

Drexel University
LeBow College of Business

Sharing Information on Progress Report

Inaugural Report
November 2021



DREXEL UNIVERSITY
LeBow
College of Business

PRME

*an initiative of the
United Nations Global Compact*

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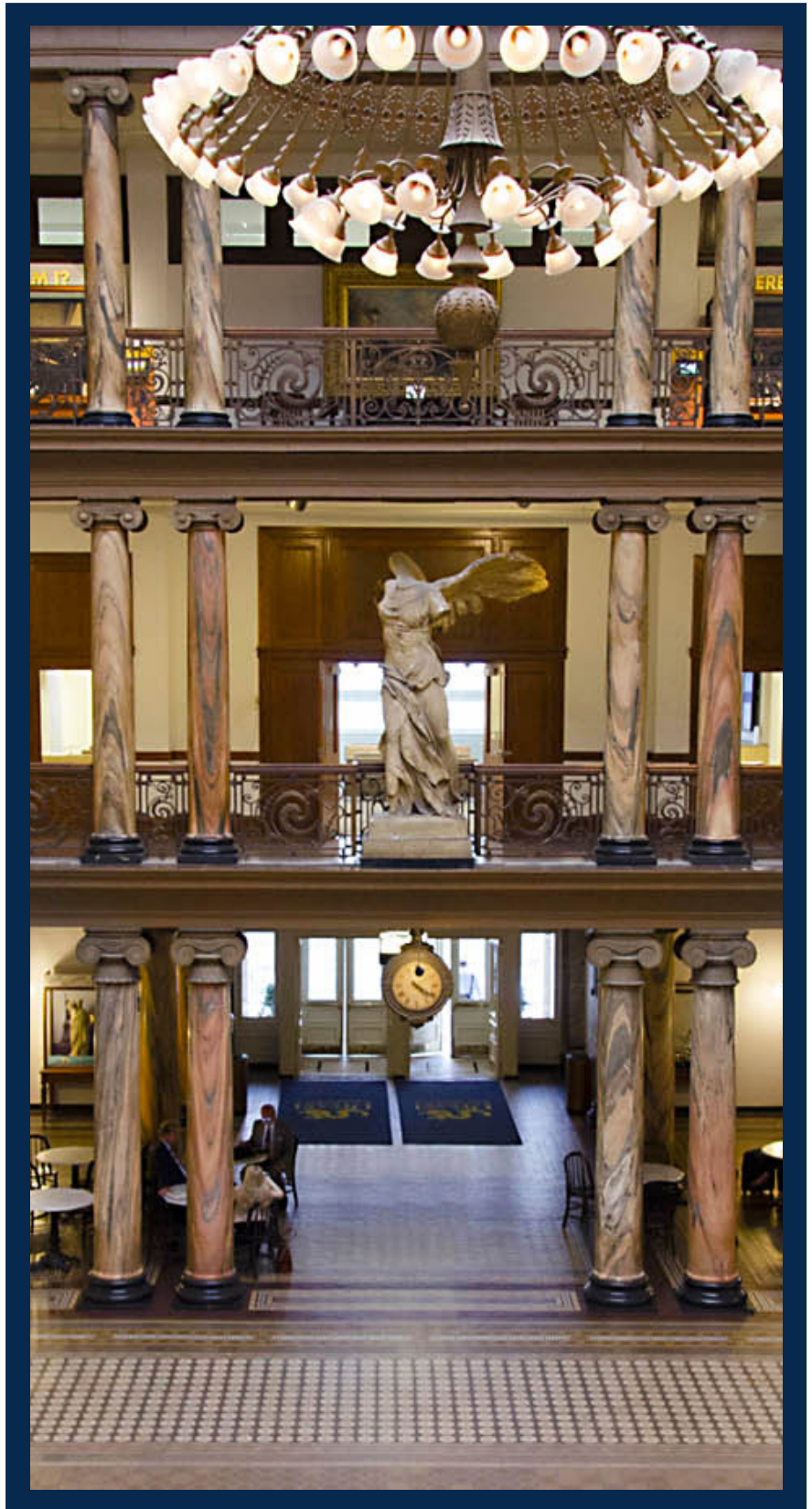
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Letter from Vibhas Madan, PhD, Dean



We are delighted to have joined an impressive global community of business schools as a signatory to PRME.

As sustainability becomes increasingly important across businesses and industries, we are pleased to reaffirm and strengthen our commitment to responsible management education, preparing LeBow students to understand the impact of responsible business practices within the global economy – addressing economic, environmental and sustainability challenges to make social impact.

At LeBow, we harness the power of partnerships to enhance our curricula, research and community. In 2020, the college revisited its strategic plan to emphasize various areas of focus aligned with the Sustainable Development Goals, such as investing in research that generates impactful, sustainable solutions for society and advancing our DEI culture by promoting and sustaining a vibrant and inclusive environment. Through integrating sustainability in and out of the classroom, we will continue to equip students to become socially responsible business leaders and drivers of change who will create value in their future roles.

We look forward to learning and working alongside the PRME community to continue this important work.

Vibhas Madan, PhD
Dean, LeBow College of Business
Professor of Economics

Introduction

Principles for Responsible Management Education

The Principles for Responsible Management Education (PRME) is an initiative of the United Nations, whose mission is to transform management education and develop the responsible decision-makers of tomorrow in order to advance sustainable development. Over 800 business schools worldwide have committed to the PRME six principles: Purpose, Values, Method, Research, Partnership, and Dialogue. When approached through the lens of the 2030 Sustainable Development Goals, each principle exposes current students and future business leaders to the connection between sustainability and economic objectives.



The LeBow College of Business

Drexel University's LeBow College of Business became a signatory to PRME in November 2019. During the past two years, institutions have navigated an unexpected global health crisis and moved to address calls for social justice. While “normal” academic activities were adjusted, the past two years have been a time of learning and refining priorities. Preparation for this report included taking stock of how the 2030 Sustainable Development Goals (SDGs) are incorporated into teaching, learning, and organizational practices at LeBow. This inaugural report to Share Information on Progress is perfectly timed to recommit to responsible management education.



