



College of Business
Administration

PRME

*an initiative of the
United Nations Global Compact*

ENGAGING THE DIALOGUE

**SHARING INFORMATION ON
PROGRESS REPORT**

2016-2018



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SIX PRINCIPLES OF PRME



PURPOSE



VALUES



METHOD



RESEARCH



PARTNERSHIP



DIALOGUE

WHO WE ARE

OUR COMMITMENT TO PRME



On behalf of the faculty and staff of the College of Business Administration at Kent State University, I am pleased to submit our first Sharing Information on Progress Report. This report provides an overview of

the array of actions in our College over the past two years that support the mission of Principles for Responsible Management Education (PRME). During this time, we established a solid foundation upon which our future efforts can build. We gained commitment for PRME from faculty and staff; created a presence of the United Nations 2030 Sustainable Development Goals in our building, in our curriculum and at our college events; and launched our College's Responsible Leadership Initiative.

The Responsible Leadership Initiative directly supports our College mission, which is guided by core values of respect, ethics, collaboration and a sense of purpose in all we do. Our intent for this initiative is to inspire faculty, staff and students to push the boundaries of traditional business education to incorporate the notion of creating shared value across people,

planet and profit; to recognize the profound impact that business can have on realizing the UN 2030 SDGs. We aspire to produce business graduates who go beyond finding personal success. Our graduates will also pursue their purpose and passion through contributing positively to economic, social and environmental conditions where they work, whether in northeast Ohio or across the globe.

In addition to summarizing our accomplishments of the past two years, the final section of this report sets forth an ambitious “to-do” list for the next two years. The strength of teamwork in our college, and the commitment of our faculty, staff and students to this initiative, lead me to expect continued progress and inspired accomplishments in the years ahead.

Deborah F. Spake, Ph.D.

Dean, Kent State University College of Business Administration



WHO WE ARE

RESPONSIBLE LEADERSHIP INITIATIVE

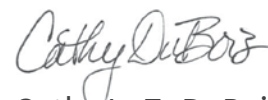
For the past year, we have had the great joy of implementing our college's Responsible Leadership Initiative. This initiative grew organically and innocently. Cathy's sustainability-related work in her discipline, across the university, and in the college, provided the motivation/foundation. Brandon was captivated by the SDGs and eager to engage. Over the coming months we generated ideas and initiated actions, as our excitement about and commitment to the SDGs grew. Staff joined in. Students joined in. Faculty joined in. We quickly realized that our work with the SDGs had a momentum of its own, and by early October Dean Spake requested that we formalize what we were doing by naming it. The Responsible Leadership Initiative (RLI) was born.

We find honor in this work. It uplifts and provides purpose. It leads and inspires us. We truly have enacted GRLI's "Think big. Act small. Begin now." And the actions keep coming with ease. In this time of climate change, where the carrying capacity of planet earth is challenging social systems across the globe, the needs are great. Corporations have led the way with effective actions to limit environmental impacts, improve working conditions, and create shared value across social, planetary and economic spheres - and our college has the responsibility to convey this information to our students. The opportunities are limitless.

The RLI flows readily from our college's mission. As such, we have chosen to organize our SIP report in sections that reflect elements of our mission, rather than in the standard manner of organizing by the PRME principles. We have tagged the PRME principles throughout with their corresponding icons - so they are clearly present in this report.

The first year of our PRME membership was a year of quiet progress, as we considered how to translate our membership into meaningful action. The second year manifested the RLI, which launched the Year of Dialogue, during which our activity focused on communicating about the SDGs and our RLI. We look forward to the years ahead, as we are energized by deepening our commitment and expanding our reach through engaging in our "to-do" list at the end of this report.

In gratitude,



Cathy L. Z. DuBois, Ph.D.
Associate Dean
Professor, M&IS



Brandon Lloyd Shields
Assessment and
Accreditation Analyst



WHO WE ARE

SURVEYING FACULTY ENGAGEMENT

The first survey on faculty interest in sustainability at Kent State University was conducted in 2010; this survey revealed a number of very small pockets of interest in different colleges across the university. Resulting faculty gatherings produced a multidisciplinary minor in Sustainability, housed in the College of Applied Engineering, Sustainability and Technology, and first offered in 2013. This 19-credit minor contains six elective sustainability-infused courses from the College of Business Administration: Principles of Microeconomics, Economics of the Environment, Introduction to Entrepreneurship, Principles of Management, Supply Chain Management and the Business Case for Sustainability. These were the only sustainability-infused courses in the College of Business Administration in 2013.

