

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>	Contact Name: Tigi Mersha	Phone: x4965
DEPARTMENT / DIVISION: <i>Management and Marketing</i>		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
8. New Course: MGMT 745 Managing the Sustainable Enterprise MBA		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2009		

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course ¹	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCDEF
X	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
X	N. This Cover Sheet	Q. Full 5-page MHEC Proposal	T. Other
X	O. Summary Proposal	R. Financial Tables (MHEC)	
X	P. Course Definition Document	S. Contract	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
8. New Course: MGMT 745 Managing the Sustainable Enterprise MBA

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution;
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Tigi Mensha</i>	12/18/08
B. Final faculty review body within each School	Chair: <i>Ralph [unclear]</i>	12/17/08
C. College Dean	Dean: <i>Paulen [unclear]</i>	12/16/08
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Margaret C. Han for Susan Jovan</i>	1/30/09
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Debra J. [unclear]</i>	2/15/09
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>	Contact Name: Tigi Mersha	Phone: x4965
DEPARTMENT / DIVISION: Management and Marketing		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
8. New Course: MGMT 745 Managing the Sustainable Enterprise MBA		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2009		

O-1: Briefly describe what is being requested:

Addition of a new course to the MBA curriculum: **MGMT 745 Managing the Sustainable Enterprise (3)**

This course will serve as the *required course* for all students in the new MBA specialization in Sustainability Management.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title Managing the Sustainable Enterprise	Course # / HEGIS Code: MGMT 745	Credits: 3

O-2: Set forth the rationale for the proposal:

This course will serve as the *required course* for all students in the new MBA specialization in sustainability.

Sustainability is a concept that focuses on the wise use and management of economic and environmental resources. The course is designed to provide students with a deep understanding of that concept and its components of social, economic, and environmental responsibility. It offers insights about proven strategies, tools and techniques that individuals can use to infuse sustainability into business organizations of all types and sizes in ways that contribute to the organization's success. Students are prepared to design, explain, promote, and implement a strategy for bringing a sustainability culture into any company. The focus of the course is on business organizations.

Proposed Course Syllabus (Document P)
MGMT 745 Managing the Sustainable Enterprise
UB/Towson MBA

1. **Date Prepared:** 25 November 2008
2. **Prepared by:** Vince Luchsinger
3. **Department:** Management and Marketing
4. **Course Number:** MGMT 745
5. **Course Title:** Managing the Sustainable Enterprise
6. **Credit Hours** 3
7. **Catalog Description:**

Managing the Sustainable Enterprise Sustainability is a modern business concept that focuses on development of win-win-win business strategies that respect people, profit and the planet (“the triple bottom line”). This course will incorporate the history of capital, business and environmentalism and the triple-bottom-line concept. It will enable managers to incorporate sustainability into every phase of the business process and develop appreciation for the competitive implications of a sustainable business strategy.

8. **Prerequisites:** none
9. **Faculty qualified to teach the course:** Vince Luchsinger
10. **Course Type/ Component:** Lecture
11. **Suggested approximate class size;** 25
12. **Content Outline (See Attachment A)**
13. **Learning Objectives**

Upon completion of this course, students should be able to:

- a. Make the business case for sustainability and corporate responsibility.
- b. Understand the issues related to the successful implementation of corporate sustainability and responsibility agendas.
- c. Be able to relate internal and external environment events and trends to Triple Bottom Line analysis,
- d. Prepare useful change strategies and change agent roles for corporate responsibility.
- e. Manage the corporate sustainability process effectively and efficiently..

14. **Assessment Strategies:**

Grading weights will be as follows:

- a.- Class participation, on-line discussion, contribution to team, and peer evaluation
(based in large part on student survey at end of course) 35%
- b.- Individual papers (3 x 10%) 30%
- c.- Team PowerPoint (10%) and briefing (5%); and
- d.- Individual supporting project research paper (20%)

15. **Suggested Texts and Materials:**

Blackburn, W.R., (2007) *The Sustainability Handbook- the Complete Management Guide to Achieving Social, Economic and Environmental Responsibility*. Washington, D.C.: ELI Press

Willard, B. (2006). *The Sustainability Advantage*. Gabriola Island, Canada: New Society Press.

