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3 **Proposal for a**  
4 **Master of Science in Sustainable Management**

5 In the Kellstadt Graduate School of Business

6 Proposal Champions

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1       **Background**

2       Recently, Father Dennis Holtschneider sent a letter to the entire DePaul community  
3       announcing the official launch of DePaul's "Institutional Sustainability Plan: What  
4       Sustains Us?"<sup>1</sup>

5       Plans and reports like DePaul's - generated by organizations all over the world - indicate  
6       the broad recognition for the need to address the impact that our systems of economic  
7       development are having on human and natural resources.

8       However, evidence is mounting that, given the slow and uneven progress, there is a need  
9       for better management models and leaders to bring coordination and cooperation among  
10      these many activities. And voices on all sides are calling on management education to  
11      play a major role in this work.<sup>2</sup>

12      Because of its Mission and Values, we believe DePaul has a unique role to play through  
13      sustainable management education.

14      Specifically, during the research phase of the Plan's development, at one of the four  
15      university-wide "Sustainability Initiatives at DePaul Roundtable discussions", a group of  
16      participants asked a key question - what they took to be a modern restatement of the  
17      famous Vincentian "What must be done?" question - that helped shaped the framing and  
18      thinking driving the Institutional Sustainability Plan:

19                *"In what ways does the focus on sustainability function to build DePaul's*  
20                *capacity be an agent of social transformation?"*

21      And, as the Vincentian tradition would further remind us: "It is not enough to do good;  
22      it must be done well."

23      These perspectives have inspired and guided this proposal and give it a unique spirit and  
24      market positioning and opportunity to meet a major need for systemic change today.  
25

## 1-Purpose and rationale for the proposal

There is a significant emerging demand for graduates that have had course experience in the principles and processes involved with sustainability. Fueling this demand today is the growing awareness of the importance of sustainable *management*, but there is also confusion as to what exactly this means and how organizations should respond to the growing demand to be “sustainable” from many stakeholders. There are two distinct areas of expertise in the sustainability field that to date have been separated.

The first is the long-recognized need for developing and managing organizational operations so that the organization focuses on using fewer resources in the production, transportation, and promoting their product or service. This includes the management of facilities, procurement, and reducing the amount and toxicity of waste products in the process, often managed by technical experts in these fields.

This specialized determination of optimal processes, raw materials, and the handling of by-products is done by those with more specialized degrees in this and related areas.

The second area is in the realm of the social sciences and encompasses stakeholder engagement, human resource, ethical and social responsibility, cross-functional team-building and cooperative areas of management, and communication (the so-called “soft sciences”) that make the difference in the transition to successful change.

The Master of Science in Sustainable Management develops the mindsets and skills of coordination, integration and *translation/communication* of these specialized areas. Organizations now recognize the need for the development of strategic service and manufacturing approaches which align with organizational values and missions that integrates sustainability into the operational culture of the organization and the larger society.

In survey after survey among executives concerned about sustainability and the environment within their organizations, and surveys conducted by various business education organizations to help guide business educators, the themes are the same: the need to become familiar with complex systems and principles of sustainability, not just skills and knowledge, but the mindset to understand complexity and systems driving sustainability.

Throughout industry (of all kinds, manufacturing and service) and non-government organizations, the same issues of the need to integrate sustainability in culture and operations are brought up:

(1) Sustainability is ill defined within organizations, and there is no clear delineation between sustainability efforts and corporate social responsibility, making it very difficult to know where to focus.

(2) No one is ideally trained to be a chief sustainability officer. MBA's tend to have a focus on the business and cost aspects, while engineers have a focus on the

1 efforts themselves. Marketing and communication people tend to have little or no  
2 formal training in sustainability, or what needs to be said (and how) to various  
3 stakeholder groups.

4 (3) There are no rigorous systems designed to track and determine which efforts  
5 should be made, and how their value should be determined and communicated to  
6 diverse stakeholder groups.

7 DePaul, University, as a mission and values driven organization, is uniquely  
8 positioned to fill the void in all three of these critical areas, with this  
9 multidisciplinary applied and practical MS program.

## 10 11 12 13 **2-Proposed Curriculum**

14 While the MS in Sustainable Management will have **administrative**  
15 **responsibility** in the Management Department of the Kellstadt Graduate School  
16 of Business in the Driehaus College of Business, the program will include  
17 multiple colleges to offer the student a broad spectrum of learning experiences.  
18 The evolution of sustainability, we expect will continue move beyond the green  
19 movement and will deepen its roots in multiple disciplines. The MSSM Core  
20 Faculty (the current MBA Concentration in Sustainable Management Faculty  
21 Team who have been working together since the planning began in 2009) – in  
22 collaboration with the DePaul Sustainability Initiatives Task Force (SITF)  
23 Working Committee on Curriculum -will provide coordination and advise the  
24 Chairman of the Department of Management to support continuous improvement  
25 and to ensure that there is alignment of learning goals, course sequencing, and to  
26 ensure that there will be means to assess the success of the program. These  
27 efforts will also help build the “DePaul Sustainability Network”, the major focus  
28 of Phase II SITF work.

### 29 **Proposed Program of Study**

30 The program will consist of 12 courses (48 credit hours) consistent with other  
31 Master of Sciences programs in the Kellstadt Graduate School of Business. There  
32 will be three domains to the program. The core domain is the present 5 courses of  
33 the MBA in Sustainable Management Concentration launched in Fall 2010 and  
34 which provided the foundation, motivation and experience to build the MSSM.

35 The second domain will provide the student with a foundation business and  
36 management background of 4 courses (16 credit hours). The third domain will be  
37 3 courses chosen from a broad interdisciplinary offering for the student to pursue  
38 specific areas of interest. This we see as a growing, dynamic portion of the  
39 program as the fast moving sustainability field evolves.  
40

1  
2 **Core Courses** (5 required courses – 20 hours) All courses are 4 credits

3 MGT 515 Sustainable Management (first quarter)  
4 ENV 506 Earth Resources and Human Society  
5 FIN 559 Sustainable Value Creation (We recommend that this be a GSB  
6 course)  
7 CMNS 529: Special Topics in Multicultural and Organizational  
8 Communication - Environmental Rhetoric & Politics  
9 GSB 595, MPS 604, MLS 490 Developing Sustainable Strategies: Practicum  
10 (Capstone)

11 **Business Foundation Electives** (Choose 4 courses - All courses 4 credit hrs)

12 ECO 509 Business Conditions Analysis  
13 MGT 500 Managing for Effective & Ethical Organizational Behavior  
14 ACC 500 Financial Accounting  
15 GSB 420 Applied Quantitative Analysis  
16 MGT 502 Operations Management (GSB 420 is a pre-req)  
17 MGT 508 Quality Management Systems (MGT 502 is a pre-req)  
18 MGT 556 Ethics and Leadership: Streets of Chicago  
19 MGT 595 Social Entrepreneurship  
20 MGT 535 Change Management (MGT 500 is a pre-req)  
21 MKT 798 Emerging Markets  
22 MKT 798 Social Marketing

23 **Interdisciplinary Electives** – (Choose 3 - 12 hours) All courses are 4 credits.

24 ECO 798 Environmental Economics and Public Policy  
25 ECO 798 Microeconomic Theory  
26 ECO 798 Public Economics  
27 MPS 604 Special Topics – Environmental Policy & Sustainability  
28 MPS 511 Sustainable Development and NGOs  
29 MPS 611 Management of International NGO's  
30 RE 798 Sustainable Building & Real Estate  
31 GEO GIS 441 Geographical Information Systems (GIS) for Community  
32 Development  
33 MLS 409 Environment and Society  
34 MLS 442 Ethics and the Economy  
35 MLS 452 Great Ideas, Business, Society  
36 MLS 462 Seminar in Business Ethics

37  
38  
39 See Appendix 3 for complete description list of the courses.