The first survey on faculty interest in sustainability in the College of Business Administration was administered in 2015. Results indicated that sustainability/CSR content had spread to a few courses beyond those supporting the sustainability minor. Prior to the start of the 2015-16 academic year, the

College faculty voted to become a member of PRME. The second College survey occurred in May 2017. This survey found that sustainability/CSR content was now in 48 courses! Clear progress.



The SDGs were introduced to the College in August 2017. The third College survey occurred in May 2018. This survey found that sustainability/CSR/SDGs had been incorporated in at least 60 courses, primarily at the undergraduate level.



WHO WE ARE

VISION/MISSION



Vision:

To be a top 100 business college.

Mission:

We provide global impact through innovative education, leading research,
and meaningful engagement with the business community.

We are guided by our core values of **respect, ethics, collaboration** and a sense of **purpose**
in all we do.



RESPECT

Academic Diversity Outreach Specialist



The College of Business Administration is committed to helping underrepresented students succeed. The College provides resources and programming to build a community that is supportive and responsive to their needs. The College created the Academic Diversity Outreach Specialist position to oversee diversity initiatives for the undergraduate population.



Upward Bound Summer Institute Program

The College of Business Administration participated in this five-week program aimed at giving first generation, low-income high school students an opportunity to gain college experience. Students participated in business classes that prepared them for a final project: creating a business plan. One of the courses focused on sustainability and the Sustainable Development Goals (SDGs). Students were asked to identify which SDGs their business could help achieve and presented the goal that was most meaningful to them.



Diversity in Business Learning Community

This community is designed to provide a supportive forum to explore topics related to diversity in business and to discuss how race and culture can shape academic, social and professional success.



Diversity Student Forum

The Diversity Student Forum facilitates a dialogue between administrators and underrepresented students. Students share their thoughts on diversity in the college and ways to improve their learning experience in order to create a stronger sense of belonging.



Graduate Programs Office Diversity Initiatives

The Graduate Programs Office hosted two events with the National Black MBA Association (NMBBAA) that focused on increasing NMBBAA membership for networking and career benefits. The Graduate Programs Office spoke to the students (around 70 in total) about graduate business school and the variety of programs offered through the College. The College is committed to having a diverse student body in its graduate programs and is looking for additional opportunities to work with NMBBAA.



RESPECT

The Network

This diverse student organization was created in spring 2018 with an aim to transform students into business professionals.



Student Organization Activities

The College of Business Administration's 17 student organizations demonstrated a strong commitment to people and the planet through a variety of service activities that helped benefit the following organizations and initiatives:



People



International Literacy Day



Mental Health Week



Hunger Awareness Week



Akron-Canton Regional Food Bank



Warm Hands Warm Heart: Mitten and hat drive



Relay for Life

Planet



Art in the park River Clean-Up



Kent State Clean-Up



PwC Trees 4 Threes



One of a Kind Pet Rescue



RESPECT

Education Abroad

The College of Business Administration has offered education abroad opportunities to students for many decades. This reflects the College's recognition that business is done in a multinational environment and our commitment to building cultural adaptability/agility in our students. In the past two academic years, the College has offered study abroad opportunities in Australia/New Zealand, Belgium, Brazil, Cayman Islands, England, France, Greece, Iceland, India, Ireland, Italy, Luxembourg, Scotland, and Switzerland. During this time the College has provided more than \$1 million in study abroad scholarships to enable students to explore business initiatives around the world.



International Day



International day highlights the global diversity of the College by giving international students an opportunity to teach others about their country and culture. Participating students set up tables in the main lobby in the Business Administration Building where they represent their country through pictures, food, and flags. Students walk from table to table participating in activities, trying new foods and talking with peers from around the world. The event facilitates a learning experience by broadening participants global perspective and sharpening cultural proficiencies.



RESPECT

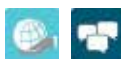
Diversity Training

Each year, the Academic Diversity Outreach Specialist organizes college-wide diversity training for faculty and staff that focuses on strengthening cultural competencies. During the past two years, the College has hosted the following trainings with 30-50% of staff in attendance.



