depth interviews, Kouzes’ work describes the leadership practices that generate high performance in individuals and organizations. Kouzes served as president, then CEO and chairman of the Tom Peters Company from 1988-until 2000 and is currently the Dean’s Executive Professor of Leadership at Santa Clara University.

Hear excerpts of Kouzes’ comments on leadership and credibility from his time with the Center for Values-Driven Leadership.

Harry M. Jansen Kraemer, Jr.

Executive Partner
Madison Dearborn Partners

Mr. Kramer is an executive partner with Madison Dearborn Partners, a private equity firm based in Chicago, and a Clinical Professor of Management and Strategy at Northwestern University’s Kellogg School of Management. He is also the author of a leadership book entitled “From Values to Action: The Four Principles of Values-Based Leadership.” He is the former chairman and chief executive officer of Baxter International Inc., a $10 billion global healthcare company, a role he assumed in 1997. Before joining Baxter, Mr. Kraemer worked for Bank of America in corporate banking and for Northwest Industries in planning and business development.

He has a bachelor’s degree in mathematics and economics from Lawrence University of Wisconsin and an MBA degree in finance and accounting from Northwestern University’s Kellogg School of Management. He is a certified public accountant.
Erin Meezan, J.D.

Vice President of Sustainability
Interface

Ms. Meezan leads global sustainability initiatives for Interface, a global leader in carpet tile manufacturing and also in the efforts to integrate sustainability with manufacturing. Interface has an aggressive goal of having zero negative emissions by 2020. Meezan leads a team that provides technical assistance and support to the company’s global business units to achieve the company’s aggressive sustainability vision. She is a frequent lecturer on sustainable business to senior management teams, universities, and the growing green consumer sector. Meezan is a magna cum laude graduate of Vermont Law School, where she earned her master’s in environmental law and her Juris Doctor degree.

Meezan discusses the importance of your starting place, in sustainability initiatives, in a short CVDL video.

Bill Pollard

Former CEO & Chairman
ServiceMaster

Bill Pollard is the chairman of Fairwyn Investment Company, a private investment firm. For over 25 years he worked in leadership at The ServiceMaster Company, serving twice as its CEO. During his leadership, the company was recognized by Fortune magazine as the #1 service company among the Fortune 500 and also was included as one of its most admired companies. The company also achieved market leadership in each of its markets and substantial growth in shareholder value. He is the author of the bestselling book, The Soul of the Firm. Pollard is a sought after speaker and consultant on business leadership and ethics.

While speaking with the Center for Values-Driven Leadership, Pollard shared three often-overlooked responsibilities of ethical leaders. Find short CVDL video excerpts at The Softer Side of Leadership.
David Small

Vice President, Global Talent Management & Leadership Institute
McDonald’s Corporation

Mr. Small has led McDonald’s Global Leadership Institute, since the Institute’s inception in 2005. He also oversees Global Talent Management. The Institute serves as a global center for leadership development strategies and tactics. He oversees succession management for the top 220 leadership positions. Small’s professional career includes working for US West/Quest and Ameritech/SBC/AT&T prior to joining McDonald’s in 1995. Under his guidance, McDonald’s was named by Bloomberg Businessweek as one of their 20 best companies for leadership. He holds a B.S. in psychology from Colorado State University, and a master’s degree in industrial and organizational psychology from University of Colorado at Denver.

Dan Webster

Founder
Authentic Leadership, Inc.

Mr. Webster a practitioner and pioneer in the area of leadership and life development. In 1995 he founded Authentic Leadership, Inc. He is the author of numerous books and is a sought after speaker and mentor in the areas of transformational leadership, the six phases of leader development, and increasing your personal impact.

Webster has worked with numerous senior leaders in hundreds of for-profit and not-for-profit organizations globally, including Chick-fil-A, U.S. Armed Forces, Steelcase Corporation, U.S. Cellular, and YMCA.
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.

In addition to individual faculty research in all academic programs, our Center for Values-Driven Leadership Return on Values Project is establishing the link between corporate culture and business success in a large-scale research partnership program, begun during the reporting period.

What is the link between culture and profit in small and mid-size businesses?

Benedictine University’s Center for Values-Driven Leadership (www.cvdl.org) is currently asking that question as part of a three-year, $1 million dollar research partnership. The project, called Return on Values (ROV), is a partnership between the Inc. Small Giants Community (www.smallgiants.org) and the Center for Values-Driven Leadership (CVDL) at Benedictine University. The Center for Positive Organizational Scholarship at the University of Michigan is also partnering in the research.