SUSTAINABILITY BIBLIOGRAPHY

Blackburn, William R.(2007). *The Sustainability Handbook*. Washington: D.C. The Environmental Law Institute.

Brown, Lester. (2001) *Eco-Economy*. New York: Norton Publishing.

Edwards, Andres. (2005) *The Sustainability Revolution..* Gabriola Island, Canada: New Society Publishers.

Epstein, Marc J.. (2008). *Making Sustainability Work*. Sheffield, UK: Greenleaf Publishing.

Galea, Chris. (2007). *Teaching Business Sustainability*. Sheffield, UK: Greenleaf Publishing.

Harvard Business Review on Profiting from Green Business. (2008). Boston: Harvard Business Press.

Harvard Business Review on Green Business Strategy. (2007) Boston: Harvard Business Press.

Hawken, Paul, (1993) *The Ecology of Commerce*. New York: Collins Business Press.

Hawken, Paul, A. Lovins, & L.H. Lovins. (1999). *Natural Capitalism: Creating the Next Industrial Revolution*. New York: Little, Brown.

Henson, Robert. (2008). *Guide to Climate Change*. London: Rough Guides.

Hitchcock, Darcy and M. Willard (2006). *The Business Guide to Sustainability*. London:

Earthscan Publishing.

Nattrass, B. & M. Altomare (1999) *The Natural Step for Business*. Gabriola Island, Canada: New Society Publishers.

Savitz, Andrew, (2006). *The Triple Bottom Line*. San Francisco: Jossey Bass Publishers.

Willard, Bob. (2005). *The Next Sustainability Wave*. Gabriola Island, Canada: New Society Publishers.

ATTACHMENT A

I. Introduction to Sustainability

Class 1 (insert date): The Sustainability Concept

a. Reading assignment: The Sustainability Handbook, Introduction and Executive Summary and Chapters 1 and 2, pp. xiii-xii, 1-12, 17-29

b. CONFERENCE Group discussion issues:

(1) Before you joined the class, what impressions did you have about the meaning of sustainability, sustainable development, corporate citizenship, and corporate social responsibility? What are the pros and cons of a company using each of these terms in internal and external communications?

(2) *Possible small group discussion with report back to entire class:* What provisions of the model sustainability policy presented in Figure 2.2 of the *Handbook* might companies find most difficult to accept? Why? What specific things might a company do to meet each provision?

Class 2 (insert date): Sustainability Trends—Part A

a. Reading assignment: The Sustainability Handbook, Appendix 1, sections 1.0-1.22, pp. 551-591

b. Optional Films: Excerpts from *Strange Days on Planet Earth*, available from <http://www.nationalgeographic.com/> ; or Al Gore's documentary, *An Inconvenient Truth*, available at http://www.ted.com/tedtalks/tedtalksplayer.cfm?key=al_gore ; or *The Age of Aids*, available at <http://www.wblackburnconsulting.com/www.shopPBS.com>

c. Paper no.1: What kind of business opportunities and threats might the issues covered in Millennium Development Goals 1-7 (see *Handbook* Figure A1.0.1) pose to one of the following types of multinational businesses: (i) healthcare company, (ii) steel company, (iii) raw plastics supplier, or (iv) furniture company? (Student selects the company type.)

d. Group discussion issues: What are the sustainability trends (1.0-1.22) of greatest impact to various other types of companies? What business opportunities and threats may they pose? How

might such trends affect these companies' products, services and operations?

Class 3 (insert date): Sustainability Trends—Part B

a. *Reading assignment: The Sustainability Handbook*, Appendix 1, sections 1.23-1.36, pp. 591-627

b. *Group discussion issues:*

(1) What are the sustainability trends (1.23-1.36) of greatest impact to each of the following: (i) chain grocery store, (ii) large farm produce supplier, (iii) consumer-products company, and (iv) financial investment company? What business opportunities and threats may these trends pose? How might such trends affect the companies' products, services and operations?

