



THE ASPEN INSTITUTE

Guide to Socially Responsible MBA Programs: 2008-2009



"This guide enables prospective MBA students from all over the world to identify and focus on those business schools that are most responsive to their needs and aspirations when it comes to fusing societal contribution with business competitiveness. It turns out that these prospective students also happen to be the highest possible caliber applicants on the market."

-- Stuart Hart, author of Capitalism at the Crossroads and Professor, Cornell University

an excerpt from

***The Aspen Institute Guide to
Socially Responsible MBA Programs 2008-2009***
by The Aspen Institute

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About the Aspen Institute and Center for Business Education

The Aspen Institute, founded in 1950, is an international nonprofit organization dedicated to fostering enlightened leadership and open-minded dialogue. Through seminars, policy programs, conferences, and leadership development initiatives, the Institute and its international partners seek to promote nonpartisan inquiry and an appreciation for timeless values. The Institute is headquartered in Washington, DC, and has campuses in Aspen, Colorado, and on the Wye River on Maryland's Eastern Shore. Its international network includes partner Aspen Institutes in Berlin, Rome, Lyon, Tokyo, New Delhi, and Bucharest, and leadership programs in Africa, Central America, and India. www.aspeninstitute.org

The Aspen Institute Center for Business Education (CBE) equips business leaders for the 21st century with a new management paradigm—the vision and knowledge to integrate corporate profitability and social value. To that end, it provides business educators with cutting edge-classroom resources and creates peer networks to incorporate social and environmental stewardship into teaching, research, and curriculum development. CBE websites draw over 75,000 visits monthly and its events and networks attract over 1,000 participants each year. www.CasePlace.org and www.beyondgreypinstripes.org are the leading sources of innovative curriculum in top business schools around the world.

CBE is a part of the [Aspen Institute Business and Society Program \(BSP\)](#), which is dedicated to developing leaders for a sustainable global society. Through dialogues and groundbreaking research, we create opportunities for executives and educators to explore new pathways to sustainability and values-based leadership.

The Aspen Institute Guide to Socially Responsible MBA Programs: 2008-2009

This *Guide to Socially Responsible MBA Programs* (*The Aspen Institute Guide*) provides an overview of how global MBA programs bring [social impact management](#) into their curricular and extracurricular programs. Social impact management, which includes environmental, ethical, and corporate governance issues, is the field of inquiry at the intersection of business needs and wider societal concerns that reflects the complex interdependency between these two realities. It is a critical part of contemporary business—without an understanding of this interdependency, neither business nor the society in which it operates can thrive.

Aspen CBE strives to promote and celebrate innovation in business school education. Every two years we conduct a major survey and alternative ranking as part of our Beyond Grey Pinstripes (BGP) project. Over the years the number of schools participating and the amount of information collected has increased dramatically. While all detailed survey information is available at www.BeyondGreyPinstripes.org, we felt that the business education community—both students and faculty—would find a user-friendly format helpful. And so *The Aspen Institute Guide* was born.

The Aspen Institute Guide provides MBA program highlights drawn from data collected for the 2007-2008 BGP survey, and covers information pertaining to academic years 2005-2006 and 2006-2007. Surveys consist entirely of self-reported data from each school, and were filled out online by MBA school faculty or administrators. Please visit the survey website (www.BeyondGreyPinstripes.org) for a more detailed account of content, methodology, and process.

Each year business schools strive to differentiate themselves and attract the best and the brightest future business leaders, while prospective MBAs are looking for a program that will equip them with effective management skills to succeed in the ever-changing world of business. The bottom line in business is no longer exclusively dedicated to financial returns. Rather, business leaders must also consider the environmental and

social impacts of their decisions in order to compete in the global marketplace. The MBA schools that participate in our survey, and are therefore highlighted in *The Aspen Institute Guide*, are leaders in integrating these issues into their curricula.