Microaggression Training

Explores the subtle ways that racial, ethnic, gender and other stereotypes can surface in a diverse culture. Participants learn about different types of microaggressions, explore complexities of intent versus impact, and learn strategies for avoiding unintentional microaggressions as well as how to address those that arise.



Safe Space Ally Training

Aims to equip students, faculty and staff with tools to create safe spaces and welcoming environments for LGBTQ students on campus. Participants have the opportunity to confront the idea of privilege, learn about the LGBTQ community, interact with students who identify as LGBTQ, and



obtain the tools to develop plans for making a difference in their departments and with student interactions.

Gratitude Boards

April was designated Gratitude Graffiti Month throughout the Kent State community. Staff set up gratitude graffiti stops at three locations in our business building. Faculty, staff, and students posted colorful notes highlighting things for which they are grateful - which included a variety of shout-outs to those who had extended help to others.



Climate Survey

In March 2016, Kent State University launched data collection for a university-wide Climate Study. In January 2017, results were compiled and presented both by university and by college (with 12 colleges represented). Our College ranked first or second in the following areas related to staff: supervisors provide job/career advice, supervisors provide resources to pursue professional development opportunities, and supervisors provide ongoing feedback. Our faculty are more comfortable with climate and less likely to experience exclusionary behavior than faculty in any other colleges. Our college ranked first in the following areas related to faculty: faculty believe their workload is reasonable, professional development resources are adequate.



RESPECT

KSU Diversity Trailblazer Award

Kathryn Wilson, Ph.D. was presented the Kent State University Diversity Trailblazer Award in January 2018.

Kent State's Division of Diversity, Equity and Inclusion presents this award annually to individuals for their contributions toward diversity in the university community. Dr. Wilson earned the 2018 Diversity Trailblazer Award through her extensive record of progressive change in the areas of inclusive excellence and diversity.

As a professor of economics, her research primarily focuses on inequality and poverty. She recently led an initiative to give every member of the Kent State community the opportunity to add their voice to the conversation about the university's climate to strengthen diversity overall.



Dr. Wilson's Recent Research Contributions to Sustainable Development

Wilson, K., Haveman, R. Toward Understanding the Relationship of Temporal Changes in Demographic Structure to Changes in Poverty. *To appear in FinanzArchiv.*



Bosko, T., Wilson, K. (2016). Assessing the Relationship Between Patient Satisfaction and Clinical Quality in an Ambulatory Setting. *Journal of Health Organization and Management*, 30(7).

Wilson, K., Blanden, J., Haveman, R., Smeeding, T. (2014). Intergenerational Mobility in the United States and Great Britain: A Comparative Study of Parent-Child Pathways. *Review of Income and Wealth*, 60(3), 425-449.

Haveman, R., Pariano, P., Smeeding, T., Wilson, K. (2012). *Child Development and Social Mobility*. Russell Sage Press.

ETHICS

Leadership Minor

In January 2018, the university granted approval for a College of Business Administration Leadership minor through which students develop knowledge and skill in leading responsibly. The United Nations 2030 Sustainable Development Goals are integrated into two core courses of this 15-credit minor: Principles of Management and Dynamics of Leadership. Additionally, students can complete the minor by taking two other SDG-infused courses: The Business Case for Sustainability and Organizational Change Management. This new minor is available Fall 2018.



Employer Ethics Survey

In order to gauge employer satisfaction with students' preparedness for employment, the College surveyed employers who had hired Kent State College of Business Administration students for internship positions over the past year. The survey measured employer satisfaction in eight competencies aligned with the College's learning goals and outcomes and the National Association of Colleges and Employers (NACE) core competencies for career-readiness. When asked about student knowledge and preparation in ethics, 97.95% of employers expressed satisfaction, with 87.75% being very or extremely satisfied.