40 In total, the program is designed to give the student the opportunity and  
41 flexibility to weave together the 3 domains of the best that DePaul has to offer for  
42 a broad understanding of business and organizational processes, as well as the  
43 opportunity to tailor the program for a specialized, in depth coverage of a  
44 particular field, industry, or function. The goal is to educate leaders in the  
45 challenging tasks of designing and implementing Sustainable Management.

1           **Admission procedures** will follow the norm for similar programs in the College  
2 of Commerce. Students will be admitted to the program using admissions  
3 standards comparable to those used for KGSB MBA programs. To be admitted,  
4 prospective students must (1) hold a bachelor's degree from an accredited four-  
5 year institution or its equivalent, and (2) complete the GMAT. International  
6 applicants must also demonstrate a competency in spoken and written English by  
7 submitting a TOEFL score. Admission decisions to all KGSB programs are  
8 made by the KGSB admissions staff.  
9

### 10           **3--Academic Quality**

11           Academic Quality is central to the success of this program and any program at  
12 DePaul. The oversight committee on sustainability will work with the  
13 department of management chair to ensure that the program has a solid  
14 tracking system to support high quality. This will include the following  
15 elements:

- 16           • Tracking graduates of the program to assess if they were hired in a  
17 related field, salary levels, and progress over 5 years (promotions and  
18 change in compensation levels). This approach is used at a Baldrige  
19 recipient university with good success.
- 20           • Surveys of alumni to determine their satisfaction with the program and  
21 to assess their perception of how well DePaul prepared them for  
22 particular aspects of sustainability and the degree that they use these  
23 skills and knowledge on-the-job.
- 24           • Surveys of employers to determine their satisfaction with the quality of  
25 the graduates' skill and knowledge levels.
- 26           • Surveys will also try to address how well DePaul graduates are doing  
27 with their degree versus students in other programs.
- 28           • Critical Assessment of the program and program contents by an  
29 external advisory board recruited by the oversight committee for the  
30 specific purpose of making sure the program is relevant and to support  
31 interactions between students and business leaders in the field.

32           The metrics possible in the above multi-measurement tools will be tracked on a  
33 bi-annual basis (including comparisons with other programs) to support the  
34 necessary improvements to keep the program highly competitive with the top  
35 programs in the country that are similar to this MS in Sustainable Management.

36           To keep this program vital, it will entail that there will be a robust review of the  
37 program bi-annually. The nature of the field and the changes in technology  
38 necessitate that the program innovate, as necessary, to remain competitive. The  
39 advisory board and the oversight committee will be active participants in this  
40 process. We are looking to partnering with other organizations that might sponsor  
41 students striving for LEED certification or ASQ (American Society of Quality)

1 certification (Lean auditor, quality auditor) or in training for organizational  
2 certification programs that demonstrate a focus on sustainability such as ISO  
3 (International Standards Organization) certification (particularly 9000 series and  
4 14000 series).

5 Quality in the classroom will be assessed as well. The oversight committee,  
6 composed of those teaching in the program, will address desired metrics to assess  
7 learning goals for each class and the importance of building an aligned set of  
8 program outcomes.

#### 9 10 **4- Marketing Strategy**

11 In this section, we will cover the careers available to students and the strength of  
12 the job market, the target student, the competition, and what are the competitive  
13 strengths of DePaul to attract students for an MS in Sustainable Management.

#### 14 15 **The Careers Available**

16 The job market for graduates in Sustainable Management is exploding and so are  
17 the numbers of students. Students are becoming more concerned about the  
18 resources of the planet and are looking at ways to commit their values to actions.  
19 This is according to Austin Considine in a New York Times article “Green Jobs  
20 Attract Graduates,” June 24, 2011.

21 A **Smart Money** article (August 25, 2009) stated that the stimulus package that  
22 passed in February provides roughly \$70 billion for the nation's energy sector;  
23 most of it is earmarked for green energy jobs and development.

24 More universities are starting to offer majors in environmental design and  
25 technology for students interested in entering the green sector, The article says.  
26 Coursework focuses on new ways to generate power and includes engineering  
27 elements (e.g., how to improve a product's efficiency) and applied science (e.g.,  
28 how to reduce a carbon footprint). Jobs in the green sector include hybrid car  
29 engineering, solar panel production and sales, wind farm design, hydroelectric  
30 and geothermal power management and pollution control jobs among the non-  
31 green sectors.

32 Green-related jobs are certainly going to be a growing sector of the economy, says  
33 Leeb, chief investment officer of Leeb Capital Management in New York.

34 Yet, within this technical explosion of skills, there is the pressing need for  
35 graduates to be able to coordinate and implement these technologies – to *manage*  
36 them. It is the world of resources meets the world of knowledge and  
37 relationships.

1 A perfect example affirming this comes from Loyola University Chicago's job  
2 description for their Sustainability Officer. See Appendix 8.

3 The Department of Labor (O\*NET data base) predicts a 7-13% job growth in  
4 sustainable specialists with an increase in jobs of 327,200 in the next decade in  
5 the U.S. These specialists would be doing the following job-related activities,  
6 many of which show the need for management mindset of collaboration and  
7 coordination of many disparate parts.

- 8 • Develop sustainability project goals, objectives, initiatives, or strategies in collaboration  
9 with other sustainability professionals. 🌱
- 10 • Monitor or track sustainability indicators, such as energy usage, natural resource usage,  
11 waste generation, and recycling. 🌱
- 12 • Assess or propose sustainability initiatives, considering factors such as cost effectiveness,  
13 technical feasibility, and acceptance. 🌱
- 14 • Collect information about waste stream management or green building practices to  
15 inform decision-makers. 🌱
- 16 • Create marketing or outreach media, such as brochures or web sites, to communicate  
17 sustainability issues, procedures, or objectives. 🌱
- 18 • Create or maintain plans or other documents related to sustainability projects. 🌱
- 19 • Develop reports or presentations to communicate the effectiveness of sustainability  
20 initiatives. 🌱
- 21 • Identify or procure needed resources to implement sustainability programs or projects. 🌱
- 22 • Provide technical or administrative support for sustainability programs or issues. 🌱
- 23 • Write grant applications, rebate applications, or project proposals to secure funding for  
24 sustainability projects

## 25 26 **Target Market**

27 We believe the MS in Sustainable Management will be attractive to students who  
28 increasingly care about the environment and their role in sustaining the  
29 environment and enhancing the quality of life for all people. This is in their  
30 values and, increasingly, these students want to find jobs/career paths that echo  
31 their values.

32 There is a segment of the market that would prefer a more concentrated  
33 immersion into a field rather than a generalist MBA program.

34 In addition, there is a segment of the population that have earned specialized  
35 environmental degrees and certificates who are now recognizing the  
36 overwhelming need for cooperation, communication, and collaboration, and  
37 would like to move to a more management and policy/setting roles in these areas.

38 Of these three segments, we would realistically expect to attract 20 students to the  
39 program a year. Initially, we would expect a few of these students to migrate



1 from the MBA program, but the bulk of new students would come from the  
2 number of students entering the program searching for MS programs in particular.  
3 This would include the explosive growth of Chinese students we have seen over  
4 the past year (200 entering the DePaul MS programs) with that number expected  
5 to double in the next year. Especially interesting with the Chinese students is the  
6 continuing efforts in China to deal with their massive environmental issues and  
7 challenges.

## 8 9 **The Competition**

10  
11 The M.S. in Sustainable Management faces one direct competitor at the local  
12 level but finds more competition at the regional and national level. However,  
13 because the M.S. is structured as a part-time program, it most likely will not face  
14 competition with major regional and national Sustainable Management programs  
15 where students move to a location specifically to complete a degree while  
16 attending full-time. Furthermore, the average graduate degree in sustainable  
17 management in this country is offered as a concentration in an MBA program  
18 with more hours required for its completion than an M.S. The M.S. in Sustainable  
19 Management, as a 48 credit hour degree, could feasibly be completed in one year  
20 if the student chose to attend full-time. It can easily be completed in two years as  
21 a part-time student, which will appeal to local working individuals. Additionally,  
22 our proposal is unique because of its interdisciplinary focus. The program  
23 includes courses from four different colleges (Commerce, Science and Health,  
24 Liberal Arts and Sciences, and Communication) and therefore, provides an  
25 interdisciplinary approach to studying sustainability, essential for any  
26 sustainability professional. Consequently our program prepares students for an  
27 array of sustainability-based careers.