The Aspen Institute Guide can be used to review a single school's dedication to environmental and social impact management or to compare several schools based on a variety of topics such as size, course offerings, geographic area, diversity, etc. Our hopes for *The Aspen Institute Guide* are threefold: First, prospective MBA students who care about these issues will consult this guide for an overview of each school's dedication to social and environmental impact management. Second, the business education community will use *The Aspen Institute Guide* as a resource for best practices in teaching, research, and extracurricular activities and continue to challenge themselves and one another to offer the most relevant and innovative curriculum. And finally, employers and recruiters will use *The Aspen Institute Guide* as a window into how individual MBA programs prepare managers to lead businesses in a financially, socially, and environmentally conscious manner.

"I believe that the Beyond Grey Pinstripes program has been one of the most important information initiatives of the past decade for the emerging field of sustainable and socially responsible business. It enables prospective MBA students from all over the world to identify and focus on those business schools that are most responsive to their needs and aspirations when it comes to fusing societal contribution with business competitiveness. It turns out that these prospective students also happen to be the highest possible caliber applicants on the market."—Stuart Hart, S.C. Johnson Chair of Sustainable Global Enterprise, Johnson Graduate School of Management, Cornell University

Schools Featured in *The Aspen CBE's Alternative Guide to Socially Responsible MBA Education Programs: 2008-2009*

As with the Beyond Grey Pinstripes survey, *The Aspen Institute Guide* profiles only full-time, accredited, on-campus MBA programs. Due to resource constraints, we do not collect data about Executive MBA, part-time MBA, undergraduate, Ph.D., or other programs.

Working with international MBA accrediting bodies, we assembled a roster of close to 700 MBA programs around the world. Each school was then invited to participate in the 2007 survey. A total of 111 schools from over 20 countries submitted more than 40,000 pages of data.

Schools collectively submitted information on over 2,500 courses, 800 speakers and conferences, 340 institutes and centers, 320 student clubs, and 130 MBA student competitions related to environmental and social impact management. Also submitted were almost 3,000 names of faculty who have a research interest in social, environmental, or ethical issues. Due to space limitations, only a sampling of each school's information is presented in *The Aspen Institute Guide*. Almost all of the collected information for 2007 and previous years can be found at <http://www.beyondgreypinstripes.org>. Each profile in *The Aspen Institute Guide* provides a link to the school's own program website for further information.

Student Perceptions of Their MBA Program

While student contributions and feedback are a critical part of the execution of a successful environmental and social impact management MBA curriculum, *The Aspen Institute Guide* presents relevant information disclosed directly from the business schools; student opinions were not solicited.

For the student perspective, we encourage readers to learn more about [Net Impact](http://www.netimpact.org) (www.netimpact.org), “an international nonprofit organization whose mission is to make a positive impact on society by growing and strengthening a community of new leaders who use business to improve the world.” Net Impact conducts an annual survey of Net Impact student chapter leaders and members at business programs around the world to share student perspectives of their own business schools regarding social and environmental initiatives. *The 2007 Net Impact Student Guide to Graduate Business Programs* is a great resource to gain the student perspective on MBA programs, while using the profiles in this Guide.

"Beyond Grey Pinstripes is an invaluable resource for the increasing number of MBA students who place a high value on learning how to work with social and environmental issues in their business careers. For current MBA students, the database of courses and syllabi provide a benchmark against which they can measure their curriculum. The work that we do at Net Impact on curriculum change is helped substantially by Beyond Grey Pinstripes" –Liz Maw , Executive Director , Net Impact

Navigating The Aspen Institute Guide

School profiles are ordered alphabetically, and specific schools and page numbers can easily be located in the table of contents. Additional information relevant to an interest in socially and environmentally minded MBA programs is available in the appendix.

In order to make The Aspen Institute Guide informative, yet manageable, we chose to highlight a sample of each school’s most innovative offerings. While we wanted to include all of the remarkable curriculum and program information from every school, a 4,000-page guide would have been very difficult to lift! So, taking into account the quantity and quality of each school’s self-reported data provided for the 2007-2008 BGP survey covering academic years 2005-2006 & 2006-2007, we constructed a standard outline to best highlight each MBA program. If any specific section is absent from an individual school profile, that information was unavailable or not applicable:

- **WHAT THE SCHOOL SAYS** – A summary describing the business school's self-reported approach to preparing MBA students to manage social and environmental issues inherent in mainstream business. (Verbatim descriptions are available in their entirety at www.BeyondGreyPinstripes.org)
- **A QUICK LOOK**
 - **COURSES** – Combined number of all relevant core and elective courses offered in each department that include social impact and/or environmental management issues.
 - **KEY CONCENTRATIONS** – 1-2 selected specializations or concentrations offered by the business school that provide MBA students an opportunity to study social impact and/or environmental management. (A comprehensive list of self-reported concentrations/specializations offered by the school is available in the appendix.)
 - **KEY JOINT DEGREES** – 1-2 selected innovative joint degrees offered by the business school that provide MBA students an opportunity to study social impact and/or environmental management. (A comprehensive list of self-reported joint degrees offered by the school is available in the appendix.)
 - **ACTIVITIES** – Combined number of all self-reported activities and programs at the school that include social impact and/or environmental management issues.
- **CORE/REQUIRED COURSES** – 1-2 selected MBA core/required courses that include social impact and/or environmental management issues.

- ELECTIVE COURSES – 1-2 selected MBA elective courses that include social impact and/or environmental management issues.

INSTITUTES AND CENTERS – 1-2 selected institutes or centers at the business school that focus most directly on social impact and/or environmental management. The institute or center may be housed in the business school or sponsored in partnership with another school.

- QUESTIONS TO CONSIDER – Standardized questions for quick reference regarding relevant curriculum and student programs. (For more information on Net Impact, visit www.netimpact.org.)
- ANNUAL EVENTS – 1-3 selected events that occur on an annual basis at or in affiliation with the school, such as an innovative speaker series, seminars and conferences, orientation activities, internship and consulting programs, and MBA student competitions related to social impact and/or environmental management.
- OTHER PROGRAMS – 1-2 additional selected activities/programs offered by the school that include social impact and/or environmental management issues.
- STUDENT CLUBS AND PROGRAMS – 1-2 selected MBA student clubs that are related to social impact and/or environmental management.
- FACULTY PIONEER – Aspen CBE’s [Faculty Pioneer Awards](#) recognize exceptional faculty who are leaders in integrating social and environmental issues into their research and teaching both on and off-campus. If a Faculty Pioneer is teaching at a school, we note it here. (A comprehensive list of all Faculty Pioneers since 1999 is available in the appendix.)
- SCHOOL DEMOGRAPHICS – Self-reported statistics on the student body.
- THE BOTTOM LINE – We applied a statistical analysis to determine the relative strength of each school along a with few select criteria. We assess both the number of courses reported to us, and the proportion of those courses that address mainstream, for-profit business issues, as opposed to public policy or nonprofit themes. We then make qualitative remarks using the following terms to reflect precise statistical scores:
 - Truly Extraordinary – given to schools that scored more than one standard deviation above average
 - Excellent – given to schools that scored between average and one standard deviation above average
 - Good – given to schools that scored between one standard deviation below average and average

Thank You

Thank you for your interest in *The Aspen Institute Guide to Socially Responsible MBA Programs: 2008-2009*; please enjoy and use it as a resource however it will best fit your needs. For further information or for questions and feedback, please visit www.AspenCBE.org or email us at AspenCBE@AspenInstitute.org.

A Closer Look at:

Ashridge Business School

Hertfordshire, United Kingdom

<http://www.ashridge.org.uk/>

WHAT THE SCHOOL SAYS:

Central to the Ashridge MBA is the belief that business leaders require a broad, integrated and transferable portfolio of skills. The Ashridge MBA aims to develop individuals with the capabilities to achieve both personal and organizational success.

A QUICK LOOK

NOTE: All information is self-reported data submitted to the Center for Business Education

COURSES*

CSR/Business Ethics (1)
General Management (1)

ACTIVITIES*

Speakers/Seminars (1)
Orientation Activities (1)
Internship/Consulting (2)
Student Competitions (1)
Career Development (1)
Institutes/Centers (2)

* Figures in parentheses indicate the number of courses/activities that, in whole or in part, integrate social, environmental, or ethical perspectives

NOTABLE FEATURES

CORE COURSES:

■ *Business in Society*

This module raises students' awareness of the changing social pressures and legislative requirements redefining the role of business in society. The symbiotic relationship between business and society is explored, including the impact of this relationship on corporate governance and the implications for students' leadership roles. The module provides students with tools and frameworks to integrate corporate responsibility into mainstream business practices and demonstrates how leading companies respond to these challenges to build sustainable business strategies.