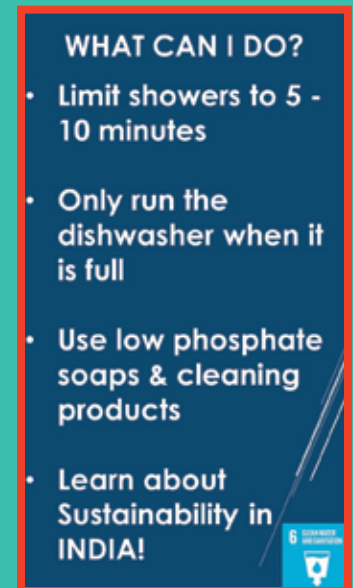
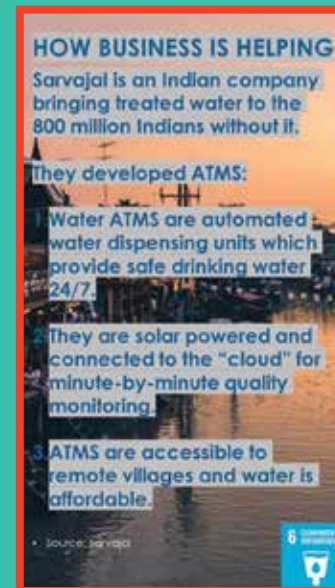
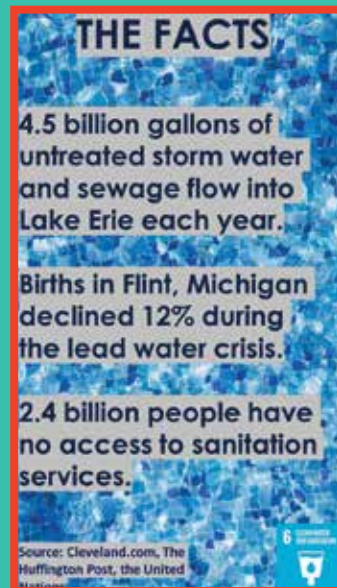
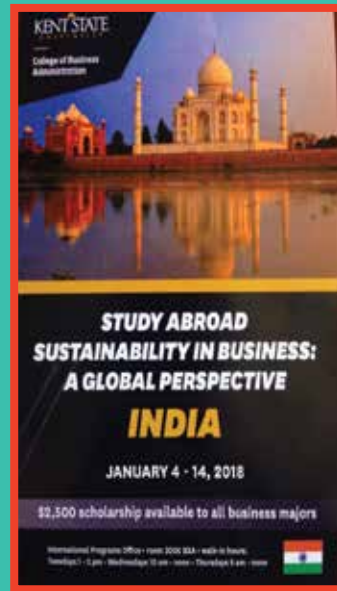


SASB Sustainability Credential

In January 2018, Wendy Tietz, Ph.D., Professor of Accounting, became one of only 209 people in the world to hold a Fundamentals of Sustainability Accounting Credential. This credential, awarded by the Sustainability Accounting Standards Board (SASB), reflects a deep understanding of the link between material sustainability information and a company's financial performance. Dr. Tietz has already started to introduce corporate social responsibility through financial statement analysis into her financial accounting courses.



PRME TIME SDG SNAPCHAT



Sustainable Development Faculty Workshop

30 Faculty participants

15 commitments to deepen SDG integration

4 Sustainability professionals

1 Youth Ambassador to the United Nations



Faculty Research

Decent Work and
Economic Growth

24.4%



Peace, Justice and
Strong Institutions

13.3%



Reduced Inequalities

11.3%



Industry, Innovation and
Infrastructure

10%

Study Abroad trips with a focus on sustainable development

India / January



MIS 44187: International
Emerging Enterprises
and Markets: India

Greece / May



MKTG 45187: Sustainability
from a Sales and Marketing
Perspective in Greece

France / June



BUS 30187: International
Experience in Sustainability

60 Courses integrate the UN 2030 SDGs

Snapchat Social Media Awareness Campaign

3,500



Fall 2017 - Spring 2018 semesters
views of UN 2030 SDG lessons

88%



of students watched UN 2030 SDG lessons from
start to finish

A Sample of COBA Faculty Research Related to the UN 2030 SDGs.

GOAL 1: No Poverty

- Kyzyma, I., Williams, D. R. (2017). “Public Cash Transfers and Poverty Dynamics in Europe”. *Empirical Economics*, 52(2).

GOAL 3: Good Health and Well-being

- Greenhalgh-Stanley, N., Engelhardt, G., Eriksen, M. (2015). “Home Safety, Accessibility, and Elderly Health: Evidence from Falls.” *Journal of Urban Economics*, 87, 14-24.

GOAL 4: Quality Education

- Reynolds, C. L., Johnson, E. D. (2013). “The Effect of Household Hospitalizations on the Educational Attainment of Youth.” *Economics of Education Review*, 37(December), 165-182.