### 28 **Local**

29 “Beyond Grey Pinstripes” <http://www.beyondgreypinstripes.org/> is a well  
30 respected program offered through the Aspen Institute Center for Business  
31 Education that provides an alternative ranking of business schools based on their  
32 ability to provide a well-rounded, ethical grounding in business education with a  
33 focus on sustainability. Their rankings do not necessarily only include those  
34 programs with a specific degree in sustainable business or management, but  
35 rather, looks at MBA and Master’s in Business programs holistically to determine  
36 how well they meet the needs of an advanced, professional education in  
37 sustainable business. On the local level the following universities are found  
38 among their top twenty rankings: Northwestern University (#6) and Loyola  
39 University Chicago (#16).

40  
41 **Northwestern University’s** MBA program has a specific concentration option  
42 entitled SEEK (Social Enterprise at Kellogg) which requires that students take  
43 four courses to complete the concentration. Some of the courses have direct

1 sustainability themes including Sustainability Lab, Sustainable Strategy,  
2 Sustainable Finance, Corporate Social Responsibility and Environmental  
3 Management. However, it should be noted that this is a concentration in the  
4 overall MBA program. <http://www.sustainability.northwestern.edu/>  
5 [http://www.kellogg.northwestern.edu/Departments/seek/curriculum/s\\_lab\\_2012.a](http://www.kellogg.northwestern.edu/Departments/seek/curriculum/s_lab_2012.a)  
6 [spx](http://www.kellogg.northwestern.edu/Departments/seek/curriculum/s_lab_2012.a)  
7 <http://isen.northwestern.edu/>  
8  
9

10 **Loyola University of Chicago** has an MBA program with little direct course  
11 work in sustainability (their ranking is based primarily on activities within clubs  
12 such as Net Impact). They do have one required class in Business ethics that  
13 addresses issues regarding corporate social responsibility. Due to the limited  
14 course work in sustainability, we do not see this as competition.  
15

16 **In terms of a specific M.S. program locally**, we have competition from only one  
17 university, the M.S. in Environmental Management through the **Stuart School of**  
18 **Business at Illinois Institute of Technology**. This program allows for students  
19 to pursue an “E3” specialization – Energy/Environment/Economics. The degree  
20 requires that students take eight core courses and three elective courses to build a  
21 concentration. Overall, the program requires 11 courses and could feasibly be  
22 completed in one year. Consequently, they are the most direct competition we  
23 will face in Chicago. The IIT’s MBA program also offers a concentration in  
24 Sustainable Enterprise.  
25

26 **The University of Chicago Graham School of Continuing Liberal and**  
27 **Professional Studies** offers a certificate program in Leadership in Sustainability  
28 Management. The program consists of six required courses and one capstone  
29 project and can be completed in one year. Because this is a certificate program,  
30 we do not see this as direct competition for those seeking a degree in  
31 Sustainability Management.  
32

33 <https://grahamschool.uchicago.edu/php/sustainabilitymanagement/>  
34  
35  
36

Possible competition	Program size comparison	Course comparison
IIT Stuart School of Business: MS in Sustainable Management	40 students – a technical program. Founded in 1995. Reached peak in 2000 with 120 students, many from real estate and	IIT’s program is 11 courses and can potentially be completed in one year. IIT’s program, while stating that it is interdisciplinary, it only offers courses from two areas – business (BUS) and environmental management in sustainability (EMS). This degree has 8 required core courses and three electives that can form a concentration.

	architecture	Our program has 11 required courses and one elective. While our program has less flexibility, we see this as a strength because it leaves students with a specific set of skills that prepare them for a variety of future careers in sustainability.
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<http://www.stuart.iit.edu/graduateprograms/ms/environmentalmanagement/>

Center for Sustainability and Excellence – 2 day Certified Sustainability Practitioner Training. We have had several meeting with them and they are anxious to partner with DePaul. A current member of the staff is a DePaul grad. Nikos Avlonas, director, is very dynamic and he is familiar with DePaul as well. Since they focus on certificate training, they are not direct competition, but their accreditation course could be an addition to the MSSM as a component.

<http://csr-practitionerapr2012chicago.eventbrite.com/>

### Regional

In the Midwest region, Beyond Grey Pinstripes ranks the following Midwest schools among the top twenty: University of Notre Dame (#4), University of Michigan (#7), and University of Wisconsin (#17). However, it should be noted that these are not necessarily programs that have a specified degree in sustainability but instead, have courses that address sustainability. University of **Notre Dame's** full-time only MBA has twenty courses that Beyond Grey Pinstripes states address issues in social, economic, and environmental aspects of business. However, they do not have a specific concentration or degree in sustainability.

**University of Michigan** does not have a sustainability concentration or emphasis in its MBA but does have courses in Corporate Environmental Strategy, Finance for Sustainable Enterprise, Sustainable Manufacturing, and Systems Thinking for Sustainable Enterprise.

**University of Wisconsin's business school** has a graduate certificate in Business, Environment, and Social Responsibility (also a Ph.D. minor in their College of Business) with courses such as Business and the Social Side of Responsibility, Ecological Business: Integrating Business & Sustainability Goals, and Environmental Strategy and Sustainability.

### National

At the national level "Beyond Grey Pinstripes" ranks the following U.S. programs in the top ten (this does not include the regional universities listed above and programs in other countries that they rank): Stanford University (#1), Yale

1 University (#5), Cornell University (#8), University of North Carolina (#9), and  
2 UC – Berkeley (#10).  
3

4 **Stanford University** offers a full-time only MBA program that can be completed  
5 in two years. The curriculum includes sustainability-related courses such as  
6 Design for Social Good, Forest Conservation, Sourcing Products in Developing  
7 Countries, and Microfinance in Africa, but it does not have a specific emphasis or  
8 concentration in sustainability. They do offer a certificate program in public  
9 management and social innovation where students can choose to focus on the  
10 environment.  
11

12 **Yale University's** MBA is also full-time only and takes two years to complete. It  
13 does not offer a specific program or concentration in sustainability but does have  
14 the Center for Business and the Environment which partners with the world  
15 renowned Yale School of Forestry and Environmental Studies, providing an outlet  
16 for students to get involved in research and outreach. They offer courses such as  
17 Business Strategy for Industrial Ecology, CSR (Corporate Social Responsibility)  
18 Social Venture Management, and The Environment and the Market Place.  
19 Cornell University is also a full-time only, two-year MBA program with no  
20 specific concentration in Sustainability. However, they do have the Center for  
21 Sustainable Global Enterprise offering opportunities for students and faculty to  
22 get involved in research and outreach. It has an "immersion" component  
23 t where students engage in field experience in sustainable global enterprise.  
24

25 **University of North Carolina** is a full-time, two-year MBA program that offers a  
26 Sustainability Enterprise (SE) concentration. UNC states that 75% of their MBA  
27 students take at least one course in SE and 20% graduate with this concentration.  
28 UC Berkeley has full-time and part-time MBA programs with no specific  
29 concentration or emphasis in Sustainability but do offer sustainability-related  
30 coursework.  
31  
32

### 33 **5-How the program meets the learning goals of the university that are most relevant** 34 **to your program**

35 The Proposed Master of Science in Sustainable Management will meet many of the  
36 university learning goals:

- 37 · Program graduates will have developed a mastery of the core texts, concepts,  
38 practices, and historical trends in the field of sustainability (goals 1, 10).
- 39 · Because systems thinking is a critical skill set in the field of sustainability, program  
40 graduates will be able to seek out, respect, and learn from multiple perspectives and  
41 stakeholders, especially when those perspectives challenge a student's own assumptions,  
42 mental models, or patterns of thought (goals 4, 6, 9).