■ *Live Consulting Project*

This project gives MBA students an opportunity to apply the skills they have acquired at Ashridge by delivering a strategic consulting assignment for an organization. Students can elect to undertake this eight-week consulting project with an organization involved in social/environmental management. About 24 percent of students provide research/internship/consulting projects on CSR and/or for not-for-profit organizations.

INSTITUTES AND CENTERS:

■ *Ashridge Center for Business and Society*

The Ashridge Centre for Business and Society is a leading authority on relations between business, government, and civil society. It aims to further the debate on how issues of corporate governance, employee relations, supplier alliances, business values, environmental responsibility, community investment, and government relations impact the long-term viability of business.

■ *Ashridge Public Leadership Centre*

The Ashridge Public Leadership Centre is the innovative window on the world of business for leaders and managers in the public sector. Its vision is to be the leading developer of public sector managers. This is inspired by Ashridge's drive to seek excellence and improve the services it offers to students and members of the business community. The center helps clients to make better decisions in development initiatives and to reach higher levels of quality with improved mechanisms for quality research and better evidence leading to more informed delivery.

QUESTIONS TO CONSIDER:

Does any required course contain some element of Social Impact Management? YES

Is any required course entirely dedicated to social, environmental, or ethical issues? YES

Is there a Net Impact chapter on campus? NO

A Closer Look at: Ashridge Business School Hertfordshire, United Kingdom

ANNUAL EVENTS:

■ *Outside Speakers*

Ashridge MBA students regularly have the opportunity to meet and listen to senior businesspeople from external organizations. A number of speakers from breweries, manufacturing organizations, and airlines have spoken on subjects that include corporate social responsibility and sustainability.

■ *Ashridge Best European MBA Essay Award*

Ashridge presents an award for the most thought-provoking MBA student essay on the changing role of business in society. The award exists to further debate about the role of business in society and to bring this discussion to a wider audience, particularly business leaders and public policy -makers. It also aims to raise awareness about these issues in mainstream management education.

OTHER PROGRAMS:

■ *MBAid*

MBAid is an opportunity open to all Ashridge alumni and students to be involved in voluntary consultancy projects in the charity and not-for-profit sector.

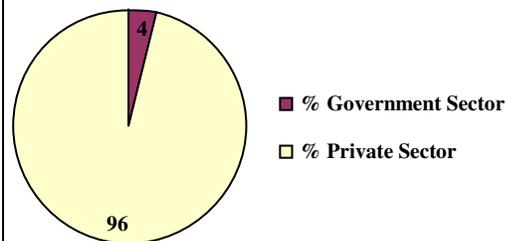
SCHOOL DEMOGRAPHICS

Number of Full-Time Students 23

International Students 81%

Female Students 40%

Pre-MBA Employment:



2006/2007 School Year

THE CENTER FOR BUSINESS EDUCATION'S BOTTOM LINE ON ASHRIDGE BUSINESS SCHOOL:

Compared to other business schools in our survey, Ashridge Business School does a good job in relevant courses explicitly addressing how mainstream business improves the world. Ashridge Business School requires 2 core courses featuring relevant content.

A Closer Look at:

Asian Institute of Management

Washington SyCip Graduate School of Business / Makati City, Philippines

<http://www.wsgsb.aim.edu/>

WHAT THE SCHOOL SAYS:

AIM's mission has been to make "a difference in sustaining the growth of Asian societies by developing professional, entrepreneurial, and socially responsible leaders and managers." We have a responsibility to produce managers who possess integrity and high ethical standards and who will endeavor to humanize the corporation, understand the ethical implications of every management decision, and feel personal responsibility for their workers.