PRME Six Principles

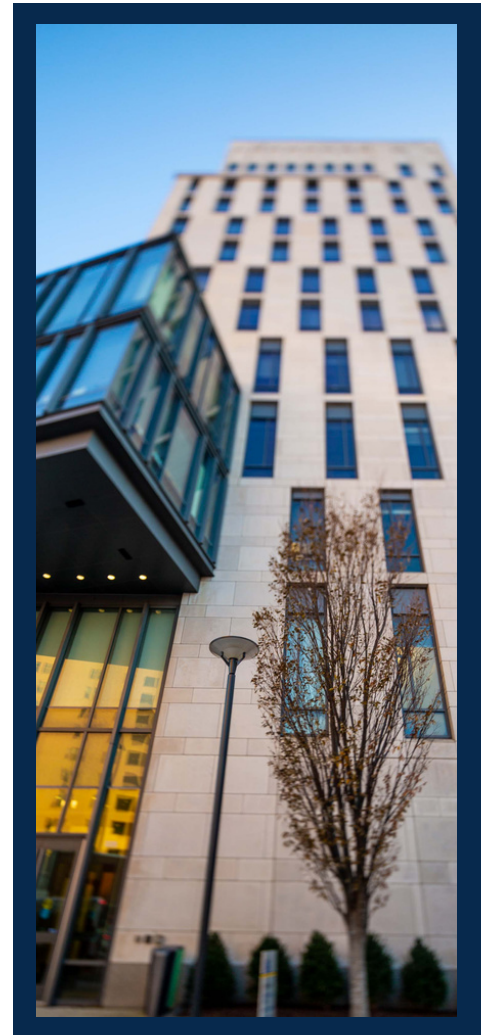
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Purpose

"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."

Founded in 1891 in Philadelphia, Pennsylvania, Drexel University is a comprehensive global research university. Drexel's history is rooted in experiential learning that combines academic rigor with one of the United States' premier cooperative education programs.

The Bennett S. LeBow College of Business is among the elite 20% of business schools to be accredited by AACSB International. Building on Drexel University's history of experiential learning, LeBow aims to shape the future of business education through external partnerships that drive market-centric curricula, innovative research, and evidence-based solutions that impact industry and society.



About LeBow

UNDERGRADUATE

2,800 students
13 majors/co-majors
4 degrees

GRADUATE

1,020 students
9 majors
5 degrees

INTERNATIONAL STUDENTS

450 students
from
60 countries

FACULTY

118 full-time faculty

GERRIC C. LEBOW HALL
BENNETT UNIVERSITY COLLEGE OF BUSINESS
DREXEL UNIVERSITY



Mission

To shape the future of business and business education through innovative external partnerships that drive market-centric academic programs, cutting-edge research and evidence-based solutions impacting industry and society.

Values

Impact
Innovation
Integrity
Inclusion

Strategic Plan 2018-2023

1. Improving student success
2. Investing in impactful research
3. Strengthening academic-industry partnerships
4. Advancing diversity, equity and inclusion
5. Enhancing visibility and brand position
6. Diversifying revenue streams





2

Values

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

In addition to LeBow's mission to provide cutting-edge academic programs and conduct top-tier research, the college exemplifies the SDGs through organizational practices and student activities.



DEI, Environment & Sustainability

Innovation Microgrants

In 2021, LeBow launched a new microgrant opportunity to support expanding scholarship and curriculum in Diversity, Equity & Inclusion and Environment & Sustainability. Microgrants are awarded to selected projects that align with the college's strategic goals for research and pedagogy. Research projects may involve faculty, staff, students and external partners, while proposals to enhance pedagogy may include creating new courses or supplementing existing courses to increase student sensitivity toward the impact of DEI and/or Environment & Sustainability. Two microgrants were awarded during the inaugural call for proposals.



DEI, Environment, & Sustainability Innovation Microgrant Highlights 20201

"Menu Effects and the Gender Wage Gap: An Experimental Study"

Ricardo Serrano-Padial, PhD, Associate Professor, Economics

Yin Zhang, PhD student, Economics

The goal of this project is to explore gender differences in choice over labor contracts due to menu effects and measure its potential contribution to the wage gap by implementing an online experiment on labor task choice using a representative sample of the U.S. population. The project contributions are two fold. Our study will be the first to look at gender differences in menu effects in the context of labor markets. In addition, it will be the first to look at the link between menu effects and the gender gap. The project findings can inform contract design as well as hiring and promotion practices aimed at reducing disparities in the workplace and yield policy recommendations to combat gender discrimination in the labor market.



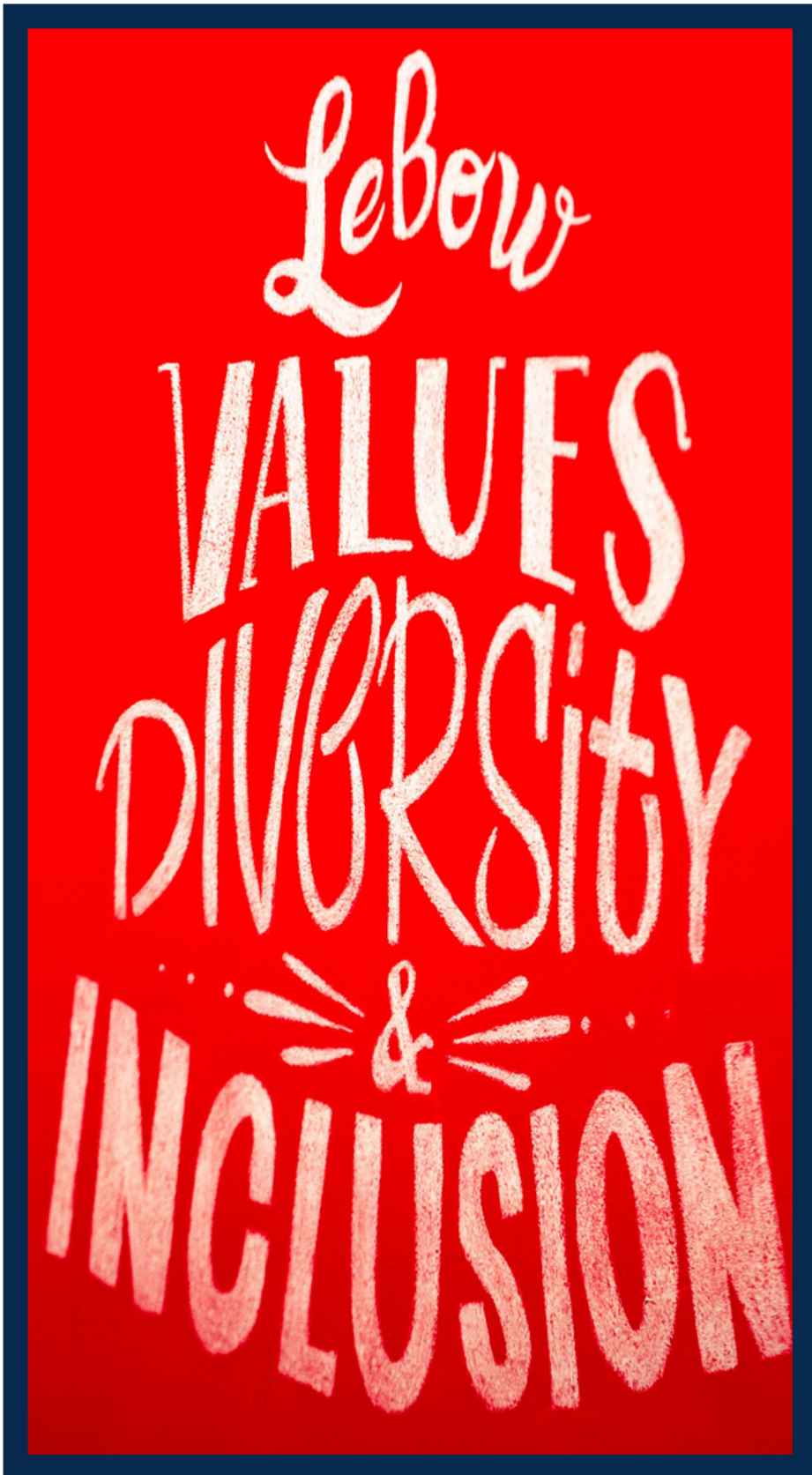
Development of New Course ECON 270 Using Big Data to Solve Economic and Social Problems