- Program graduates will develop multiple literacies relative to the economic, social, and environmental pillars of sustainability (goal 7).
- Program graduates will learn how to engage and utilize descriptive and normative ethical frameworks, seeking out ones better suited for addressing the core challenges of economic development, social equity, and environmental stewardship (goal 5).

**DePaul University**  
**Learning Goals**  
(Policy approved by Faculty Council 1/12/95)

The University-wide learning goals listed below do not exhaust the learning goals pursued at DePaul. Notably, they do not explicitly refer to the expectations specific to the various schools and departments. Nor will they be pursued neither in the same manner nor to the same degree in every unit. Nevertheless, the education of all recipients of a DePaul degree should be characterized by these goals, along with the goals specific to the student's unit.

Since graduate and professional schools encounter students at different stages of their education and at different levels of maturity, their approaches to these goals and their methods of measuring them will have to be adjusted accordingly.

1. **Mastery Content** - A DePaul graduate will establish mastery of a body of knowledge and skills in depth and breadth.
2. **Articulate Communication** - A DePaul graduate will be able to communicate articulately in both the spoken and the written word, being able to read and to listen critically in order to understand the conversation in progress, and to adjust diction and style to anticipated audience, to the subject matter and to the purpose of the communication. This goal recognizes the necessity that a student's ability to communicate keep pace with the increasing subtlety, precision, and depth of the student's knowledge, sensibilities and deliberative powers.
3. **Capacity to Work Toward Accomplishing Goals Both Independently and Cooperatively** - A DePaul graduate will have the capacity to work toward accomplishing goals both independently and as part of a team. This means being able to engage in inquiry, being self-directed in one's work, and being able to cooperate toward group accomplishment.
4. **Knowledge of and Respect for Individuals and Groups who are Different from Themselves** - A DePaul graduate will have knowledge of and respect for individuals and groups who are different from themselves. This goal recognizes the importance of multicultural and global approaches to teaching and learning as core strands in our curriculum and that the study and examination of differences and diversity are integral to and interwoven throughout one's education at DePaul University.
5. **Development of a Service-Oriented, Socially Responsible Value and Ethical Framework** - A DePaul graduate will develop or enhance his/her value and ethical framework and respect the religious and ethical foundations that are central to DePaul's mission. This goal requires the University to provide opportunities, incentives, and resources to help students appreciate their responsibilities to others and to society.
6. **Critical and Creative Thinking** - A DePaul graduate will be capable of thinking critically and creatively, integrating knowledge and ways of knowing, making reflective judgments, identifying significant ideas and their underlying assumptions, biases, and presuppositions.
7. **Development of Multiple Literacies** - A DePaul graduate will develop multiple literacies, including computer literacy, information literacy, math literacy or numeracy, linguistic literacy, visual literacy and scientific literacy.
8. **A Personal Arts and Literature Aesthetic in Formation** - A DePaul graduate will form a personal arts and literature aesthetic as a component of keen judgment, flexible imagination, self-expression and moral sensibility.
9. **Self-Reflection/Life Skills** - A DePaul graduate will be able to apply their DePaul education to life and learning, to reflect on learning and experiences, and discover what choices are available to them and how make life's choices wisely.
10. **Historical Consciousness** - A DePaul graduate will develop knowledge and appreciation of the past and its role in shaping the present and the future.

1 The Proposed Master in Science in Sustainable Management meets the university goals  
2 above through having the processes in place to ensure the mastery of content (1) through  
3 bi-annual evaluations within the organization and with alumni and employers. Certainly,  
4 social responsibility and ethics (5) are at the heart of the program. Critical thinking and  
5 creative thinking (6) will be needed to help improve the carbon footprint of  
6 organizations and will be a central part of the program.

7  
8 **6-How the program meets the mission of the university.**

9 As of the DePaul University mission statement states, “In meeting its public service  
10 responsibility, the university encourages faculty, staff and students to apply specialized  
11 expertise in ways that contribute to the societal, economic, cultural and ethical quality of  
12 life in the metropolitan area and beyond. When appropriate, DePaul develops service  
13 partnerships with other institutions and agencies.”

14 We believe that the Master of Science in Sustainable Management clearly fits the mission  
15 of this university in serving the development of the students who can in turn lead in the  
16 implementation of sustainable management practices to serve the community, and the  
17 world.  
18

19 **7-Existing DePaul programs and/or courses that your proposal might duplicate (or**  
20 **support) within Kellstadt**

21 This MS builds on the experience of creating, teaching and marketing the MBA in  
22 Sustainable Management Concentration, which was launched in Fall 2010 . As a result  
23 of this work, and in preparing this proposal, we have seen the opportunity for students  
24 who want staff positions helping companies and organizations of all kinds understand,  
25 build and implement sustainability functions, focusing on internal operations. The MBA  
26 with the Sustainable Management Concentration is for students who want to lead  
27 organizations in developing business and economic strategies incorporating sustainability  
28 principles and thinking.

29 The main difference is that the MS focuses on processes of sustainability while the  
30 Concentration is embedded in the MBA with the focus on broader organization strategy.

31 While both are *management* activities, it is the difference between educating managers  
32 with line responsibilities and future CEOs, versus administrative and staff officers (to use  
33 the familiar military distinction).

34 Further, since the entire five course concentration in the MBA Sustainable Management  
35 Concentration would be included in the MS program, this will fortify those courses by  
36 making enrollments more robust.

37 Specifically, both the Concentration and the MSSM students would participate in the  
38 “Sustainable Business Conference” which, in its second year, is emerging as the key  
39 showcase for students throughout DePaul to be exposed, firsthand, to leading  
40 organizations in the field.  
41

1           **Within LAS and CSH**

2           While there is much interest and activity around sustainability curricula throughout  
3           DePaul, the leading graduate program at the moment which most complements the  
4           MSSM effort to date is the proposed MA in Sustainable Urban Development degree. This  
5           MASUD focuses on *community* assets. The MSSM focuses on *organizational* assets.  
6           Students in the MSSM will be able to take 7 electives. These two programs, as they  
7           develop their unique competencies and points of view, can be more closely aligned from  
8           a marketing standpoint with their distinct, but complementary purpose and goals.

9           The School of Public Service has great interest in sustainability as well, and we see  
10          possibilities for future collaboration. See esp. Appendix 3 for a sample of courses they  
11          offer which focus on sustainability related issues.

12          Within CSH and especially the Environmental Science and Studies Department, there are  
13          several courses which will be of interest to those students interested in the scientific  
14          dimensions of sustainability.

15  
16  
17          **8-List any of the courses in the proposal taught by another unit or, if you are changing a**  
18          **program, are you deleting any courses taught by another unit. Have you notified**  
19          **these units?**

20  
21          See proposed curriculum page. Outside the College of Commerce, the following units  
22          are participating in the Master's programs, as Core Courses. (Others are electives in the  
23          Interdisciplinary Electives domain)

24  
25                   **College of Communication:** CMNS 529    Environmental Rhetoric and  
26                   Politics

27                   **School of Public Service**   MPS 604 Special Topics

28                   **College of Science and Health**   ENV 506 Earth Resources and Human  
29                   Society

30                   Letters included in Appendix 1

1 **9-The Proposed Budget**

<b>Date Prepared:</b>						
<b>Prepared by:</b>						
		2011-2012	2012-2013	2013-2014	2014-21015	2015-2016
<b>Revenues Generated</b>						
8	Estimated number of new students	20	20	20	20	20
9	Estimated number of existing students		20	20	20	20
10	Tuition Revenues	432,000	864,000	864,000	864,000	864,000
11	Non-Tuition Revenues (itemized)					
13	<b>Total Revenue</b>	\$ 432,000	\$ 864,000	\$ 864,000	864,000	864,000
<b>Expenses</b>						
<b>Direct Instruction</b>						
19	Faculty Salary					
20	Faculty Reduced Loads					
21	Faculty Benefits					
<b>Student Assistance</b>						
24	Student Pay					
25	Student Tuition Reductions					
<b>Administrative/Staff Support Costs</b>						
28	Salaries					
29	Benefits					
31	<b>Library Support</b>					
33	<b>Information Technology Support</b>					
35	<b>Marketing Expenses</b>					
37	<b>Total Expenses</b>	\$ -	\$ -	\$ -	\$ -	\$ -
39	<b>Contribution to Overhead</b>	\$ 432,000	\$ 864,000	\$ 864,000	864,000	864,000

2  
3 The proposed program builds on mostly on existing courses and staff and will not require  
4 additional instructional staffing.