The study will explore the relationship between culture, values, and performance, including financials, in small to mid-size companies. It will result in case studies, measurement instruments, data, and insights that will inform business school education for decades to come, as well as help equip entrepreneurs and business owners to lead companies that perform well in the marketplace and care for employees, customers and the community. It is a unique initiative designed specifically to understand the influence of people-focused culture and values on the business bottom line.

Using a variety of validated instruments, the study will begin with a longitudinal survey sent to more than 25,000 organizations to evaluate the companies’ corporate cultures of excellence, contributions to their community, dedication to customer service, financial success, and industry influence.

With comparative data in place, the initiative will do an in-depth study of 30 of the companies, using qualitative analysis, video interviews, and further metrics to understand the connection between culture, values, and success.

Early results will be available in Summer 2014.

The Small Giants Community and the CVDL are working together to share the findings broadly — providing educators, entrepreneurs and small business owners with powerful resources for leading a profitable, values-driven company. Case studies, tip sheets, curricula, articles, measurement tools, and additional resources will be available for current and future business leaders. The research is also anticipated to clearly establish the economic value and viability of small and mid-size businesses, giving business advocates new resources for shaping influential policies.

Find more information on the ROV initiative, along with results and resources from the study at www.returnonvaluesproject.com.

Doctoral students in our Ph.D./D.B.A. Values-Driven Leadership programs have begun dissertation research, including the following topics:
• How the Intentional Focus on Values and Legacy Transform a Seasoned Leader
• Growth Process: Concept to Self-Sustaining Enterprise
• To Lead is to Love: The Role of Love on Effective Leadership
• What is the Relationship Between Values Based Leadership and Business?
• What is Your Ethical Leadership Style: The Creation of an Ethical Leadership Style Questionnaire
• A Cross-Cultural Narrative Exploration of the Life Stories of American and Chinese Peacebuilders
• How Do Leaders Make Organizational Cultures More Virtuous?
• The Impact of Positive Practice on Performance and Employee Resiliency During Significant Organizational Change

Dean Sandra Gill’s research on Practical Wisdom in management education was presented December 6, 2013 at the International Case Management Conference, at BIMTECH, to be published in 2014 conference proceedings.
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.

Our College of Business and Center for Values-Driven Leadership strategically focused our partnership efforts in the Return on Values Project, to maximize partnership resources in this landmark large-scale effort. Together with the Small Giants Community, we are working with The Center for Positive Organizational Scholarship at the University of Michigan as research partners.

As agreed to with Small Giants Community, findings are shared as they become evident, to advance business leadership. To date, the Center for Values-Driven Leadership has produced and posted over 45 leadership videos resulting for this particular research project, as well as our Visiting Faculty Scholars and Visiting Business Leaders.

All resources on the Center for Values-Driven Leadership are free and accessible, world wide.

Benedictine University also promotes sustainability through a variety of campus and community initiatives, shown below from the reporting period.

The Village of Lisle, DuPage County, School and Community Assistance for Recycling and Composting Education (SCARCE)

Creative Recycling Systems (CRS) and Benedictine University encourage area residents to bring their electronics and other waste items to “Sustainable Saturday in Lisle” from 9:00 a.m.-12:00 p.m. on Saturday, April 20, 2013 in the Rice Center parking lot. Items accepted include: computers and monitors, televisions; cell phones; bicycles; rechargeable batteries; sealed lead acid batteries; inkjet cartridges; worn American flags; eyeglasses; hearing aids; wheelchairs; records; musical instruments; old keys; printers and copy/fax machines; telephones; VCRs; and stereo and video games. Also acceptable are: scrap metal, including washers, dryers, stoves, swing sets and lawn furniture; propane and oxygen tanks; sewing machines; non-motorized wheelchairs; car, sump pump and boat batteries; and all textiles, even torn clothes and shoes. No hazardous waste will be accepted. For a complete list of items that will be accepted, go to www.villageoflisle.org. For more information, contact the Village of Lisle at (630) 271-4100 or www.villageoflisle.org.