A QUICK LOOK

NOTE: All information is self-reported data submitted to the Center for Business Education

COURSES*

Business & Government (1)
CSR/Business Ethics (1)
Economics (1)
Entrepreneurship (5)
Finance (9)
HR Management (5)
International Management (2)
General Management (2)
Marketing (6)
Organizational Behavior (1)
Operations Management (1)
Strategy (2)

KEY CONCENTRATIONS

Development Management
Social & Development
Entrepreneurship

ACTIVITIES*

Speakers/Seminars (57)
Orientation Activities (1)
Internship/Consulting (3)
Clubs & Programs (1)
Career Development (1)
Institutes/Centers (6)
Concentrations (3)

* Figures in parentheses indicate the number of courses/activities that, in whole or in part, integrate social, environmental, or ethical perspectives

NOTABLE FEATURES

CORE COURSES:

■ *CSR in Asia*

This course starts with a presentation on "The Changing Role of Business in Society," focusing on why CSR is important today. Students are then given an overview of what CSR: what it is, what drives companies to do CSR work, where different countries are in the evolution of CSR, the different types of CSR activities, and what and how its performance is measured.

■ *Economics*

This is a macro- and microeconomics foundations course with a special focus on contemporary Asian issues. It seeks to involve noneconomists in the formulation and implementation of public policies that impact the economy and people's welfare. Topics covered include central banking and monetary policy; unemployment; growth, development, and policy; and basic elements of supply and demand.

ELECTIVE COURSES:

■ *Banking with the Poor*

In this course, students will grapple with the opportunities, challenges, and issues in providing financial services to low-income groups, small entrepreneurs, and other so-called high-risk groups. Students will review different models and approaches that have emerged and will be exposed to day-to-day issues such as delinquency management, price setting, and managing financial and operational performance.

■ *Social Entrepreneurship*

Social Entrepreneurship addresses the theory and practice of wealth creation with a triple bottom line— financial, social, and environmental. This course examines creating space for the poor and marginalized sectors of society to participate more effectively in the economy, not only as beneficiaries but also as owners and managers of enterprises.

INSTITUTES AND CENTERS:

■ *Ramon V. del Rosario Sr. (RVR) Center for Corporate Responsibility*

The RVR Center for Corporate Responsibility promotes corporate responsibility through casewriting, research, surveys, investigative research, program development, executive education, and conferences. The RVR Center is one of the first research centers in the region concentrating on corporate responsibility issues and is in the process of establishing its own network in the fields of CSR and corporate governance, connecting and collaborating with counterpart organizations throughout the region.

■ *AIM-Mirant Center for Bridging Societal Divides*

The AIM-Mirant Center aims to develop Bridging Leaders who understand the societal divides, engage critical stakeholders to take ownership of the problem and its solutions, and work with them to facilitate program interventions that will bridge the divides. The center provides capacity-building activities through the academic curricula of AIM and through public offerings and customized programs to meet the needs of particular groups.

QUESTIONS TO CONSIDER:

Does any required course contain some element of Social Impact Management? YES

Is any required course entirely dedicated to social, environmental, or ethical issues? YES

Is there a Net Impact chapter on campus? NO

A Closer Look at:

Asian Institute of Management

Washington SyCip Graduate School of Business / Makati City, Philippines

ANNUAL EVENTS:

■ *Asian Forum on Corporate Social Responsibility*

The Asian Forum on Corporate Social Responsibility provides viewpoints from distinguished speakers on new trends and challenges, while special interest sessions highlight the major topics with CSR insights, experiences, and best practices of specific companies and industries. The forum also offers a pre-conference workshop; senior executives from several nations representing government, corporate, and NGOs are workshop speakers at the event.

■ *State of Philippine Competitiveness National Conference*

As a prospective measure for boosting national competitiveness, this conference focuses on the creative industries as a way forward for the country, with presentations from government agencies and the private sector on what the Philippines can take advantage of vis-à-vis individual creativity, skills, and talents that have a potential for wealth and job creation through the generation and exploitation of intellectual property.

OTHER PROGRAMS:

■ *United Nations Forum on Millennium Plus Five Summit*

As part of the UN 60th anniversary celebration, AIM hosted this forum, which drew close to 600 representatives from the diplomatic community, government, civil society, business sector, academia, and media. Some points raised:

- (1) Resolve global partnership issues related to debt, trade, and governance.
- (2) Strengthen existing treaty-monitoring bodies to ensure a more effective system to monitor state compliance with human rights commitments/obligations.