Andre Kurmann, PhD, Professor, Economics

This course provides students with an introduction to how modern economic research uses big data to understand and address some of the most pressing social and economic problems, including but not limited to racial and economic inequality, criminal justice, climate change, education and social mobility, and automatization and globalization. The course does not require any prior background in economics and statistics and is open to all students concerned by the big societal challenges of our generation.



Diversity, Equity, and Inclusion



DEI Action Group

In July 2020, the LeBow Diversity, Equity and Inclusion (DEI) Action Group was formed to support the Black community and other marginalized groups. The DEI Action Group was charged with three primary goals:

1. Advancing access and equity
2. Recruiting and retaining a diverse student body and workforce
3. Supporting an inclusive campus culture

To continue fostering a culture of inclusion, the group examined areas such as student life, recruitment and retention, curricular and co-curricular programming, teaching practices, and policies. The data-driven endeavor utilized the New England Resource Center for Higher Education (NERCHE) Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education as a framework for the group's work, as well as a climate survey administered to faculty, staff, and students.

The NERCHE assessment highlighted the following topics:

- It is recommended that the college develop an official strategic plan for advancing DEI.
- The response rate for faculty was 24%. Within this percentage, a majority do not engage in DEI-related research.

Based on the NERCHE assessment, the DEI Action Group will continue to develop recommendations and strategies to advance DEI initiatives at LeBow.

Student Activities

Among the DEI initiatives for students at LeBow are the BRIDGE program and TEDx LeBow presentations.

LeBow BRIDGE is an undergraduate learning community that supports the college's underrepresented students. The program focuses on academic excellence, community service, financial literacy, and social engagement through intentional programming. During the 2019-2020 and 2020-20201 academic years, there were over 140 students in BRIDGE.



BRIDGE Activity Highlights 2019-2021

- 90% of graduating students have full-time jobs or are attending graduate school.
- Students donated 40+ feminine hygiene bags to Project HOME.
- BRIDGE will host the NAIOP-Drexel Summer Program for the third time.

TEDx LeBow provides a platform for LeBow community members to present a 10-minute TED Talk focused on diversity, equity, and inclusion. Current undergraduate, graduate students and alumni are eligible to apply to speak. TEDx LeBow is hosted twice per year.

Recent topics have included women in the workforce, veteran mental health, the positive impact of performing arts, racial inequality, and unconscious bias.



Environmental Sustainability

Climate Year

Throughout 2021, Drexel University is celebrating Climate Year. This university-wide initiative focuses on five goals:

1. Strengthening our institutional climate commitment
2. Promoting climate and sustainability focused courses and experiential learning opportunities
3. Inspiring applied climate-focused research, civic engagement, and collaboration
4. Engaging the community through public-facing climate and sustainability programming
5. Taking inventory, coordinate, and track climate work happening at all levels of the university



The LeBow College of Business is supporting this university initiative by offering special topics courses, offering the DEI, Environment & Sustainability Microgrant fund described above, and assessing the college's organizational practices. Special topics courses are discussed in more detail in the Methods section.

Organizational Practices Assessment

An analysis of the college's target purchasing habits from 2019 (the last year of "normal" operations) was conducted to determine a baseline of consumption and set future purchasing goals. The analysis focused on single-use hot paper cups, plastic bottled water, and white printer copier paper.

In 2019, the LeBow College of Business purchased the following quantities of target products:

- Over 15,000 single-use hot paper cups, none of which were recyclable and were added to landfills.
- Over 8,000 plastic bottles of water, approximately 7,300 of which likely were not successfully recycled.¹
- Approximately 2,500 reams of copier paper (which equates to 1.25 million pieces of paper). Of this total amount, just over half was 30% recycled paper.



1. United States Environmental Protection Agency. (2021). National Overview: Facts and Figures on Materials, Wastes and Recycling. EPA.gov. <https://www.epa.gov/facts-and-figures-about-materials-waste-and-recycling/national-overview-facts-and-figures-materials>

Moving forward, faculty and staff at LeBow will focus on these target areas and purchasing habits in an effort to build on the positive environmental impact of 18 months of remote learning and working.

Goals

- Commit to reducing purchases of single-use hot paper cups by 25% in 2022.
- Commit to reducing purchases of plastic bottled water by 25% in 2022.
- Commit to reducing purchases of white printer copier paper by 25% in 2022.
- Commit to purchasing only 30% recycled white printer copier paper in 2022.