(2) Why don't governments and business spend more time addressing these critical trends? What are the obstacles to doing this?

Class 4 (insert date): The Value of Sustainability—Part A

a. *Reading assignment: The Sustainability Handbook*, Chapter 3, pp. 33-70

b. *Optional film:* Excerpts from *design/e²*, available at <http://www.wblackburnconsulting.com/www.shopPBS.com>

1. *Group discussion issue:* Each student brings to class some product from the grocery or hardware store and discusses briefly how it might be improved from a sustainability perspective.

Class 5; The Value of Sustainability—Part B

a. *Reading assignment: The Sustainability Handbook*, Chapter 3, pp. 70-108

b. *Optional film:* Excerpts from *design/e²*, available at <http://www.wblackburnconsulting.com/www.shopPBS.com>

c. *Group discussion issues (two alternatives):*

(1) What are the most attractive arguments to business concerning the value of a sustainability initiative? Why? What are the weakest? Why? Why don't more companies understand and act to gain this value?

(2) If you were a socially responsible investment advisor, what kinds of information would you examine to determine if the target company was sustainable enough to justify recommending its stock?

II. The Organizational Elements for Managing Sustainability Effectively

Class 6 (insert date): The Sustainability Operating System; the Key Elements and Basic Structure

a. *Reading assignment: The Sustainability Handbook*, Chapter 4, pp. 123-159

b. Paper no. 2: Wal-Mart has decided it should adopt some appropriate external sustainability codes of the types described in Appendix 1. What types of codes should they consider and why? Within each type recommended, what particular code might be the best fit for them?

c. *Group discussion issues:*

(1) Why are the following organizational structures important for a successful sustainability initiative within a large company, and what may happen if they are absent: (i) leader, (ii) sponsor, (iii) core team, (iv) deployment team? What alternative structures might also achieve

the same aims?

(2) What should the role be for the CEO in an SOS? What approach(es) should be taken by the sustainability champion or leader if the CEO is reluctant to show visible support for it?

Class 7 (insert date): Sustainability Operating System Standards

a. *Reading assignment:* *The Sustainability Handbook*, Chapter 5, pp. 163-187; briefly skim Appendix 3, pp. 687-701 to generally understand its content

b. Group discussion issues: What could be done to convert the management system to an SOS, and what obstacles must be overcome to do so?

Class 8 (insert date): Planning for Sustainability Improvement

a. *Reading assignment:* *The Sustainability Handbook*, Chapter 6 and Appendices 4 and 6, pp. 189-225, 703-709, and 713-725

b. *Group discussion issue:* Either the whole class or student breakout groups will complete forms C, B and/or A, as time permits, for a large multinational chemical company or shoe manufacturer, or a local bakery. The results will then be discussed with the class.

Class 9 (insert date): Selecting Goals and Indicators

a. *Reading assignment:* *The Sustainability Handbook*, Chapter 7, pp. 225—257; briefly skim Appendix 7, pp. 725-751, to generally understand the content

b. *Paper no.3:* Select one of the following industries then review four sustainability reports of companies in that industry: (i) pharmaceuticals, (ii) paper and wood products, (iii) power generation, (iv) garment-making, (v) petroleum production or (vi) banking. Show in a comparative table the key indicators and goals each has used to measure its sustainability performance. Suggest other indicators that companies in that industry should consider, and explain why these indicators might be warranted.

c. *Group discussion issues:* Under what circumstances would a company most benefit from using each of the eight common arrangements of complementary goals and indicators discussed in Chapter 7? Why don't more organizations use such complementary measures? What disadvantages may there be in using them?