**Appendix 1: Letters of Support**

Recommendations regarding the impact of MSSM include following:

- f) Library regarding additional resources needed to support the proposal,
- g) Information Technology regarding additional resources needed to support the proposal,
- h) Dean Whittington, of the host unit indicating her or his support and additional resources needed to support the proposal,
- i) Director of the program or unit, indicating her or his support and additional resources needed to support the proposal: Scott Young
- j) Other units that will be affected by this proposal. (Communication, LA&S, and CSH Deans)

-----  
**MEMORANDUM**

**TO:** Curriculum and Program Committee  
**FROM:** Jim Galbraith, Associate Director for Collections and Scholarly Resources  
**SUBJECT:** Letter of Support for a Master of Science in Sustainable Management Program  
**DATE:** April 9, 2012

**SUMMARY**

The DePaul University Libraries are prepared to support a Master's program in Sustainable Management. The coursework of the proposed program is currently supported by our existing collection, which includes content selected for the allied programs of Management, Marketing, Environmental Science, Public Policy Studies, and Sustainable Management (MBA), so no additional funding for the Libraries will be requested at this time. However, if the curriculum is later expanded to include additional new courses then the Libraries may submit a SRAC request for additional funding at that time.

We should note that the increasing number of new programs relating to the environment and sustainability issues, along with the recently released recommendations of DePaul's Sustainability Initiatives Task Force, indicate a definite need for an overall expansion of the Libraries' resources in these areas. So while we are not requesting additional funding to support this particular program, we do anticipate submitting a SRAC request for an increase of \$5,000-10,000 to support the increased emphasis on these issues at DePaul.

**Databases**

Our analysis of the DePaul Libraries database collection indicates that we have considerable database content that would support the Master of Science in Sustainable Management.

The DePaul University Libraries subscribe to the following electronic databases, each of which index relevant subject content.

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**General Databases**

- **Academic Search Complete**

This interdisciplinary database indexes over 13,000 journals. Full-text coverage includes 9,000 titles including 7,700 peer-reviewed publications. This database is an excellent source of information in all areas of academic study.

**Specialized Databases**

- **ABI/Inform**

This database covers business and economic conditions, corporate strategies, management techniques, as well as competitive and product information.

- **Business Source Complete**

Comprehensive coverage of journals and trade publications in all business-related disciplines; includes indexing and abstracts for the most important scholarly business journals back as far as 1886. Additional full text, non-journal content includes financial data, books, major reference works, conference proceedings, case studies, company profiles, SWOT analyses, investment research reports, industry reports, market research reports, country reports, and Harvard Faculty Seminar Videos.

- **Conference Board Business Knowledge Research**

Research reports on the latest issues in business management, leadership, HR, annual overviews of executive compensation and corporate giving, corporate governance, productivity and CRM; US and global economic indicators, analysis and forecasts.

- **Environment Complete**

Contains articles from thousands of journal publications covering areas of agriculture, ecosystem ecology, energy, renewable energy sources, natural resources, marine & freshwater science, geography, pollution & waste management, environmental technology, environmental law, public policy, social impacts, urban planning, and more.

- **GEOBASE**

Includes articles from thousands of journal publications concentrating on the physical dimensions of the environment (e.g. geochemical, geophysical, atmospheric, climatological, oceanographic, hydrological aspects).

- **MarketResearch.com**

Access research reports that address consumer behavior and industry/market trends in retailing, food and beverages, personal care, manufacturing, services, hospitality, healthcare and technology. Geographic coverage is predominantly the United States but there is also significant global and individual foreign country analysis.

- **Passport GMID**

1 Historical and forecasted global marketing information including demographic and economic  
2 statistics, consumer lifestyles and industry reports for the United States and 80 other countries.  
3 Formerly known as Passport Reference & Markets.

4  
5 • **Web of Science**

6 Indexes articles from thousands of science journal publications covering an extremely broad &  
7 diverse range of science topics.

8  
9 The Libraries offer access to these databases via a proxy server, enabling DePaul students and  
10 faculty to make use of them from home as well as from all the DePaul campuses.

11  
12  
13 **Journals**

14  
15 As the proposed program builds upon the current curriculum offered by the undergraduate and  
16 graduate programs, the University Libraries' current journal holdings will provide good general  
17 support to the new program.

18  
19 The DePaul University Libraries' collection journal content includes current access to the  
20 content of the following journals, which could be valuable resources of information for the  
21 Master's program:

- 22
- International journal of technology management & sustainable development
  - Environment and planning
  - Journal of sustainable real estate
  - Environmental & resource economics
  - Environmental innovation and societal transitions
  - Land economics
  - Journal of environmental economics and management
  - Journal of urban and environmental engineering
  - **Environmental management**
  - **Journal of environmental management**

1  
2 While our current journal collection should provide good general coverage for this new program,  
3 the increasing interest in Sustainability on the DePaul Campus indicates that additional resources  
4 on this subject may be needed in the future.  
5

6  
7 **Monographs**  
8

9 The Libraries' book approval/purchase profile is currently set up to regularly review and  
10 purchase newly-published monographs in support of the academic programs which the MS in  
11 Sustainable Management is built upon. Our examination of the new proposed curriculum  
12 revealed that the Libraries' existing collection profiles already generate orders for a wide range  
13 of books that would support teaching and learning in this new program. Thus, our current  
14 collection and acquisition activities will provide a solid foundation to support the proposed MS  
15 in Sustainable Management.  
16

17 An analysis of DePaul's collections against the library holding of Loyola and Northwestern, peer  
18 institutions with related Master's programs, shows that the DePaul University Libraries have a  
19 competitive monographs collection in the area of Sustainable Management. The following table  
20 compares DePaul's collection size to that of Loyola and Northwestern for LC Subject Headings  
21 related to the proposed program.  
22

Subject Heading	DePaul	Loyola	Northwestern
Management --Environmental aspects	11	6	13
Sustainable development	421	359	1140
Green marketing	30	16	34

23  
24 An analysis of our approval plan spending in LC Subject Areas relating to the proposed program  
25 indicates that the Libraries have begun collecting specialized titles in the field. In the past three  
26 calendar years, 314 titles were identified as becoming available for purchase in the subject areas  
27 relating to the proposed program with an average price of \$103. The Libraries purchased 28% of  
28 these monographs, roughly 28 titles per year.  
29

30 In light of these findings, the Libraries will not be requesting additional funding for monograph  
31 purchasing in support the new MS in Sustainable Management program at this time.  
32

33 As a member of I-Share, a statewide resource-sharing system linking 76 Illinois academic  
34 institutions, the DePaul Libraries use a consortial online catalog. DePaul students and faculty  
35 can use the I-Share catalog to identify, locate, and request materials directly from DePaul and the  
36 other 75 member institutions. Materials selected by the patron through I-Share are sent to the  
37 individual's requested DePaul campus via the University's daily shuttle. DePaul students and  
38 faculty may also visit any of the I-Share Libraries to pursue research or borrow materials on site.