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Method

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

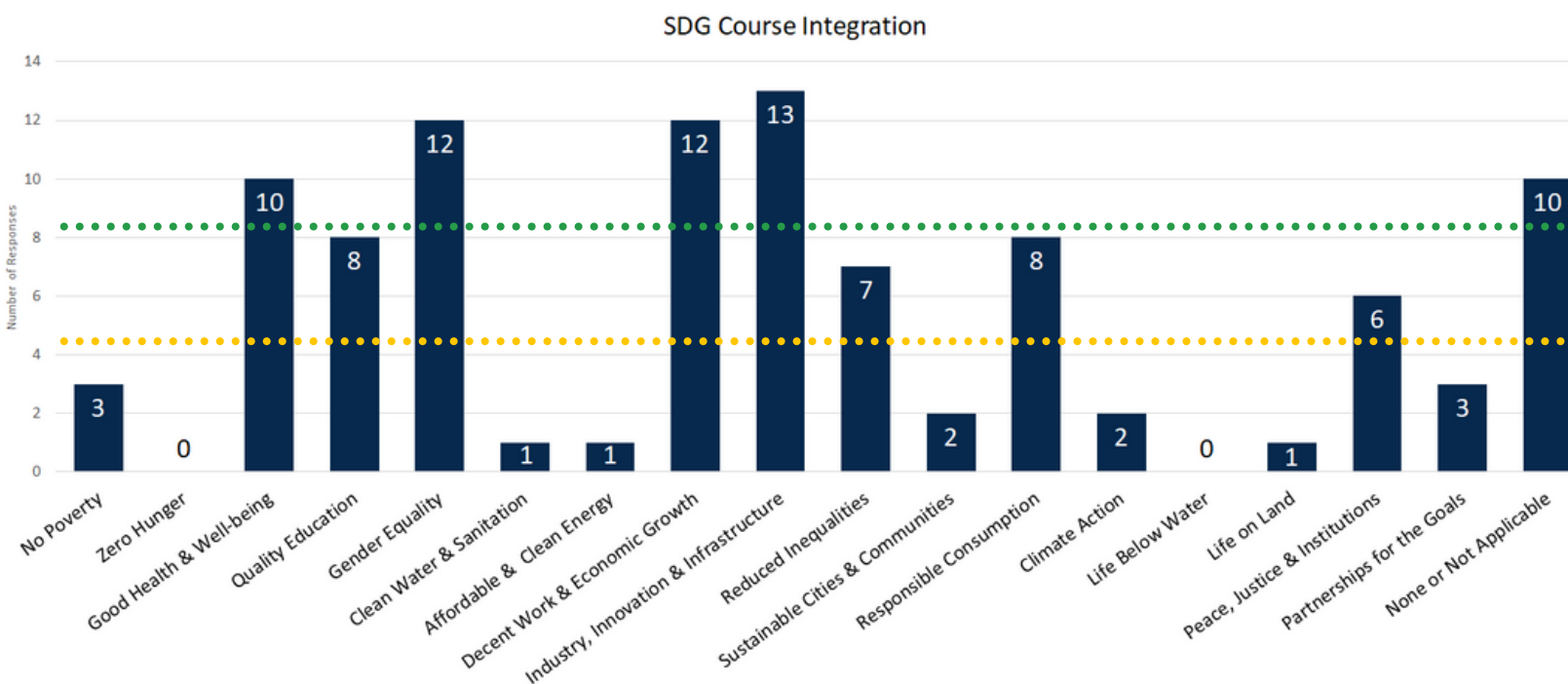
Curriculum Analysis

In 2020, an exploratory study was conducted to understand how many of the 2030 Sustainable Development Goals are commonly incorporated into coursework. There were two parts to this study: (1) a survey shared with full-time faculty members and (2) a qualitative analysis of the course catalog. While there were many limitations to this study, it provides some foundational measurements upon which we can build and set future goals.



The survey was distributed to 118 full-time faculty members across nine academic departments and received a response rate of 31%. The inaugural survey was not distributed to adjunct faculty members, though future iterations of the survey would benefit from their participation. Three academic departments are not represented in the responses, which likely skewed the results toward less SDG integration. Faculty were provided a list of the 17 SDGs and asked to identify which goals related to their course content. Responses highlighted three distinct tiers of inclusion: high integration (10-13 responses, indicated above the green line), mid-integration (6-9 responses, indicated above the yellow line), and low integration (0-5 responses). Goals within the high integration tier include:

- Good Health & Well-being
- Gender Equality
- Decent Work & Economic Growth
- Industry, Innovation, & Infrastructure