Class 10 (insert date): Bringing Sustainability to the Front Line: Deployment, Integration, and Alignment

a. *Reading assignment:* *The Sustainability Handbook*, Chapter 8, pp. 257-281

b. Group discussion issues: What special challenges may come in trying to deploy environmental or social initiatives within (i) China, (ii) Mexico, (iii) Saudi Arabia, and (iv) Botswana? What approaches might be used to maximize the chances of success?

c. What are special considerations for *Sustainability* in functional areas of Marketing, Human Resources, Finance

Class 11 (insert date): Data Systems, Auditing and Other Monitoring and Accountability Mechanisms

a. *Reading assignment:* *The Sustainability Handbook*, Chapter 9, pp. 281-309

b. *Possible guest lectures:* (1) Information Technology expert in environmental systems, discussing approach to identifying IT needs for sustainability programs; or (2) audit manager or

consultant, familiar with social and/or environmental auditing, discussing auditing tools and techniques, especially methods for determining ultimate root cause of nonconformities

c. Group discussion issues:

(1) What are the most important functions an IT system might handle for a sustainability program at a paint, shipping or home-appliance company? Why?

(2) What kind(s) of audits should be considered for such companies to help drive sustainability within their organizations? What types of activities, operations or functions should these audits cover?

Class 12 (insert date): Transparent Sustainability Reporting—Part A

a. Reading assignment:

i. *The Sustainability Handbook*, Chapter 10, pp. 309-337

ii. Magazine, newspaper or web articles of the student's choosing showing an example of how "light brings heat brings change", i.e., where the glare of publicity has caused a company or other organization to institute socially or environmentally appropriate corrective action

b. Group discussion issues

(1) Discuss the expression "light brings heat brings change" and review some examples from media stories and elsewhere of how, why and where that has occurred. Ask students to bring in such articles to class and be prepared to discuss them.

Class 13 (insert date): Transparent Sustainability Reporting—Part B

a. Reading assignment:

i. *The Sustainability Handbook*, Chapter 10, pp. 337-363

ii. Sustainability reports: One or more recent sustainability reports or website write-ups from one or more well-known companies selected by the instructor. The instructor may assign different reports to different small groups within the class.

b. Group discussion issues: Class breaks into small discussion groups to evaluate what they like and dislike about a particular sustainability report, then report back to the class their findings. Class can then discuss what makes a good sustainability report—and a bad one.

Class 14 (insert date): Stakeholder Engagement

a. Reading assignment:

i. *The Sustainability Handbook*, Chapter 11, pp. 373-419

ii. Case study: Erik Simanis and Stuart Hart, *The Monsanto Company: Quest for Sustainability - Teaching Note, and Parts A and B*, (World Resources Institute, Washington, DC, 2000) or another recent case study or news article selected by the instructor involving stakeholder engagement or the lack of it where it could have proven helpful.

b. Group discussion issues:

(1) What do the case study and/or guest lecture, and other recent examples in the news, suggest about the importance of stakeholder engagement and the proper way to conduct it? What are the dangers to be avoided?

(2) When should you try to convince company management that they should share decision making power with a particular stakeholder or stakeholder group on a certain issue? How do you convince them?

III. Putting All the Pieces Together—for the Long Term

Class 15 (*insert date*): Approach to Sustainability for Small and Struggling Companies

(If the facility visit is dropped, Class 15 can be combined with 16.)

a. Reading assignment: The Sustainability Handbook, Chapter 12, pp. 419-431

b. Possible Facility visit: Visit a small to medium size company that has been progressive on sustainability issues, and review with various company officials the strategies, approaches and challenges of the company's various social and environmental initiatives

c. Group discussion issues: What sustainability-related initiatives does this company do well, and what additional steps might it consider for furthering the cause of sustainability and its own business prospects, given its size and resources?

Class 16 (*insert date*): Keeping the Initiative Alive: Making the SOS Sustainable

a. Reading assignment: The Sustainability Handbook, Chapter 16, pp. 543-551

b. Student team presentation: "Meetings with management" to present recommendations (See description of team project, above.)s

c. Student papers: (1) Team PowerPoint of recommendations and (2) individual supporting paper explaining recommendations (See description of team project, above.)

c. Group discussion issues: Class and instructor will play the part of "management" to pose questions to student teams presenting recommendations