1 Access to this statewide resource-sharing system would provide further support for the proposed  
2 program.  
3  
4

5 **Collection analysis prepared by:**  
6

7 James Galbraith, Associate Director for Collections and Scholarly Resources

8 Sue Shultz, Bibliographer for the Management Department

9 Amelia Brunskill, Electronic Resources Librarian

10 Bart Davis, Collection Development Assistant  
11

DEPAUL  
UNIVERSITY



Information Services  
243 South Wabash Avenue  
Chicago, Illinois 60604-2300  
312/362-8200  
FAX: 312/362-8097

**MEMORANDUM**

Date: April 4, 2012  
To: Ron Nahser, PhD, Institute for Business and Professional Ethics  
From: Cara Kaufmann-Rosenthal, Information Services  
Cc: Bob McCormick, Information Services  
Re: **Master of Science in Sustainable Management**

Information Services (IS) thanks the Kellstadt Graduate School of Business for the opportunity to review the proposed **Master of Science in Sustainable Management** degree program. Upon examination of the proposal, IS, in the near term, does not foresee any significant impact on the services offered by our division.

You are encouraged to contact Cara Kaufmann-Rosenthal (x28080) if you any questions or concerns about IS's services in relation to the implementation or operation of your new degree. Information Services extends its best wishes for a successful program.

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# MEMO

**To:** UCCP  
**From:** Ray Whittington  
Dean  
Richard H. Driehaus College of Business  
**Date:** 4/3/12  
**Re:** Support for the MS in Sustainable Management

I am in complete support of the proposal for a Masters of Science in Sustainable Management. Sustainable management is of growing interest to the business community and I believe there will be good demand for this program. The College is committed to providing support for it.

1       **Memorandum**

2       **TO:** Ken Thompson

3       **FROM:** Chuck Suchar, Dean, LAS

4       **SUBJECT:** Master of Science in Sustainable Management

5       **TODAY’S DATE:** April 9, 2012

6       **Cc:** F. Byron Nahser

7       I’ve been asked to comment, briefly, on the proposal before the CCP regarding a Masters  
8       in Science in Sustainable Management. My connection to the proposal, aside from the  
9       fact that several courses from my College – The College of Liberal Arts and Social  
10       Sciences - are listed as electives in the proposed curriculum, go back to the earliest  
11       formulations of the proposed curriculum when still other courses, from programs that  
12       were previously located in the College of Liberal Arts and Sciences – were a part of the  
13       program as well. I view the Masters of Science in Sustainable Management as an  
14       extremely useful graduate program – one that focuses on the essential principles around  
15       the management, development, production, transportation and organization and  
16       conservation of resources in the provision of products and services.

17       The proposed curriculum will offer students courses and experiences that tap a wide  
18       range of knowledge in the areas of “sustainability” that includes courses in management,  
19       the environment and environmental policy, geographic information systems, quantitative  
20       analysis, finance, economics, etc..., that truly provide them with an inter-disciplinary  
21       approach to the complex issues of managing sustainable business practices. The program  
22       appears to be well conceived and the curriculum will provide students with the  
23       knowledge and skills to be ethically grounded managers of business and the  
24       environmental contexts in which business is conducted. It has my support.  
25

DEPAUL  
UNIVERSITY



College of Science and Health  
Office of the Dean  
1110 West Belden Avenue  
Chicago, Illinois 60614-2245  
Office: 773.325.8300

April 10, 2012

Dr. Ron Nahser  
Senior Wicklander Fellow  
Institute for Business and Professional Ethics

The College of Science and Health supports the proposal for the Master of Science in Sustainable Management. This is a well-designed program that is in growing demand across numerous disciplines. We are happy to support this program.

A handwritten signature in black ink that reads "Jerry W. Cleland".

Jerry W. Cleland  
Professor and Interim Dean

DRAFT



DEPAUL  
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College of Communicati  
1 East Jackson Boulevard  
Chicago, Illinois 60604-225  
312/362-8600  
FAX: 312/362-8620  
communication@depaul.edu

April 3, 2012

Ron Nahser  
Senior Wicklander Fellow  
Institute for Business and Professional Ethics  
[rnahser@depaul.edu](mailto:rnahser@depaul.edu)

This letter is to express my support of the College of Communication's participation in the proposed M.S. in Sustainable Management. The College of Communication is highly supportive of interdisciplinary programs such as this and we are happy to commit to the inclusion of the course, INTC 529: Special Topics in Multicultural and Organizational Communication - Environmental Rhetoric and Politics, taught by Barb Willard, Associate Professor in the College of Communication.

A handwritten signature in black ink that reads "Jacqueline Taylor".

Jacqueline Taylor, Ph.D.  
Dean

April 4, 2012

Dr. Kathy Dhanda  
Chair, Curriculum Committee

Dear Dr. Dhanda:

I endorse the application of an MS degree in Sustainable Management, which will be offered through the Management department.

I believe this degree is innovative and will be a popular degree offering in our portfolio.

Best regards,

Scott T. Young  
Chairman  
Department of Management  
Syoung16@depaul.edu

1

DRU

1 **From:** Donley, Thomas  
2 **Sent:** Tue 4/10/2012 12:45 PM  
3 **To:** Nahser, Ron; Thompson, Kenneth  
4 **Subject:** Econ Classes MS Sustainable Mgmt

5 Ron and Ken,  
6 I have attached a document with three sample syllabi. What I have done is edited sample syllabi from  
7 three upper level undergraduate classes. They will be tweaked to increase rigor but would not be the  
8 same classes that we teach our MS Economics students (nor could they take them for credit towards  
9 their degree). All MBA's could take these classes – but obviously they would have to be approved first.  
10 We teach these topics at many different levels. In order for our current MS classes to be appropriate the  
11 prerequisites would kill the endeavor. I believe this serves as a good solid compromise that maintains  
12 academic integrity and adds value.  
13 Sorry for the delay,  
14 Tom  
15 Thomas Donley  
16 Professor and Chair  
17 Department of Economics  
18 DePaul University  
19

---

20  
21 **From:** Hague, Euan  
22 **Sent:** Thu 4/5/2012 11:05 AM  
23 **To:** Nahser, Ron; Schulz, Marisa  
24 **Cc:** Schwieterman, Joseph; Rosing, Howard  
25 **Subject:** RE: Sustainable Urban Development Degree Proposal

26 Ron,  
27 Thanks for letting me look at the MS proposal. It looks like a very interesting program and I am happy that GEO441  
28 - GIS for Community Development is included. In response to your email, however, I think it is premature to list the  
29 new Sustainable Urban Development courses that Joe, Howard and I have been working on because, technically,  
30 they do not yet exist and have not been approved by the curriculum committee. Along similar lines, listing SOC,  
31 PPS and other courses from other Departments is not really mine to do. When developing our proposal, I met with  
32 the chairs of these Departments, discussed their course offerings with them, and then we decided which of their  
33 existing courses best fit the pedagogical aims of our proposed Masters Programs. As your MS proposal is  
34 substantively different from what Joe, Howard and I have worked on (although, of course, there are affinities), the  
35 courses I discussed with those Departments may not be the ones best suited for the program that you are putting  
36 together. I spoke with Howard and Joe about your proposal and we all agree that we think it would be best if you  
37 contacted Sociology, Public Policy, etc. directly and spoke with them about their curriculum, rather than take  
38 my/our word for what we think might fit your MS proposal. There are likely courses offered in LAS and elsewhere  
39 that we don't know about that better meet the Sustainable Management program's goals than the ones we selected for  
40 the Sustainable Urban Development proposal following our discussions.