■ *Exchange agreement between Copenhagen Business School and AIM*

The European Union funds an exchange agreement between the Copenhagen Business School (CBS) and AIM. Candidates from AIM and CBS must focus on corporate social entrepreneurship.

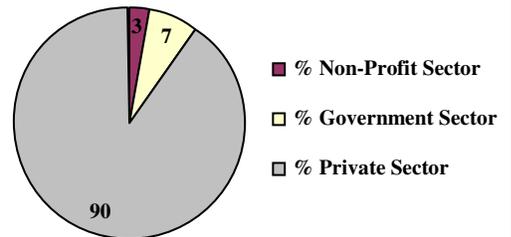
STUDENT CLUBS AND PROGRAMS:

■ *Philanthropic Activities Society*

The Philanthropic Activities Society is dedicated to serving underprivileged Asians. It conducts fundraising, blood drives, and visits to the different charities it sponsors.

SCHOOL DEMOGRAPHICS

Number of Full-Time Students	179
International Students	51%
Female Students	30%
Pre-MBA Employment:	



2006/2007 School Year

THE CENTER FOR BUSINESS EDUCATION'S BOTTOM LINE ON ASIAN INSTITUTE OF MANAGEMENT:

Compared to other business schools in our survey, Asian Institute of Management offers an excellent number of courses featuring relevant content and does an excellent job in those courses explicitly addressing how mainstream business improves the world. Asian Institute of Management requires 12 core courses featuring relevant content.

A Closer Look at:

Audencia Nantes

School of Management / Nantes, France

<http://www.audencia.com>

WHAT THE SCHOOL SAYS:

Given their involvement in the global economy, MBA students need to be specifically exposed to global social responsibility and business ethics issues. Our aim at Audencia is to train MBA participants to become conscious of the importance of acting as socially and environmentally responsible leaders.

A QUICK LOOK

NOTE: All information is self-reported data submitted to the Center for Business Education

COURSES*

Business & Government (1)
CSR/Business Ethics (1)
International Management (1)
General Management (2)

KEY CONCENTRATIONS

Business Development

ACTIVITIES*

Speakers/Seminars (4)
Orientation Activities (2)
Internship/Consulting (1)
Clubs & Programs (3)
Career Development (1)
Institutes/Centers (2)
Concentrations (2)

* Figures in parentheses indicate the number of courses/activities that, in whole or in part, integrate social, environmental, or ethical perspectives

NOTABLE FEATURES

CORE COURSES:

■ *Business Ethics*

This course seeks to enhance one's ability to master ethical dilemmas, to refine the knowledge of one's value system and to connect the various levels of the ethical issues in management. In this way, students discover the importance of the role played by a manager's ethics in business, review the U.S. approach to business ethics, analyze new European approaches to the question, and discuss a criticism of business ethics ideology.

■ *International Business*

This course is designed to assist students in understanding the global environment in which international business takes place. Topics addressed include key global policy issues plus environmental and ethical concerns and the dynamics of the global economy.

INSTITUTES AND CENTERS:

■ *Center for Global Responsibility*

Audencia's Center for Global Responsibility is comprised of researchers, students, companies, non-governmental organizations, and unions. The center analyzes the latest international research in the field, defines and launches future research projects, and examines data collected. The center has launched its own global responsibility trophy awards for the region's companies and regularly organizes conferences on key responsibility questions.

■ *LESMA (laboratory for research and strategy in the food industry)*

LESMA's multidisciplinary team of researchers performs research generally concentrated on the enhancement of foodstuffs, nutritional claims, consumer perception and risks, etc. This research allows for the creation of certain practical recommendations that contribute to the prevention and anticipation of food scares while addressing the concerns of those involved in marketing and innovation for the agribusiness sector.

QUESTIONS TO CONSIDER:

Does any required course contain some element of Social Impact Management? YES

Is any required course entirely dedicated to social, environmental, or ethical issues? YES

Is there a Net Impact chapter on campus? NO

A Closer Look at: Audencia Nantes School of Management / Nantes, France

ANNUAL EVENTS:

■ *Global Responsibility Conference and Awards*

During this conference, researchers from Audencia's Center for Global Responsibility present studies in order to promote global responsibility and business ethics among students and local managers. Also, speakers of selected companies share their experiences in roundtables organized on a regular basis at Audencia. For the Global Responsibility Awards, students evaluate the economic, social, and environmental performances of the participating companies through interviews with different stakeholders.