Benedictine University Celebrations of Earth Day

Elvis Presley is one of the most famous pop culture icons of all time, so when David Pyle wanted to spread his message of environmental responsibility, he decided there was no better way than to channel the hip-swinging, hound-dog crooning native of Tupelo, Mississippi. Pyle will bring his 45-minute, family-oriented show, “Green E – The Environmental Elvis,” filled with music, humorous banter and dancing to the Coal Ben on the campus of Benedictine University at 7:30 p.m. on Wednesday, April 21 as part of the University’s celebration of Earth Day. The show, co-sponsored by the River Prairie Group of the Illinois Sierra Club, is free and open to the public. Pyle, who has been performing as “Green E” at elementary and middle schools, city events, various environmental celebrations, nature centers, conventions, weddings, parks and non-profit events for more than 16 years, combines Elvis Presley music with environmentally responsible lyrics in such songs as “Are You Recycling Tonight?” and “Love Me Timber.” An English and communications professor at Robert Morris University who performs 25-35 shows throughout the Midwest and elsewhere every year, Pyle sings about such issues as global warming, arctic
drilling, over-consumption, deforestation, suburban sprawl and government irresponsibility. Benedictine’s Earth Day celebration continues on Thursday, April 22 with a recycling drive from 11:30 a.m.-1:30 p.m. in the Krasa Quad, an open mic from 1:30-2:30 p.m., a student posted presentation from 2:30-4:15 p.m. in the Krasa Center Fireside Lounge and a panel discussion on water from 4:30-5:45 p.m. in the Krasa Presentation Room. The Earth Day activities conclude with a showing of the Academy Award®-nominated documentary film “Food, Inc.” and a student-led discussion in the Krasa Presentation Room from 7:00-9:00 p.m. For more information about Earth Day at Benedictine University, contact Jean-Marie Kauth, Ph.D., assistant professor in Languages and Literature, at (630) 829-6272 or by e-mail at JKauth@ben.edu. For more information about “Green E – The Environmental Elvis,” visit www.greenelvis.com or e-mail greenelvis2001@yahoo.com.

F-SCRAP Grant Allows Benedictine to Divert Food Scraps from Landfills

In August, 2013 Benedictine University has received a $46,000 Food Scrap Composting Revitalization and Advancement Program (F-SCRAP) grant from the Illinois Department of Commerce and Economic Opportunity to allow for the diversion of food scraps generated in the Lisle campus cafeteria and other buildings.

“The generosity of the Illinois Department of Commerce and Economic Opportunity enables Benedictine to take another big step forward in being green,” said Jean-Marie Kauth, Ph.D. associate professor at Benedictine.

“Composting all the food scraps both from consumers and in the kitchen will save methane-producing garbage from going to the landfill and produce top-quality compost for growing plants.

“I can only think of a few environmental initiatives that would have more impact on campus and on the world,” she added.

This new composting effort will allow Benedictine to divert in excess of 105,000 pounds (52.5 tons) per year of food waste from landfills and wastewater. Composting will be another way in which Benedictine meets its commitments to the Illinois Campus Sustainability Compact. Jobs for student workers managing the diversion program will provide a unique opportunity for students to learn about sustainability.

The grant is another example of the ripple effect “Years for the Environment,” a three-year sustainability and environmental effort that grew organically from the Benedictine value of stewardship, has created on the University campus. The “Years for the Environment” project increased the presence of sustainability in the curriculum, highlighted the importance of sustainability in the surrounding community, and encouraged the University to reduce its carbon footprint.

A student-led community garden has provided modest contributions to the dining hall, and composting food scraps will allow students to see the other end of a natural food system.

The move toward composting food waste is just the latest in a long line of green efforts by the University.

Benedictine recently began using more environmentally friendly cleaning products, which reduce water consumption and pollution while improving indoor air quality for employees and students. The new products include all-purpose and window cleaners that are biodegradable and derived from renewable resources like corn and soybeans. Microfiber towels are also used in place of cotton towels, allowing staff to capture and retain more
contaminants while cutting back on water and energy use.

Benedictine’s Sodexo Dining Services began using a new process to decrease the use of cooking oil and turn any used oil into biodiesel fuel through Filta, a recycling service. In just five months, Benedictine reduced cooking oil used on campus by more than 2,000 pounds, thus reducing greenhouse gases by 8,794 pounds and reducing fertilizers and pesticides by 170 pounds. This would represent the equivalent of planting 438 trees.

The University has also received grant money from the Illinois Clean Energy Community Foundation to make upgrades to indoor lighting systems, and continues to monitor and maintain efficient lighting and temperature use throughout campus buildings under a curtailment program that greatly reduces energy consumption.

A new student environmental group, S.E.E.Ds, has been founded on the principles of helping Benedictine become a more environmentally friendly campus. The group’s motto is, “Planting a seed today for a greener tomorrow.”
6. DIALOGUE

We will facilitate and support dialogue 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.