41 Hope this helps and I look forward to seeing the Sustainable Management program develop.

42 Euan

43

**Appendix 2**

**Minutes and Votes (UCCP notes to come)**

Minutes and Votes from Department & College Faculty or Curriculum Committee

Minutes of the Curriculum Committee Meeting

04-04-2012: Department of Management

Agenda Items: Review of MBA Concentrations and Proposal for MS in Sustainable Management

Discussion: MS in Sustainable Management

- With regard to demand and interest, DePaul appears to be well positioned for this proposal against local programs.
- Proposal is mission driven and practical
- There is a 7-13% increase for this area according to O\*Net
- Existing Issues:
  - o (Courses) – there appears to be no leadership focus which does not align with the knowledge, skills, and abilities identified by the MBA Concentration in Sustainable Management Report
    - (Proposed Fix) – Add MGT 556 to the list of courses for the degree
  - o (Courses) – more interdisciplinary elective courses should be offered to further populate the existing list so that students have some flexibility
  - o (Courses) – get feedback from Margaret Posig for additional leadership course additions
  - o (Courses) – check on MPS 604 to make certain that it is a permanent course and not a “special topics” course.
  - o (ISSUE) – Existing listed 798 course needs to become a permanent course through GSB
  - o (Course Headings) – Change existing course headings in the document to the following (ask recommendation by Dan):
    - Core Courses
    - Business Foundation Electives
    - Non-Business Interdisciplinary Electives

RESULT: Department of Management (DoM) Curriculum Committee approves in principle the core existence of the document pending the addition of more non-business interdisciplinary electives.

- It is expected that a slight modification to the existing course list will be made to offer more flexibility to students, to change 798 to a permanent GSB course, and to add MGT 556 to address a leadership concern (lack of) among the list of currently offered courses.
- All of this, of course, pending approval by the Faculty.
- 

-----

1 Driehaus BUS, Kellstadt GSB Curriculum Committee  
2 The meeting was called to order at 1:30 by Elijah Brewer

3  
4 In attendance:

5 Members: Nezh Altay, Elijah Brewer, Suzanne Cannon, Nina Diamond, Seth Epstein,  
6 Daniel Heiser, Stephen Koernig, Thomas Maier, and Robert Ryan  
7 Guest: Ali Fatemi, Ron Nahser, Kevin Stevens, and Kenneth Thompson  
8 Absent: Sandra Shelton

9 **Agenda**

- 10  
11 1. Minutes of February 17, 2012 was presented to the Committee for comments and  
12 changes. These can be done via email.  
13  
14 2. Ron Nahser along with Kenneth Thompson discussed the proposed Masters of Science in  
15 Sustainable Management (MSSM). A 5-course concentration in Sustainable Management  
16 launched in the MBA program in the fall of 2010, providing the foundation, motivation  
17 and experience to build out the MSSM. Nina Diamond provided some additional  
18 information on the marketing courses that will be offered as business foundation electives  
19 of the program. Thomas Maier suggested that as the program continues to evolve, the  
20 MSSM Core Faculty should look at a course in the School of Hospitality Leadership that  
21 could enrich the program's course offerings. Suzanne Cannon encouraged Ron and Ken  
22 to consider adding one the Department of Real Estate's courses to the Interdisciplinary  
23 portion of the program – Sustainable Building and Real Estate.

24  
25 This proposal also includes a request to assign permanent number to FIN798 –  
26 Sustainable Value Creation; and converting ECO/MKT/MGT798 – Developing  
27 Sustainable Strategies: Practicum (Capstone) into a GSB course with a permanent  
28 number.

29 A Motion was made by Seth Epstein and seconded by Nezh Altay for the Graduate  
30 Curriculum Committee to approve the Management Department's proposed Masters of  
31 Science in Sustainable Management degree; the assignment of a permanent number to  
32 Sustainable Value Creation; and the conversion of Developing Sustainable Strategies:  
33 Practicum (Capstone) into a GSB course with a permanent number.

34 *MOTION PASSED UNANIMOUSLY*  
35

36 **Appendix 3**

37 **New and First Year Course Descriptions and Course Goals**

38 Please include course descriptions and course goals for all NEW courses and all courses in the  
39 first year of the proposed program, including prerequisites. **Note, a full syllabus is not needed  
40 nor desired as we want to keep your proposal concise and to the point.**

41  
42 Here is a preliminary list of possible elective courses. Students would choose based on their  
43 specific interest for entry points into the field:

44 **Economics Department**

1  
2 ECON 798 - Microeconomic Theory  
3 Course Objectives  
4 This course further develops the basic theories of individual economic agents - the  
5 consumer and the firm. However, this course will place a lot of emphasis on algebra and calculus.  
6  
7

8 ECON 798 – Economics of the Public Sector  
9 **Goal:** In this course we will apply the tools of microeconomics to analyze the economic  
10 functions of government, including expenditure and tax policies. We will devote considerable  
11 time to understanding the role of government in market economies. In particular the tradeoff  
12 between efficiency and equity is analyzed in various contexts. In this course we will learn what  
13 markets cannot do and where governments must step in.  
14

15 ECON 798 – Environmental Economics  
16 **Objective:** This course is designed to give the student an understanding of economic theory as it  
17 applies to the environment and how we use natural resources. We will look at situations where  
18 self interest, government regulation, and market conditions effect our decisions are it relates to  
19 environmental conditions and issues. Remember, economics is a discipline of understanding  
20 choices and how different incentives affect those choices, and that remains true when dealing  
21 with the environment and natural resources.  
22

### 23 **Marketing Department**

24  
25 MKT 798 - Special Topics: Emerging Markets  
26 This course is structured to have students think critically about challenges and opportunities in  
27 emerging markets. Students will learn to discern what makes emerging markets different in the  
28 context of globalization as well as sustainable development.  
29

30 MKT XXX – Social Marketing  
31 Social marketing is the application of marketing theory and practice to achieve social as well as  
32 economic ends.  
33 At least half the content of the course will address social marketing's application to issues of  
34 environmental sustainability and responsible consumption.  
35  
36

### 37 **Geography Department**

38 GIS 441  
39 This course will focus on applications of Geographic Information Systems (GIS) to community  
40 studies and community development. As an amalgam of information technologies (e.g. database  
41 management, Web 2.0) and earth measurement technologies (e.g. global positioning systems,  
42 remote sensing), GIS is rapidly entering the realm of community development. The course will  
43 explain how GIS works; enable students to learn techniques including mapping, spatial analysis,

1 and data management; and provide students with the opportunity to rethink community  
2 development through the use of geospatial information.

3  
4 **School of Public Service**

5  
6 **MPS 604 Environmental Policy and Sustainability**

7 This course examines industrial materials policy through the lens of environmental sustainability.  
8 The course also examines our personal role in creating an economy that is actually economical  
9 with its resources, that embraces limits and has, as its foundation, biophysical tenets rather than  
10 the tenet of the purchasing of goods. Special attention will be paid to President Obama’s  
11 Executive Order 13514 on Federal Leadership in Environmental, Energy and Economic  
12 Performance and Federal Agencies’ Sustainability Plans. The course will include attending the  
13 GOVgreen Conference in Washington DC from 11/30 to 12/4 which seeks to promote an  
14 exchange of best practices among Federal employees who are implementing the Executive  
15 Order. We will also meet with selected officials in Washington DC depending on availability  
16 and student interest.

17  
18 **MPS 511 SUSTAINABLE DEVELOPMENT AND NON-GOVERNMENTAL ORGANIZATIONS**

19 This course provides an overview of theories and approaches to sustainable social and economic  
20 development and examines the roles of Non Governmental Organizations as well as methods of  
21 evaluating their effect. The course covers the role of NGOs in building and strengthening  
22 sustainable communities and societies in developing countries.

23  
24 **MPS 611 MANAGEMENT OF INTERNATIONAL NGOS**

25 This course examines management skills and trends of international nongovernmental  
26 organizations. Through specific case studies in the fields of international public service,  
27 development and emergency, students learn current techniques for effectively manage projects,  
28 relations and operations of NGOs.

29  
30  
31 **Appendix 4 – Sources of External Perspectives from Advisors**

32  
33 1. The Driehaus BUS Dean’s Advisory Council has formed a Sustainable Management  
34 Subcommittee – Fall 2011 - to help determine knowledge, skills and abilities for graduates.