GOAL 5: Gender Equality

- Hogue, M. (2016). “Understanding gender bias in servant leadership through an incorporation of role congruity theory and leader categorization theory.” *Journal of Managerial Psychology*, 837-849.

GOAL 8: Decent Work and Economic Growth

- Mukherjee, D., Kemme, D., Nikolsko-Rzhevskyy, A. (2014). “Foreign Coapital, Spillovers and Export Performance in Emerging Economies: Evidence from Indian IT Firms.” *Review of Development Economics*, 18(4), 681-692.

GOAL 9: Industry, Innovation and Infrastructure

- Gomez, C., Adler, T., Peters, R., Weisinger, J., Jackson, W. (2015). “Comprehensiveness in Start-ups: The Role of the Environment in Start-up Decision Making.” *The Journal of Business and Entrepreneurship*, 27(1), 23-58.

GOAL 10: Reduced Inequalities

- Rohlin, S., Horrace, W. (2016). “How Dark is Dark? Big Lights, Big City, Racial Profiling.” *Review of Economics and Statistics*, 98.

GOAL 16: Peace, Justice and Strong Institutions

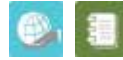
- Dechenaux, E., Samuel, A. (2016). “Optimal Fines under Announced and Surprise Inspections.” *Journal of Public Economic Theory*, 18(5).



ETHICS

Ethics Integration in Degree Programs

Ethics has been a core learning outcome in our business curriculum for many of the College's degree programs including the Bachelor's of Business Administration (BBA), the Full-time Master of Business Administration program (MBA), the Online Master of Business Administration program (OMBA), the Executive Master in Business Administration program (EMBA) and the Master of Science in Accounting (MSA). The most recent assurance of learning results indicated that assessment targets were exceeded for all ethics related learning outcomes in the MBA, OMBA, EMBA, and MSA programs. In the BBA, one of the two ethics related assessment targets was exceeded.



The College continues to monitor the level of ethics integration in these degree programs. In spring 2017, a survey of BBA faculty on ethics coverage revealed that more than 40 degree and major required courses covered ethics and helped identify where ethics coverage can be strengthened. In spring 2018, OMBA faculty reviewed ethics integration and revised where it is introduced, reinforced and mastered.

Recent Research Related to Ethics, Governance and Corruption

Laksmiana, R., Harjoto, M. A., Yang, Y. (2018). Board Diversity and Corporate Investment Oversight. *Journal of Business Research*, 90, 40-47.



Dechenaux, E., Samuel, A. (2016). Optimal Fines under Announced and Surprise Inspections. *Journal of Public Economic Theory*, 18(5).

Elbahnasawy, N. G., Ellis, M., Adom, A. D. (2016). "Political Instability and the Informal Economy". *World Development*, 85, 31-42.

Mukherjee, D., N. D. (2016). Do Literacy and a Mature Democratic Regime Cure Corruption?. *Journal of Economic Development*, 41(2), 1-26.

Pu, X., Alam, P., Hettler, B. (2016). The Sensitivity of the CDS Market to Financial Analysts' Forecast Revisions. *To appear in Accounting and Finance*.

COLLABORATION

Spirit of Women in Business Annual Conference

For nearly a decade, the College of Business Administration has offered the Spirit of Women in Business conference in early March, either on or near International Women's Day. The event offers a high-profile keynote speaker, a lunch keynote speaker, and three sets of breakout sessions led by local leaders/experts. Typically, attendees span corporate professionals, nonprofit and university professionals, and students; although the audience is primarily women, every year this high-quality event attracts a growing number of men.



The 2017 conference keynote speaker was Rita Gunther McGrath, professor at Columbia University and author of *The End of Competitive Advantage: How to Keep Your Strategy Moving as Fast as Your Business*. The 2018 conference keynote was Liza Mundy, Pulitzer Prize winning author of *Code Girls*, *Michelle*, *The Richer Sex* among others. The 2018 program featured our Responsible Leadership Initiative and faculty research addressing the SDGs. Attendees had the opportunity to sign our RLI SDG banner, as well as have their photo taken with their favorite SDG squares and shared via social media.