Global thought leaders in six Center for Values-Driven Leadership Executive Roundtables presented half-day workshops with hundreds of area business leaders, doctoral students, government policymakers and other stakeholders

- Game Changers: Leveraging Foresight, Insight and Action to Shape the Future with Dr. Bob Johansen, Distinguished Fellow, Institute for the Future, April, 2011
- Creating Sustainable Value with Dr. Stuart L. Hart, S.C. Johnson Chair in Sustainable Global Enterprise, Cornell University; Founder & President, Enterprise for a Sustainable World October, 2011
- Appreciative Inquiry: A Positive Approach to Leadership and Organizational Change with Dr. Jim Ludema, Professor of Organizational Development and Program Director, Center for Values-Driven Leadership, April, 2012
- Positive Strategies for Extraordinary Leadership with Dr. Kim Cameron, Professor of Management and Organizations, University of Michigan and Paul Spiegelman, CEO and Founder, Small Giants Community and CEO and Co-Founder, The Beryl Companies, Dallas, Texas, January, 2013
- Driving Enterprise Change: Leadership Strategies for Agile Organizations with Dr. Bill Pasmore Visiting Professor of Social-Organizational Psychology, Teachers College Columbia University Center for Creative Leadership and Tom Walter, CEO of Tasty Catering and author, It’s My Company Too, April, 2013
- Resonant Leadership: Inspiring Others through Emotional Intelligence with Dr. Richard Boyatzis, Professor in Organizational Behavior, Psychology, and Cognitive Science Departments, Case Western Reserve University November, 2013

In addition to classroom dialogue, a highly active blog site on sustainability is hosted in our Center for Values-Driven Leadership (http://www.cvdl.org/blog/category/sustainability/).
FUTURE PLANS

College of Business has actively participated with Benedictine University planning experts for the Fall, 2013 opening of our new academic building, to house our College. New facilities will support expanded partnerships with area businesses, global interactive dialogue and more experiential learning opportunities for “hands on” sustainability efforts. On-site and remote internships, student project management and business leadership opportunities, and leaders in residence are anticipated. Campus wide sustainability projects are envisioned such as a GRI report, modeled after the excellent Ball State University exemplar.

To sustain PRME leadership in College of Business, Dean Gill will convene a faculty task force in 2014, assuming the faculty leadership role after the untimely passing of Dr. J. Kevin Doyle, our founding faculty “champion” for PRME. This tradition of faculty task forces for curricular innovation and sustainability in College of Business is well established and helps integrate efforts across our academic programs, beyond individual departments.

• **Structural Steel and Reinforced Concrete** The building will be constructed with Structural Steel and reinforced concrete, which are both produced in the United States and are readily available locally. The manufacturing process utilizes industrial byproducts, recycled content and is environmentally responsible. Structural steel, for example, contains 93.3% recycled steel scrap, while reinforced concrete uses industrial waste byproducts in its manufacturing process. Additionally, at the end of a building’s life, 98% of structural steel can be recycled again with no loss of physical properties and can continue to be reused.
• **Energy efficient building envelope** A sustainable, energy efficient building envelope is being designed. This includes high performance insulation and low-E coating on glass.

• **Cool Roof utilization** Cool Roof design is being utilized. White thermoplastic polyolefin (TPO) membrane roof reflects unwanted heat gain and resists UV rays, ozone, and chemical exposure. It also has no Volatile Organic Compounds (VOC)

• **Chilled beam cooling and heating system** The building will use a chilled beam cooling and heating system. This innovative system reduces energy consumption, improves comfort by circulating air within a room, and reduces mechanical system noise to improve learning environments. The system uses non-ozone depleting HFC refrigerants in the air cooled chiller to help protect the environment.

• **Natural daylight harvesting** Natural daylight is being harvested and coordinated with the light fixtures to allow them to automatically turn off when adequate lighting levels are being met.

• **Occupancy sensors** The building will include occupancy sensors that automatically turn off when a room is vacant.

• **Energy efficient lighting** Energy efficient T5 fluorescent and LED lighting used throughout the building.

• **Low water flow fixtures** Low water flow fixtures are being used for toilets, urinals, sink faucets, etc.

• **Materials with recycled and renewable content** The project will utilize materials with renewable and recyclable content. For example, Marmoleum composition tile is made from renewable linseed oil, pine rosin, and wood floor. Wood is also being used in some key design features, as wood is a renewable material. Many of the materials that are being specified include recycled content; carpet tile, ceiling tile, steel structure, concrete, etc.

• **Local material specification** Local Materials are being specified for the project. This reduces shipping and transportation costs, as well as reduces fossil fuel consumption.

• **Low emitting material specification** Low Emitting Materials are being considered for all finishes. Volatile Organic Compounds can be harmful to human exposure, so selecting materials with low or no VOC content provides a safer environment for humans.

• **International energy code** The design for the building will exceed international energy code requirements.

• **Sustainable design rebates and initiatives** The project team is working with local authorities to secure potential rebates and grants for initiatives in sustainable design.

• **Digital file sharing program** All members of the project team are utilizing a digital file sharing program, eliminating printing and shipping costs for printed drawings.