35  
36 The members’ task is to suggest outcomes – knowledge, skills and abilities - for judging the  
37 effectiveness of the DePaul sustainability/sustainable management curriculum to educate  
38 students who are very desirable in the marketplace. These outcomes are based on the members’  
39 experiences and assessments of opportunities in the marketplace – acting as eyes and ears for the  
40 Driehaus College of Business.

41 We have asked the 9 members to give their best counsel on how to prepare students to engage in  
42 sustainable management practices in the workplace – what is needed. Here is a typical working  
43 paper of a member of the subcommittee - one of DePaul’s Driehaus outstanding graduates :

44 -----

45 **- Comments from a “Zealous Proponent”**

1 **The Need for Sustainable Management Education at DePaul submitted by Maureen Healy**

2  
3 We recognize that the students need to be prepared to think differently to face a marketplace and  
4 managers who don't readily see the advantage or need for including social and environmental  
5 issues. Therefore, we propose these learning outcomes:  
6

7 **CAPACITY FOR SYSTEMS-THINKING AS A PERSPECTIVE FOR**  
8 **INTERDISCIPLINARY ANALYSIS AND DECISION-MAKING**

9 As a stated goal of the program, this appears to be the "core" of our offering. That is to say, we  
10 are offering students an opportunity to learn a "different way of thinking". A way that is  
11 "integral" and "interdisciplinary".  
12

13 As we all know, this is a highly valued skill in the market today. And one that takes years of  
14 experience to master. (I'm reminded of the Proust quote, "We don't receive wisdom, we must  
15 discover it for ourselves.....")  
16

17 So, how can we, in the limited time available in a classroom, (to Mike's earlier points) increase  
18 students' ability to engage in "whole systems thinking?" Perhaps our opportunity is to highlight  
19 this more persuasively. If we can articulate, specifically, this outcome then that can shift the  
20 dialogue away from the "environment" towards "a way of thinking". I believe the latter has  
21 broader appeal (and Chris' interview seemed to support this).  
22

23 **DEMONSTRATE THE CAPACITY TO ANALYZE THE WAY SOCIETIES AND**  
24 **ORGANIZATIONS USE AND VALUE THE NATURAL, FINANCIAL, SOCIAL AND**  
25 **HUMAN RESOURCES**

26  
27 How do we teach and develop this analytic capacity? Lots of programs and courses express  
28 increased "capacity to analyze" as a stated objective. What are we doing that's different and  
29 unique?  
30

31 Perhaps this is where we can integrate "data analytics" into our model. Our Center (with the IBM  
32 partnership) is offering the certification in data analytics.

33 Does that position us to have unique capabilities with our courses?  
34

35 Is our distinction that we can develop students' capacity to analyze data through the lens of  
36 sustainable management? Do we have the advantage of being able to teach students how to spot  
37 trends and inflection points for change – inflection points that signal to the need to change  
38 courses to achieve sustainability? If so, how does that look different from traditional analysis?  
39

40 **Students will learn how to take multiple stakeholder perspectives when addressing complex**  
41 **systems and complex problems. Realize the role of communication in shaping**  
42 **environmental attitudes, values, and practices.**  
43

44 I've combined these two objectives as I perceive they both speak to "communications" –



1 receiving (listening) and sharing (expressing).

2  
3 Again, these are skill sets that take years to truly master. So, in the short time we can engage a  
4 student, what do we do differently? Are we able to teach students how to read the signs better  
5 (receive)? Are we able to open up students' minds to listening through multiple channels?  
6

7 How do we support students' skills with becoming more competent at sharing/expressing  
8 information? Do we teach the importance of building relationships with stakeholders across  
9 functions? Is perhaps our approach a "relational" approach and not purely a communications  
10 model? Do we expose students to the "how" of building relationships across multiple disciplines  
11 so that their ideas and suggestions are better positioned?  
12

## 13 **2. List of Key Potential Advisors**

14 In addition to the Dean's Advisory Board Sustainable Management Subcommittee, we will  
15 convene a subset of these individuals to help DePaul consider the development and marketing of  
16 its new MS sustainability program. (John Andersen, President of Greenleaf Advisors and  
17 Adjunct Professor, DePaul Kellstadt GSB, is our principle associate.)

- |  |  |
|--|--|
| 1. Baxter – Ron Meissen                  | 8. Miller Coors - Kim Marotta              |
| 2. Northern Trust - Connie Lindsey (EVP) | 9. Goose Island Beer Company - Ian Hughes  |
| 3. Veolia – Laurent August (Pres)        | 10. Edelman - Joyce Coffee                 |
| 4. City of Chicago – Karen Weigert       | 11. McDonalds (Bob Langert or Heidi Glunz) |
| 5. Motorola – Emily Barton               | 12. Solo Cup - Kim Frankovitch             |
| 6. Diversey – Dan Daggett                | 13. Hyatt - Brigitta Witt                  |
| 7. United Airlines – Alexandra Yeung     | 14. HAVI - Jim Hansen                      |
|  | 15. Greenleaf Advisors – Pam Cohen         |

## 18 19 20 **Potential Partners**

21 There are many certificate programs offered – ISO, LEED,GRI Reporting, GSI (DePaul  
22 Geography Dept.) and CSE – below. We could offer these as specific points of entry.  
23

24 Center for Sustainability and Excellence – 2 day Certified Sustainability Practitioner Training.  
25 We have had several meeting with them and they are anxious to partner with DePaul. A current  
26 member of the staff is a DePaul grad. And Nikos Avlonas, director, is very dynamic and he is  
27 familiar with DePaul as well. <http://csr-practitionerapr2012chicago.eventbrite.com/>  
28

## 29 **Appendix 5: Loyola University Sustainability Officer Job** 30 **Description**

31  
32 Ironically, the responsibilities description for the Loyola University Sustainability Officer clearly  
33 makes the case for the learning goals and outcomes we are describing for the MSSM graduates:

1  
2 ...the Sustainability Director will be involved in all aspects of initiating and orchestrating the  
3 sustainability plan, including developing sustainability in the undergraduate and graduate  
4 curriculum. Responsibilities of the Sustainability Director will include:

- 5 • Lead the implementation of the university Sustainability Plan and promote the concept of
- 6 sustainability into daily professional behaviors of students, staff, faculty and administrators.
- 7 • Offer guidance to administrators to apply sustainability principles to education, research, and
- 8 interdisciplinary projects.
- 9 • Provide support and advice to departments as they implement and target the sustainability plan.
- 10 • Network with area institutes as well as local, regional, and national experts to establish important
- 11 partnerships, share information, and expand research and outreach endeavors.
- 12 • Strive to create, with its community partners, a sustainable environment in the Chicago
- 13 metropolitan region.
- 14 • Collaborate with the ESP to develop courses in environmental awareness and sustainability.
- 15 • Collaborate with the CUERP Director, the Graduate Dean and other relevant Academic Deans to
- 16 develop a master's in Sustainability with the goal of a PhD in Sustainability in the future.
- 17 • Cultivate collaboration with Loyola's School of Business Administration in developing course(s)
- 18 on sustainability to ensure students complete globally as leaders.
- 19 • Cultivate collaboration with the Social Sciences and other disciplines, Centers and Schools.

20 [http://www.luc.edu/cuerp/Sustainability\\_Director.shtml](http://www.luc.edu/cuerp/Sustainability_Director.shtml)

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<sup>1</sup> <http://mission.depaul.edu/Programs/Sustainability/Documents/SUSTAINABILITYPLANFINAL.pdf>

<sup>2</sup> This is one of many reports outlining the role of management education:  
[http://www.ashridge.org.uk/Website/IC.nsf/wFARATT/Adapting%20to%20a%20changing%20context%3A%20the%20role%20of%20management%20education/\\$File/AdaptingToAChangingContext.pdf](http://www.ashridge.org.uk/Website/IC.nsf/wFARATT/Adapting%20to%20a%20changing%20context%3A%20the%20role%20of%20management%20education/$File/AdaptingToAChangingContext.pdf)