COLLABORATION

SDG Faculty Workshop May 2018

In May 2018, the College hosted an SDG workshop attended by 30 faculty members interested in incorporating the SDGs into the business curriculum. The College welcomed a corporate panel of sustainability managers from Davey Tree, Gojo, and The Goodyear Tire & Rubber Company who spoke about the increasing and deliberate focus on sustainable development at their own organizations. Faculty also heard from Nahuel Alfredo Gorostiza, the Youth Ambassador of Argentina to the United Nations, who spoke about the need for continued progress toward the SDGs and the role of business in their achievement. Information was provided on how the SDGs can help engage Generation Z and faculty were directed to SDG related resources. The success of the workshop resulted in 15 faculty making a commitment to the SDGs by detailing the goals they plan to integrate in their courses.



Responsible Leadership Initiative Web page

The Responsible Leadership Initiative web page provides information on the College's SDG initiatives. Stakeholders can find information on SDG-focused study abroad trips, sustainability course offerings, and college SDG initiatives. A "Resources" tab was added to connect faculty and students to materials that help promote the connection between business practices and sustainable development. For example, faculty will find a link to the PRME Library Collection hosted by Saint Mary's University Sobey School of Business particularly useful. The digital library provides research and classroom materials that focus on sustainable development, organized by discipline and subject matter. Student resources include a link to Aim2Fourish, a program from the Fowler Center for Business as an Agent for World Benefit at Case Western University, which publishes student reports on local businesses around the world that meaningfully contribute to the realization of the SDGs. The RLI web page will evolve as we continue to grow our SDG related initiatives.



<http://www.kent.edu/business/rli>

COLLABORATION

CSO Career Closet – Free Business Suits

College of Business Administration alumni are passionate about helping students in need with not only the cost of their education, but also their transition to the workplace. As such, the College created a donor fund from which business suits are purchased for business students in need. The office of financial aid provides the Career Services Office with a list of business students in good standing who have high financial need. These students receive a letter from the Dean informing them that they qualify for a Career Closet Scholarship, which includes a free tailored suit if they complete a set of career-preparation requirements through our Career Services Office (résumé review, interview coaching, business etiquette). This program is currently supported by our corporate partner Men's Wearhouse (JCPenney in 2016, Dillard's in 2017) which provides suits at cost, as well as on-campus suit fitting/ordering and free tailoring.



Dillard's **JCPenney**
MEN'S WEARHOUSE®

COBA SDG-Related Outreach / Leadership AACSB ICAM Presentation 2018

Cathy DuBois partnered with Amanda Gudmundsson (QUT Business School, Australia) to present *Responsible Management: Engaging Faculty, Students and Staff with the United Nations 2030 Sustainable Development Goals*.



RME Affinity Group Learning Journey 2018

As Cathy DuBois prepared to assume the role of Chair for the AACSB Responsible Management Education (RME) Affinity Group, she organized the ICAM pre-conference RME Learning Journey. Thirty participants, representing business schools across the globe, toured MA'O Organic Farms in Wainai, Hawaii. They learned about Hawaiian culture and the farm's work to help indigenous Hawaiians obtain a college education. Participants also shared with one another the SDG-related initiatives at their business schools.



COLLABORATION

Oikos / Net Impact

The College created the oikos Kent student organization in fall 2017 because of its focus on the SDGs. Oikos Kent participated in events such as Global Goals Week and the 2018 Kent State University Earth Day event. However, there was little oikos chapter activity to link to elsewhere in the United States. Chapter members opted to return to a Net Impact chapter in fall 2018.



Business in the News

Starting in fall 2016, faculty members teaching in the BBA program received weekly emails covering a current business event. Faculty were asked to spend a few minutes presenting and discussing these news items from the perspective of their discipline. In academic year 2017-2018, emails also indicated the relevant SDGs to help faculty incorporate sustainable development topics into their discussions. Digital displays throughout the building promoted the weekly article with relevant SDG icons.



BUSINESS IN THE NEWS
Tesla Turns Power Back on at Children's Hospital in Puerto Rico
Solar Panels, Batteries Used to Restore Electricity

3 GOOD HEALTH AND WELL-BEING
7 AFFORDABLE AND CLEAN ENERGY
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
17 PARTNERSHIPS FOR THE GOALS

Read more:
http://bit.ly/tesla_puertorico

BUSINESS IN THE NEWS
Chocolate Fries and Rare Female CEO
Help McDonalds Japan beat scandals

5 GENDER EQUALITY
12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Read more:
http://bit.ly/McDonalds_Japan

PURPOSE

SDG Related Faculty Research

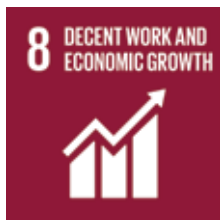
Faculty continue to publish a body of research that links to the SDGs. Over the last five years, 36% of faculty research publications has been related to at least one SDG and every SDG is covered. The goals addressed most frequently include Goal 8 (decent work and economic growth), Goal 9 (Industry, Innovation and Infrastructure), Goal 10 (Reduced Inequalities) and Goal 16 (Peace, Justice and Strong Institutions).