■ *Microfinance Conference*

Each year, Axé Sud, one of Audencia's student clubs aiming to promote microfinance, organizes a conference on the subject. It is open to all students and the general public. These conferences are organized in partnerships with banks and NGOs.

OTHER PROGRAMS:

■ *Community Tutoring*

Audencia students take part in a joint initiative of Audencia and an engineering school that aims to promote higher business education among pupils from high schools in underprivileged areas of Nantes. Audencia students work as tutors for these pupils, helping them to learn the general culture and correct approach needed to access business school education.

STUDENT CLUBS AND PROGRAMS:

■ *EIDOS*

One of Audencia's student clubs organizes an annual film festival on global responsibility and sustainable development. The first film festival took place in 2006 and formed part of the National Sustainable Development Conference organized in Nantes. The students were sponsored by companies and local officials to organize this two-day festival and to give free access to all the films. After viewing the films, those in attendance had the opportunity to discuss them with the filmmakers.

■ *Axé Sud*

This student club aims to promote microfinance. It allows certain students to spend several months in India and other developing countries in order to become involved in microfinance projects. The club also organizes an annual conference at Audencia to promote microfinance.

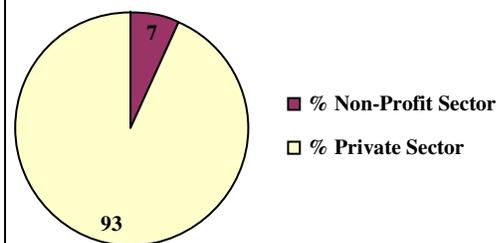
SCHOOL DEMOGRAPHICS

Number of Full-Time Students 36

International Students 65%

Female Students 25%

Pre-MBA Employment:



2006/2007 School Year

THE CENTER FOR BUSINESS EDUCATION'S BOTTOM LINE ON AUDENCIA NANTES:

Compared to other business schools in our survey, AUDENCIA Nantes offers a good number of courses featuring relevant content, and requires 5 core courses featuring relevant content.

A Closer Look at:

Babson College

School of Management / Babson Park, MA

<http://www3.babson.edu/mba/>

WHAT THE SCHOOL SAYS:

Central to entrepreneurial thought and action at Babson are social venturing, global development and civic engagement, all of which are essential to preparing students to be social and environmental stewards. Babson's philosophy is that entrepreneurship requires attention to global economic and social issues.

A QUICK LOOK

NOTE: All information is self-reported data submitted to the Center for Business Education

COURSES*

Accounting (2)
Business & Government (1)
Business Law (2)
CSR/Business Ethics (2)
Economics (3)
Entrepreneurship (11)
Finance (2)
General Management (4)
Marketing (4)
Organizational Behavior (1)
Operations Management (1)
Strategy (2)

ACTIVITIES*

Speakers/Seminars (5)
Clubs & Programs (3)
Institutes/Centers (3)

* Figures in parentheses indicate the number of courses/activities that, in whole or in part, integrate social, environmental, or ethical perspectives

NOTABLE FEATURES

CORE COURSES:

■ *Business Law*

The business law core covers the legal issues that "every MBA needs to know" in a fashion that is typically integrated with other disciplines and raises social and ethical issues. Students examine the duties of loyalty and proper care that the law requires of every manager, including the duty to avoid illegal activity.

■ *Ethics and Social Responsibility*

Ethics and Social Responsibility is a yearlong course that is integrated throughout the first-year curriculum. The course addresses managers' ethical decision making and business' responsibilities in society. The course's main goal is to provide students with a set of tools and frameworks that will allow the students to evaluate and determine which course of action will lead to the most ethical and sustainable outcome.

ELECTIVE COURSES:

■ *21st Century Entrepreneurship*

Through cases, projects, and present-day examples, this course challenges students to understand the impact of business on society. In addition, it offers new frameworks for entrepreneurial ventures that capitalize on social responsibility to gain competitive advantage and increase valuation.