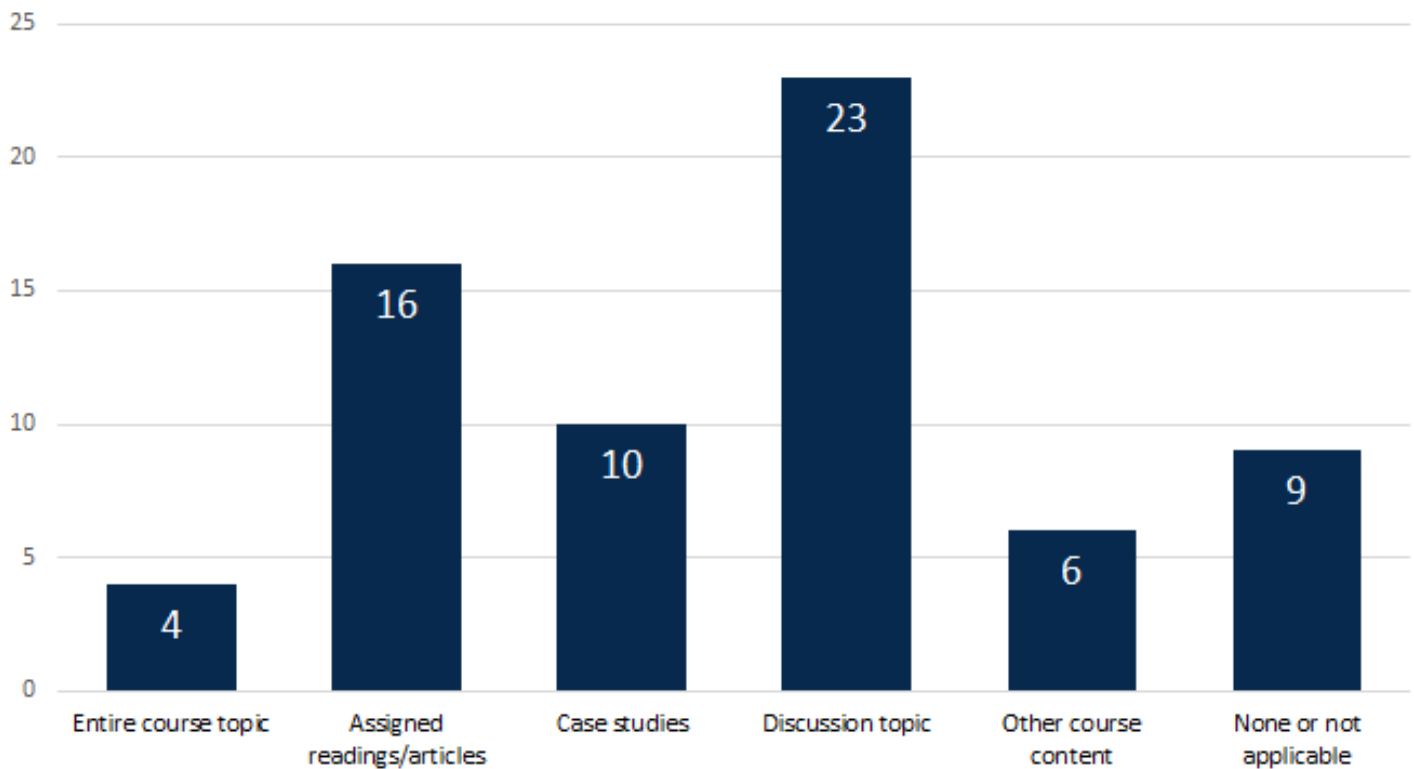




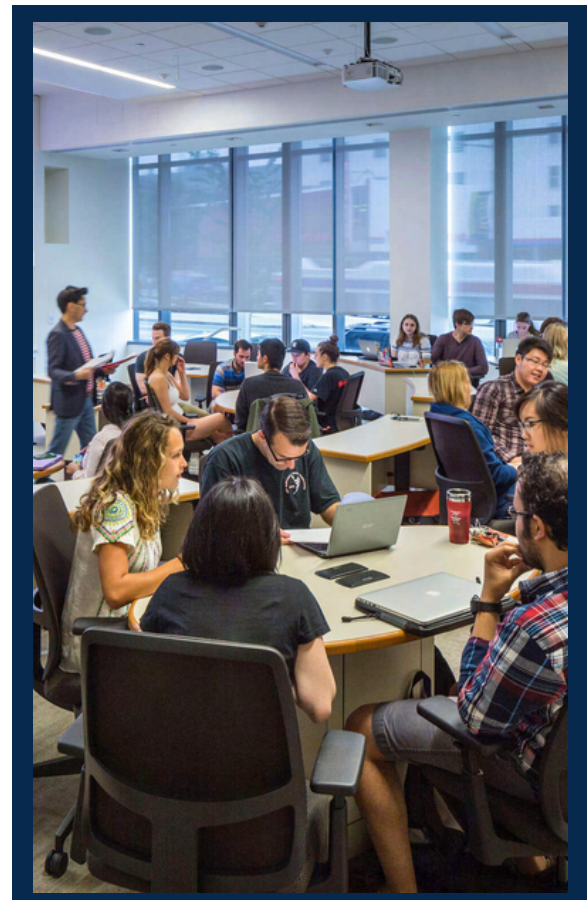
Faculty were then asked to select how they incorporate the SDGs into their courses. A majority of faculty respondents reported including SDG -related topics during class discussions or assigned readings. Very few reported an entire course topic centered around the themes related to the SDGs.

While limited in response rate, survey results helped to identify faculty with current interest in these areas and determine a baseline for future growth. Faculty who indicated interest in further integrating SDGs into their courses were provided supplementary resources related to responsible management education.

SDG Course Integration Method



A qualitative analysis of the 2020-2021 course catalog for the LeBow College of Business confirms low presence of entire course topics related to the SDGs. A review of course descriptions was conducted by performing a search of words related to sustainability such as poverty, equality, inequality, energy, sanitation, innovation, global, and social impact, to identify courses that included themes related to the SDGs. This analysis revealed 18% of undergraduate and graduate-level course descriptions include a keyword related to the SDGs.



Special Topics Courses

In addition to courses included in the course catalog, the college offers various special topics courses each quarter. Special topics courses offer more flexibility in tailoring curricular content to new opportunities and relevant themes.

Special Topics Course Highlights

Winter 2021 REMD 320 Sustainability in the Built Environment

Andrew Kennedy, Adjunct Professor, Finance

In this course, the integration of sustainable practices in the built environment, including energy and environmental resource efficiencies, are examined and evaluated in the planning, design, development, renovation, construction, and management of real estate investment assets. The impact of resiliency on real estate, community development, and city planning is also examined.



Spring 2021 BUSN 102 Foundations of Business II

Dana D'Angelo, Clinical Professor, General Business; Jodi Cataline, Clinical Professor, General Business; Emilee Simmons, PhD, Senior Lecturer, Strathclyde Business School

While this course is offered annually, the focus is subject to change based on relevant opportunities and partnerships. In 2021, first-year students at LeBow participated in a Global Classroom, virtually joining students from The University of Strathclyde (Glasgow, UK). Over 175 students at both universities collaborated to develop and present posters for a virtual "Student Conference on Global Challenges: Disaster!", hosted by Drexel University. Twelve teams presented posters on 36 topics, including research on some of the biggest global challenges today, such as climate change, justice and equity, infrastructure, and more.

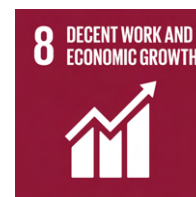


Spring 2021 MKTG T680 Social Media Marketing

Brooke Reavey, PhD, Adjunct Professor, Marketing

This course focuses on the application of social networking tools and methods in the marketing of the enterprise and related analytical tools available to measure the efficacy and cost-effectiveness of social media programs. The main emphasis is on the use of social networks for personal and corporate branding and marketing purposes. This course also focuses on tools for managing social media marketing efforts.

The spring 2021 iteration of this course used the the 2030 Sustainable Development Goals as a framework to understand social impact marketing. Student groups were paired with Philadelphia nonprofit organizations to complete project-based work. Each student group selected one SDG that aligned with their nonprofit partner to include in their marketing strategies. A variety of SDGs were incorporated into these projects.



Summer 2021 FIN T480 Finance and Climate Change

Edward Nelling, PhD, Professor, Finance

In this course, students examine developments in financial markets in response to climate change. The course covers topics related to corporate finance, equities, fixed income securities, and financial institutions. Students consider issues such as how climate change affects corporate investment and financing decisions, how investors can incorporate environmental concerns in their portfolios, and how financial regulators and institutions are addressing climate change in policy decisions.



Goals

- Increase participation of full-time faculty in survey to 40%.
- Include adjunct faculty in survey responses.
- Increase the integration of SDG-related topics within new and existing courses.