Over the last 5 years

36% of faculty research publications have been related to at least one SDG

Goals addressed by faculty most frequently include:



PRME Time Thursdays Snapchat Campaign

In fall 2017, the College launched an innovative Snapchat campaign called PRME Time Thursdays that brought the SDGs directly to students on their mobile devices. The campaign introduced one or two SDGs each Thursday. The Snapchat “story” contained a brief description of the goal(s), challenges and targets which were contextualized at local, national and international levels. A business making considerable progress to relevant SDGs was highlighted, followed by a call to action.



In spring 2018, the campaign focused on jobs and internships in industries or organizations strongly related to the SDGs. A different company was presented each week and the “Snapchat story” linked to open positions where students could find job descriptions and application instructions.

Between fall 2017 and spring 2018, the PRME Time Thursday campaign was viewed more than 3,500 times with 88% of viewers completing stories.



PURPOSE

Global Goals Week Banner

The College participated in Global Goals Week 2017 by asking everyone in the College to make a commitment to the Sustainable Development Goals and the idea of “business as a force for good.” Faculty, staff and students came together by signing their names to a banner that reads “Our Names, Our Goals, Our Planet, Our Commitment.” The banner showcases more than 260 signatures.



Study Abroad Trips with Sustainability Focus

During AY 2017-2018, the College offered three study abroad trips with a focus on sustainable development:



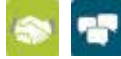
- MIS 44187: International Emerging Enterprises and Markets: India
- MKTG 45187: Sustainability from a Sales and Marketing Perspective in Greece
- BUS 30187: International Experience in Sustainability: France



PURPOSE

Career Construction Course and Guidance

In fall 2016, the College offered the first specialized section of the Career Navigation course to business students. This course utilized Career Construction and Life Design as a framework for career navigation to facilitate student exploration of careers from a personal fit perspective. The four dimensions in the Career Navigation model include self knowledge, environmental factors, integration, and managing career and education actions. As students explored self knowledge, they examined their family histories, abilities, skills, interests, values and beliefs, providing an inside-out approach that helped them connect self-knowledge to a career that can resonate with purpose. Students visited organizations to understand the influence of the work environment on one's career. They learned which majors and careers aligned with their personal profile, created a Career Development Plan and interviewed a person 50 or older who was established in a career of interest to them. By the end of the course, students could confidently declare their major, choose a minor and confirm their future career direction.



as with alumni transitioning through their career journey. She displays the SDGs in her office and refers to them when salient in discussions of purpose-driven work. Students report that this approach to career advising allows them to feel confident, not only in themselves and their strengths, but in the direction of their future.



Natalie Harrington, the career advisor who taught this course, also uses this approach on a regular basis to advise individual students who are unsure of what their major should be, as well