■ *Macroeconomics and the Monetary System*

From GDP growth accounting, this course examines the environmental consequences of failing to distinguish between gross and net domestic product, where, for example, strategic sales of a country's hardwood forests treat the receipts as income, while wealth is diminished and the environment degraded. Also discussed are the social costs and economic underpinnings of larger macro failures, such as the debt, hyperinflation, and balance of payments crises experienced in the developing world.

INSTITUTES AND CENTERS:

■ *The Arthur M. Blank Center for Entrepreneurship*

The Arthur M. Blank Center for Entrepreneurship is the hub for entrepreneurial activity at Babson. The center's mission is to lead the global advancement of entrepreneurship education and practice through the development of academic, research, and outreach initiatives that inspire entrepreneurial thinking and cultivate entrepreneurial leadership in all organizations and society.

■ *The William F. Glavin Center for Global Management at Babson*

The William F. Glavin Center for Global Management at Babson leads the college's international initiatives and contributions to the advancement of its global management education. The Glavin Center brings Babson to the world, extending the college's global reach and leadership through a network of partner institutions. Just as importantly, the Glavin Center brings the world to Babson, providing an international orientation to all facets of the college and ensuring that students receive the preparation they need to succeed as entrepreneurial leaders in the global economy.

QUESTIONS TO CONSIDER:

Does any required course contain some element of Social Impact Management? YES

Is any required course entirely dedicated to social, environmental, or ethical issues? YES

Is there a Net Impact chapter on campus? YES

All information in this profile is drawn and/or adapted from the self-reported data of the Center for Business Education's Beyond Grey Pinstripes 2007 MBA survey. The Center for Business Education is housed within the Business and Society Program at the Aspen Institute. For more info, visit www.AspenCBE.org.

A Closer Look at: **Babson College** School of Management / Babson Park, MA

ANNUAL EVENTS:

■ *Socially Responsible Business Panel at the Babson Forum on Entrepreneurship and Innovation*

This panel, organized by Net Impact at the annual Babson Forum on Entrepreneurship and Innovation, focuses on building a business through social responsibility. The panel provides the opportunity for forum attendees to explore the benefits of embracing socially responsible business practices to grow a new venture.

OTHER PROGRAMS:

■ *The Solution - Energy Debate*

The Babson Energy Club sponsored a debate entitled "The Solution," which dealt with the topic of climate change. Industry leaders discussed the future of energy and opportunities in the alternative and traditional energy industries with particular attention paid to global warming, energy legislation, and energy issues beyond U.S. borders.

STUDENT CLUBS AND PROGRAMS:

■ *Babson Energy and Environmental Club*

The Babson Energy and Environmental Club is dedicated to identifying, publicizing, and educating others on the facts and opportunities present in the rapidly evolving energy industry in order to enable entrepreneurial action. "We realize the importance that oil and coal have played in shaping our world and, like the early adopters of that technology, we represent the early adopters in cleaner and renewable energy forms." To this end the club sponsors events relating to energy topics to promote issues among the student body.

■ *Babson Global Outreach through Entrepreneurship*

Babson Global Outreach through Entrepreneurship (BGOE) is a student-led, nonprofit organization that exists for the purpose of enriching talented and motivated people worldwide with the knowledge of entrepreneurship. BGOE offers an opportunity for current business students to travel to a developing country and work directly with the local entrepreneurs in order to create sustainable business models that will contribute to the economic health of the region. Through this work, business students will take an active part in helping people outside of their normal scope while gaining experience in applying entrepreneurial tools in a real-world setting.

SCHOOL DEMOGRAPHICS

Number of Full-Time Students	446
International Students	34%
Female Students	27%

2006/2007 School Year

THE CENTER FOR BUSINESS EDUCATION'S BOTTOM LINE ON BABSON COLLEGE:

Compared to other business schools in our survey, Babson College offers an excellent number of courses featuring relevant content, and does a truly extraordinary job in those courses explicitly addressing how mainstream business improves the world. Babson College requires 7 core courses featuring relevant content.

this material has been excerpted from

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