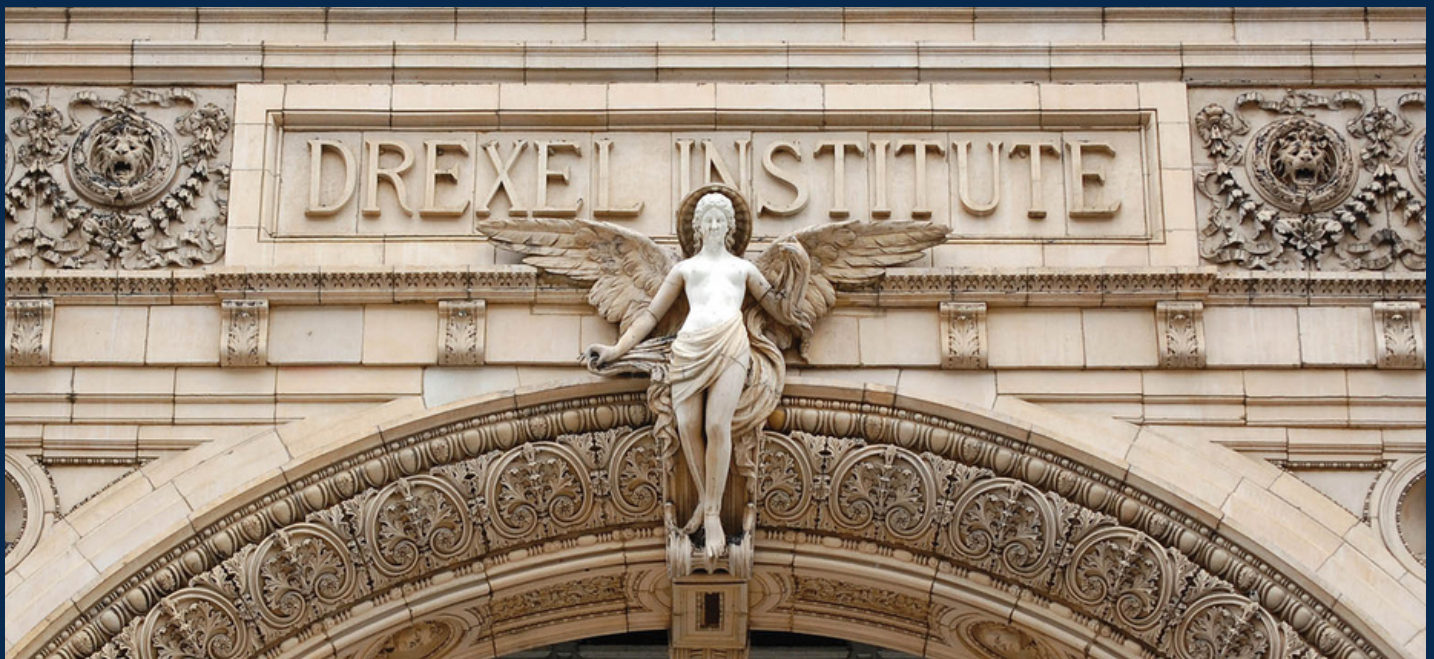
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Research

"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."

Faculty Research

In the same survey that measured SDG integration in courses, full-time faculty were asked which goals align with their research. This part of the survey experienced the same limitations in response rate and representation of departments as the course integration section. Specific examples of faculty research shared below were provided by department heads and are not representative of all research conducted in 2019-2021.

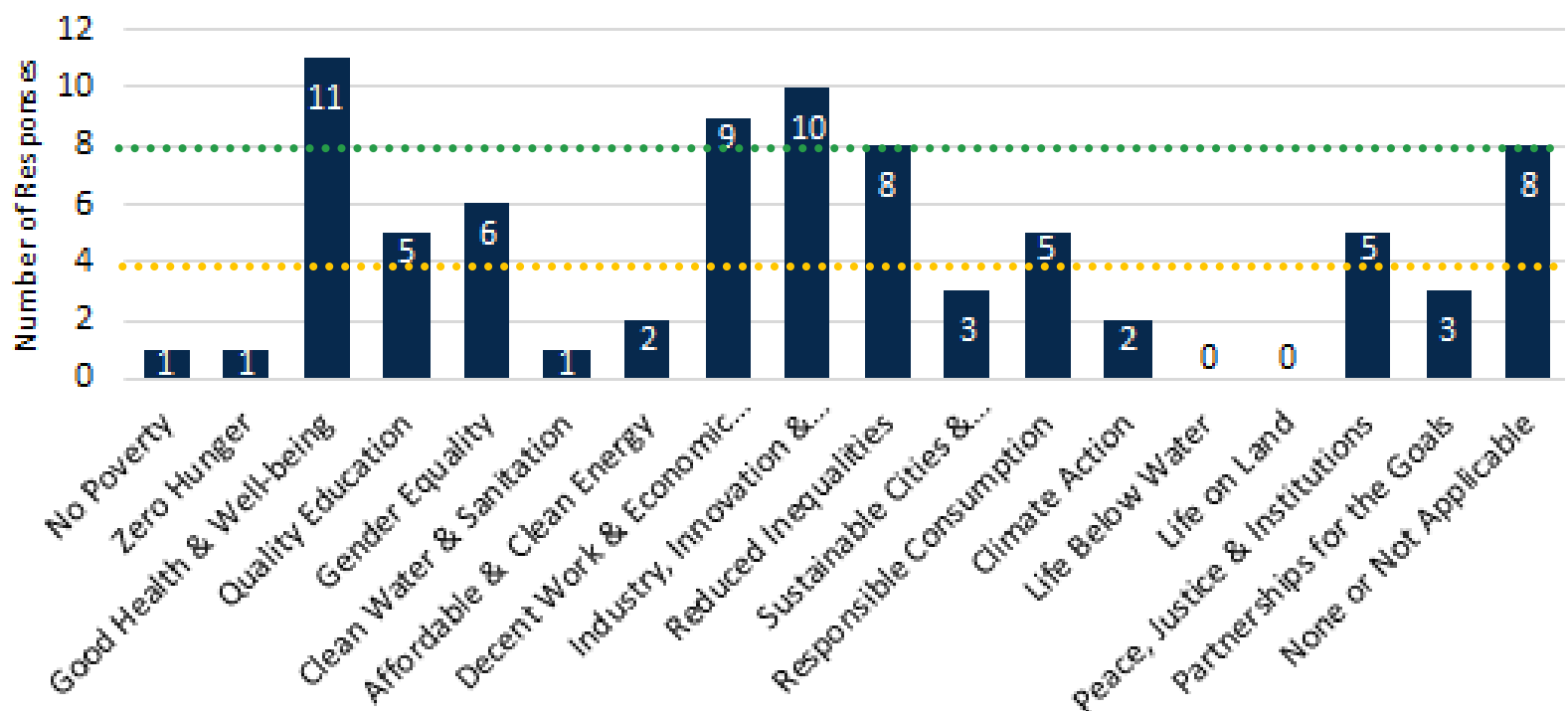


Survey responses regarding research followed a similar pattern to that of course integration, with three tiers of alignment: high alignment (8-11 responses, indicated above the green line), mid-alignment (4-7 responses, indicated above the yellow line), and low alignment (0-3 responses). SDGs in the high alignment category are not exactly the same but are similar to those of high integration in courses:

- Good Health & Well-being
- Decent Work & Economic Growth
- Industry, Innovation, & Infrastructure
- Reduced Inequalities



SDGs and Faculty Research



This survey has helped to identify faculty interest in topics related to the SDGs (whether or not they are already conducting research in these areas). Based on this knowledge, we can recommend potential faculty collaborations based on shared interests and expertise and provide resources to support research.