PURPOSE

Business Case for Sustainability Course

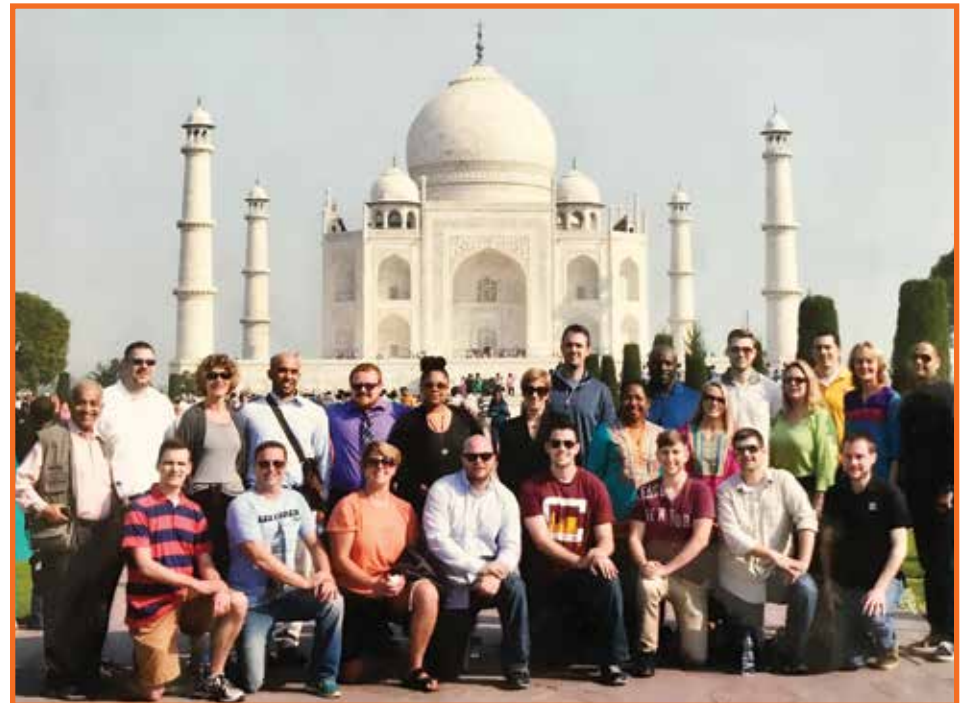
This course lays the foundation for sustainable development and the notion of creating shared value across economic, social and environmental interests. The course frames the business enterprise within the natural and social environments, and addresses a variety of intersection points and their inherent challenges and opportunities. Systems thinking and long term perspective are used to understand the potential consequences of organizational choices regarding goals and strategies, given consideration on how natural and social environments increasingly shape/drive the business environment. The United Nations 2030 Sustainable Development Goals are highlighted throughout the course.

It is not uncommon for students to enter this course with little awareness of environmental and social sustainability challenges around the world, much less the array of actions organizations are taking to address them. Throughout the semester, as their knowledge grows, they become increasingly engaged and their sense of purpose grows: they become aware of the power of their personal actions and their choices. Students become inspired by the SDGs, organizational actions and sustainability reports. They begin to change their personal habits (recycling, eating, purchasing, etc.) and set goals to work for an organization that values sustainability.



Integration of SDGs in Numerous Courses

During AY 2017-2018, the College of Business Administration delivered 60 courses into which sustainability/CSR/SDG content was infused to some extent. This was up from 48 courses during AY 2016-2017. These courses spanned all departments and all faculty types (Tenured/tenure track; non-tenure track; adjunct). Currently, most of these courses are taught at the undergraduate level.



FUTURE ASPIRATIONS

Our first two years as a PRME signatory flew by! Particularly our year as an Advanced Signatory, when we discovered the SDGs and launched our Responsible Leadership Initiative. And we have only just begun. We have already identified a number of actions we are planning to initiate in the next two years - things that will facilitate expanding our reach and deepening our commitment to realizing the goals of PRME and the UN 2030 Sustainable Development Goals.

Deepening our Commitment

- Create Undergraduate Responsible Leadership Certificate
- Commit to LEED Gold or better status for new COBA building
- Obtain donor funds & grant funds to support RLI
- Conduct COBA materiality assessment
- Activate faculty and staff sustainability committees
- Host twice weekly meditation sessions in COBA building
- Strengthen membership and increase activities of Net Impact
- Integrate SDGs into Digital Measures for faculty research reporting
- Activate partnership with NBMBA

Expanding Our Reach

- Present our progress at the Fall 2018 AASHE Conference
- Hold a Global Goals Week speaker series event
- Collaborate across-campus for SDGs and sustainability minor
- Global Management Center sustainability-focused initiatives:
 - Create a Council of Responsible Enterprise with area organizations
 - Host a Corporate Sustainability Circle for area organizations
 - Initiate offerings of services/education to support sustainability-related initiatives of area organizations
- Increased collaboration with corporate sustainability professionals
- Cohost PRME North America 2019 with Case Western Reserve University

SUSTAINABLE DEVELOPMENT GOALS



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This infographic reflects the focus of faculty research related to the SDGs. While all SDGs are represented, it is clear that their research is largely oriented around decent work and economic growth, industry innovation and infrastructure, reduced inequalities and peace, justice and strong institutions. The Responsible Leadership Initiative's future direction will be influenced by this unique combination of SDGs that represent faculty and student interests.



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