Faculty Research Highlights

“Common Ownership and Corporate Social Responsibility”

*Xin Dai, PhD, Assistant Professor,
Accounting*

This paper studies the effect of common ownership on corporate social responsibility (CSR). We find that common ownership is positively associated with a firm's CSR score. The effect is stronger for firms in more competitive industries. We propose a two-stage duopoly game in which CSR serves as a commitment device to expand output aggressively to understand the empirical results.



Dai, X. & Qiu, Y. (2020). Common ownership and corporate social responsibility. *The Review of Corporate Finance Studies*.
<https://doi.org/10.1093/rcfs/cfaa021>

“Negotiation and Executive Gender Pay Gaps in Nonprofit Organizations”

Curtis Hall, PhD, Associate Professor, Accounting
Amanda Marino, PhD Candidate

This study examines gender pay gaps among nonprofit executives and how compensation negotiability influences this disparity. Using tax return data from IRS Form 990 filings, we find that females earn 8.9 percent lower total compensation than men in our sample. Further, we observe that settings more conducive to negotiation manifest in larger pay disparities, whereas settings that limit executives' opportunities to negotiate, or encourage females in particular to negotiate, produce smaller gender pay gaps. Our nonprofit setting constrains mechanisms such as labor force participation and risk preferences thought to explain the pay gap and our results are robust to using a Heckman correction model and matched samples. These findings provide evidence from a large-scale archival dataset of a plausible mechanism for the gender pay gap and point to a potential cost of work environments where negotiations play a larger role in setting compensation.



Finley, A., Hall, C. M., & Marino, A. (2021). Negotiation and executive gender pay gaps in nonprofit organizations. Claremont McKenny College Robert Day School of Economics and Finance Research Paper No. 3385848. <http://dx.doi.org/10.2139/ssrn.3385848>

“Global Firms and Emissions”

*Ohyun Kwon, PhD, Assistant Professor,
Economics*

This paper finds that both importing and exporting reduce firm-level emission intensities. We develop a theoretical model in which firms jointly determine the extent of abatement investment as well as whether or not to import intermediate inputs and export final goods. The model demonstrates a complementarity between trading decisions and abatement investment such that trading firms invest more in abatement technology and feature lower emission intensities. Using Chinese firm-level data, we estimate a structural regression model derived from our theory. Our IV regression results show that both importing and exporting reduce firm-level emission intensities by over 15 percent.



Kwon, O., Zhao, H. & Zhao, M.Q. (2020). Global firms and emissions. School of Economics Working Paper Series, 2020-13. LeBow College of Business, Drexel University.

“Technology Management with Carbon Capture and Storage (CCS) as a Game Changer in the Fight Against Climate Change”

*Suresh Chandran, PhD, Clinical Professor,
Management*

To avoid the worst outcomes from climate change, the Intergovernmental Panel on Climate Change (IPCC) Special Report on Global Warming of 1.5 degrees Celsius highlighted the importance of reaching net-zero emissions by mid-century. CCS is a key technology needed to meet the climate mitigation challenge. To achieve net-zero emissions, today's worldwide installed capacity of CCS must increase more than a hundredfold by 2050. It is critical that there be a well-designed policy framework to enable CCS projects. This framework should assist in managing risks while helping provide stable and predictable revenue to help industry reduce the cost of projects. This framework could include placing a value on emission reduction in the form of tax credits (like reforming 45Q), access to low-cost capital for CCS projects, Investment and Production Tax Credits, financial incentives to utilize CO₂, financial penalties for each ton of CO₂ emitted, capital grants to enable projects, de-risking the transportation and storage infrastructure and effective policies and regulations to help spur growth of much needed projects to solve the climate change challenge and meet net-zero carbon goals.



Chandran, S. (2021, April). Technology Management with Carbon Capture and Storage as a Game Changer in the Fight Against Climate Change. [Conference presentation]. Climate Year: Global Research Symposium, Drexel University, Philadelphia, PA.

Student Research

Students at LeBow also collaborate with faculty to engage in research. In the spring of 2021, three undergraduate students presented their research at the annual Student Global Leadership Conference hosted by the Foundation for International Education in London, England.

“Exploring the Power of Consumers’ ‘Greater Purpose’ in Shaping Businesses’ Corporate Social Responsibility Strategies”

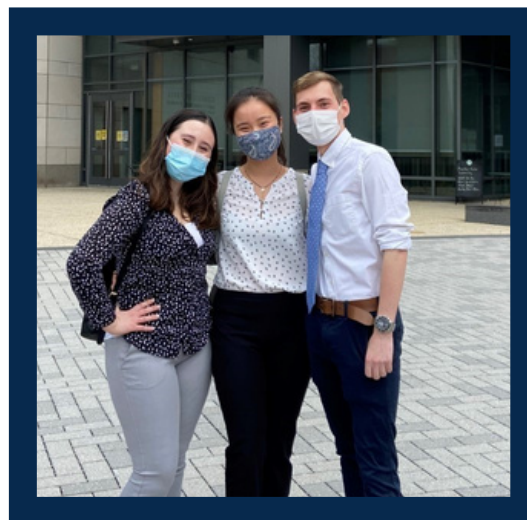
Nick Costantino, BSBA '22

Tram Le, BSBA '22

Sophia Desko, BSBA '23

Jodi Cataline, Clinical Professor, General Business

Dana D'Angelo, Clinical Professor, General Business



What are external factors that drive businesses to initiate corporate social responsibility (CSR) programs? How does the idea of great purpose influence a person’s everyday life both as a consumer and an individual?

Goals

- Increase participation of full-time faculty in survey to 40%.



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."

Academic-industry partnership is a hallmark of the student experience at Drexel University and the LeBow College of Business. Undergraduate and graduate students have the opportunity to participate in multiple iterations of cooperative education and some graduate programs include an internship component.

At the LeBow College of Business, academic-industry partnerships are the foundation for experiential learning offerings and corporate education programs.



Business Consulting Engagements

Through LeBow's Dornsife Office for Experiential Learning, undergraduate and graduate students participate in business consulting engagements. Guided by faculty, student groups solve business challenges for industry partners. These project-based courses allow students to develop key competencies such as adaptability, communication, collaboration, and industry awareness.

75%

*Of undergraduate students
felt their consulting work
contributed to advancing
social impact*

During the 2019-2020 and 2020-2021 academic years, part of the college's consulting course portfolio was dedicated to supporting industry partners with missions related to the SDGs such as advancing diversity initiatives, empowering refugees, and improving air quality. In post-course evaluations in 2021, 75% of undergraduate student respondents reported that they felt their consulting work contributed to advancing social impact.



Business Consulting Engagement Highlights

Spring 2020 MGMT 371 Nonprofit Business Consulting

Undergraduate students completed consulting projects to solve business challenges for a sports organization that empowers individuals with intellectual and physical disabilities. Projects focused on analyzing member satisfaction, developing strategies to cultivate new members, and increasing awareness of the organization's annual fundraising initiative.



Summer 2020 MGMT 370 For-Profit Business Consulting

Undergraduate students completed consulting projects to solve business challenges for a startup company based in Paris, France. The organization applies cutting-edge technology, science, and design to improve air quality in urban areas. Projects included performing a U.S. market entry analysis, conducting an analysis of the potential for business adoption, and identifying funding strategies.



Spring 2021 MGMT 370 For-Profit Business Consulting

Undergraduate students completed consulting projects to solve business challenges for an Esports company near Philadelphia, USA. Projects focused on increasing underrepresented communities in Esports, specifically focused on the LGBTQ+ community through customer acquisition analyses, social media and digital strategies, and recommendations for fostering inclusivity.



Spring 2021 MGMT 371 Nonprofit Business Consulting

Undergraduate students completed consulting projects to solve business challenges for a climate action nonprofit based in Philadelphia, USA. Projects included developing social media strategies to engage Generation Z, identifying monetization opportunities for a website application, and conducting research on lowering emissions of residential buildings in Philadelphia.



Summer 2021 MGMT 370 For-Profit Business Consulting

Undergraduate students completed consulting projects to solve business challenges for a luxury textile social enterprise company that empowers and supports Syrian refugee women in the Jerash Camp, Jordan, through employment opportunities. Projects included conducting competitive and consumer analyses as well as devising strategies to enhance visibility.



Summer 2021 MGMT 680 Leading for Innovation

Graduate students completed consulting projects to solve business challenges for a food delivery service in multiple cities in the U.S. that promotes Black-owned businesses. Projects focused on identifying fundraising strategies, conducting website analyses, and strengthening brand management.



Summer 2021 MGMT 715 Business Consulting Projects

Graduate students completed consulting projects to solve business challenges for a mission-driven sportswear company dedicated to supporting diversity. Projects focused on recommending pricing strategies, identifying strategic potential partnerships, and researching opportunities to integrate wearable technologies into product lines.



International Travel

LeBow offers opportunities to travel internationally, including international business consulting and intensive courses abroad for undergraduate students and international residencies for graduate and Executive MBA students.

During these courses, students study a specific region or country in preparation for traveling abroad. While abroad, students engage in diverse site visits, collaborating with partner universities on research and meeting with industry leaders to learn about business abroad. During the 2019-2020 and 2020-2021 academic years, most of these opportunities were temporarily canceled due to the pandemic. Virtual engagements, including international speakers and global conferences, were offered in lieu of traveling.





LeBow MS and MBA students volunteering during their international residency in Lima, Peru, September 2019.

Corporate and Executive Education

LeBow's Office of Corporate and Executive Education partners with faculty and corporate learning teams to create industry-aligned content that engages executive students, participants, and alumni. Targeted programming supports advancement of diversity initiatives and exploration of challenges and responsibilities related to environmental, social, and governance issues.



LeBow Executive MBA students during their international residency in South Africa, April 2019.

Corporate & Executive Education Activity Highlights

Spring 2021 Merck Drexel Advanced Leadership Program for Diverse Suppliers

Businesses can increase performance through building a diverse workforce. An important facet of leveraging diverse talent involves partnering with suppliers that understand how to lead and motivate others to achieve common goals, effectively communicate strategies, and make sound financial decisions. The Merck Drexel Advanced Leadership Program for Diverse Suppliers enables business owners to enhance their leadership and business acumen and offers access to diverse perspectives for Merck and Drexel.

Designed in partnership with Merck and Diversity Alliance for Science, this experiential development program emphasizes evidenced-based research, practitioner experience, and application. Participants have an opportunity to engage with Drexel faculty, their peers, and Merck organizational leaders in thought-provoking facilitated discussion - enhancing self-reflection and personal development while building relationships across the broader community.



Drexel LeBow Executive Summit Series and Leadership Workshops

In June 2020, a monthly virtual series of live workshops and webinars was created to provide opportunities for executive alumni to engage in discussion, develop tools to sustain productive conversation, and help reimagine how their organizations operate in order to emerge stronger in the challenging environment.

Topics addressed included systemic racism, social injustice, implicit bias, the future of diversity and inclusion, the future and innovation, leading teams through uncertainty and how to be “Unapologetically Ambitious: Take risks, break barriers, and create success.”



Summer 2021 FIN 610 Corporate Governance

Companies are under increasing pressure as they face threats from trade wars, political instability, slow growth, business-model disruptions, and an ever-changing regulatory climate, which are all on top of an intensified focus on environmental and social concerns. Executive students completed a graduate Corporate Governance experiential residency addressing critical issues in governance from a broad perspective and explored how corporate governance drives value and impacts lives. They demonstrated decision making skills by analyzing various environmental, social, and governance scenarios. Topics explored included leading practices in governance, agency conflicts, environmental and social impacts, compensation, and real life scandals and crises.





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."

The LeBow College of Business is an active member of the Philadelphia and wider global communities. We will continue to be intentional about global social responsibility and sustainability moving forward through our academic curriculum, research, and organizational practices. We will continue to promote PRME internally and externally, especially through our academic-industry partnerships and collaborations.





Conclusion

Looking ahead to the coming academic years 2021-2022 and 2022-2023, we will strive to achieve these goals as discussed throughout this report:

Goals

1. Commit to reducing purchases of single-use hot paper cups by 25% in 2022.
2. Commit to reducing purchases of plastic bottled water by 25% in 2022.
3. Commit to reducing purchases of white printer copier paper by 25% in 2022.
4. Commit to purchasing only 30% recycled white printer copier paper in 2022.
5. Increase participation in faculty survey to 40%.
6. Include adjunct faculty in survey responses.
7. Increase number of courses in course catalog that include SDG-related topics.
8. Dedicate at least two consulting engagements to supporting industry partners that promote the SDGs.

