



PREPARING MBAS FOR SOCIAL AND ENVIRONMENTAL STEWARDSHIP

# Beyond Grey Pinstripes

2001



# Beyond Grey Pinstripes 2001

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## Dear Readers:



Business school is big business. Every year, thousands of MBA graduates are dispatched to management positions in companies around the world. And every year, the status and reputation of the industry's institutions are greatly influenced by rankings published in the media. Yet business school rankings, with their narrow emphasis on incoming achievement scores and outgoing starting salaries, only tell a small part of the story. They certainly do not tell us if graduates are being trained to manage the complex, increasingly interdependent social and environmental challenges present in a global economy.

Do tomorrow's business leaders have yesterday's skills?

This question kept surfacing as we tracked the responses of business schools to our *Beyond Grey Pinstripes 2001* survey. Since the first Pinstripes survey in 1998, comments from focus groups and findings from our survey research suggest a disconnect between the skills businesses say they need and the skills taught in business schools. In view of this disconnect, it is important to question whether graduate business schools are adequately preparing the business leaders of tomorrow.

*Beyond Grey Pinstripes 2001* fills the gap left by rankings and reconnects the skills businesses need and the training business schools provide. The report spotlights schools and faculty at the forefront of incorporating social and environmental stewardship issues into the fabric of their MBA programs.

At the time we were conducting this survey, there was some concern that social and environmental stewardship would slip down the list of priorities in times of economic downturn. We posed the question again as we went to press in the aftermath of the attacks on the World Trade Center and the Pentagon. The business leaders who participated in our roundtable discussion, *Beyond Rankings: A Vision for MBA Education*, affirm that stewardship issues are so integral to long-term viability that corporations cannot ignore them and expect to remain competitive.

We share that conviction, along with a firm belief that the need for visionary business leaders is only growing. Prospects for achieving long-term business viability are directly linked to the training future business leaders receive in MBA programs.

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President, World Resources Institute

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Executive Director, Aspen ISIB

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# Beyond Grey Pinstripes

## WHAT IS SUSTAINABILITY?

For purposes of this report, sustainability refers to the integration of social and environmental factors with economic considerations—a synthesis often referred to as the “triple bottom line.” Sustainable management requires a strategic timeline of years rather than quarters and a commitment from managers to conduct their businesses in ways that protect the environment and promote social equity as well as create economic wealth. Stewardship, then, refers to the range of actions managers can take to assure that environmental and social factors are being responsibly addressed in business decisions.

**B**usiness schools provide the foundation for the analytical skills, strategies, and decision-making frameworks required of future business leaders worldwide. In the United States alone, 100,000 MBA degrees, 200,000 undergraduate business degrees, and 1,000 doctoral business degrees are awarded every year.<sup>1</sup> These numbers point to a need to understand what is happening inside business education and to measure how business schools are introducing the concepts of sustainability and social and environmental stewardship to business students. If these concepts are not fully integrated into the business school experience, thousands of future business leaders will join the workforce without a broad understanding of the complex relationship between business success and social and environmental progress.

So what is happening in business schools in these arenas and, in particular, in the MBA programs that produce graduates who take up positions of responsibility in diverse corporations? To find out, leading graduate business schools around the world were asked to participate in the *Beyond Grey Pinstripes 2001* survey. This is the third in a series of surveys, conducted by The Aspen Institute Initiative for Social Innovation through Business (Aspen ISIB) and World Resources Institute (WRI), tracking the incorporation of environmental and social impact issues into MBA programs. Undergraduate, doctoral, and executive education programs are not included in the scope of this report.

*Beyond Grey Pinstripes 2001* covers the 1999–2000 and 2000–2001 academic years and has multiple goals:

- to celebrate innovation in business education and recognize faculty pioneers
- to inform potential students about environmental and social impact management programs
- to raise the bar by challenging business schools to incorporate social and environmental impact management topics into their curricula
- to let corporate recruiters know which business schools are providing training in social and environmental skills and why these skills are important

## PROGRAMS INCORPORATING MANAGEMENT FOR SUSTAINABILITY

University of North Carolina at Chapel Hill, **Kenan-Flagler Business School** (USA)

York University, **Schulich School of Business** (Canada)

**Asian Institute of Management** (Philippines)



## LEADING MBA PROGRAMS INCORPORATING ENVIRONMENTAL AND SOCIAL IMPACT MANAGEMENT\*

### TOP SOCIAL IMPACT MANAGEMENT PROGRAMS

- Harvard University, **Harvard Business School** (USA)
- Loyola Marymount University, **College of Business Administration** (USA)
- University of Michigan, **University of Michigan Business School** (USA)
- University of North Carolina at Chapel Hill, **Kenan-Flagler Business School** (USA)
- York University, **Schulich School of Business** (Canada)

### TOP ENVIRONMENTAL MANAGEMENT PROGRAMS

- The George Washington University, **School of Business and Public Management** (USA)
- University of Jyväskylä, **School of Business and Economics** (Finland)
- University of Michigan, **University of Michigan Business School** (USA)
- University of North Carolina at Chapel Hill, **Kenan-Flagler Business School** (USA)
- Yale University, **Yale School of Management** (USA)

\* Schools are listed in alphabetical order.

In October 2000, the Pinstripes survey was mailed to the 403 graduate business schools in the United States accredited by The International Association for Management Education (AACSB). In addition, an open invitation to participate in the survey was extended to more than 60 business schools located outside the United States. Of the 122 business schools that responded, 82 schools—58 from the United States and 24 from Asia, Europe, and the Americas—reported activities and completed the survey. Their responses form the basis of this report.<sup>2</sup>

Many of the schools participating in the survey described a wide range of innovative environmental and social course work and extra-curricular activities. Some have been particularly adept at introducing frameworks that integrate environmental and social issues into the MBA experience. For example, the University of North Carolina, the Asian Institute of Management, and York University are training students to tackle sustainability challenges through “triple bottom line” analysis. Several U.S. schools are actively working to fill newly created academic chairs in social entrepreneurship and sustainability. Others are building up existing programs through increased administrative support to enable the development of research centers and curricula.

Though these trends are encouraging, there nonetheless remains very little being done to integrate a broad vision of social or environmental stewardship into required MBA course work or to explore these dynamics through rigorous research. The issues tend to be captured in elective courses, or in volunteer and philanthropic activities, rather than in central business disciplines such as accounting, marketing, and finance. This lack of

## 2001 FACULTY PIONEER AWARD WINNERS

### Arthur P. Brief

A. B. Freeman School of Business  
Tulane University

### R. Edward Freeman

The Darden School  
University of Virginia

### R. Bruce Hutton

Daniels College of Business  
University of Denver

### Andrew King

Leonard N. Stern School  
of Business  
New York University

### Marilyn L. Taylor

Henry W. Bloch School of Business  
and Public Administration  
University of Missouri-Kansas City

integration sends the erroneous message that stewardship, while important in the realm of community relations, has no role to play in strategic business decision making.

Another finding from the survey is that progress in the stewardship arena tends to be the result of dedicated individual effort rather than the outgrowth of resolute institutional commitment. Though the contributions of these individual “champions” are unquestionably valuable, the fact remains that unless environmental and social impact training is integrated into the core curriculum, the majority of future business leaders will be denied the tools they need to consider and react to the full range of issues affecting their companies.

Opportunities for acquiring environmental and social impact skills are increasing due to the influence of the global economy and of the internationalization of business education, both of which hold great promise for a more diverse, integrative educational experience. Business schools are adding international content to the curricula and forming partnerships with schools around the world to prepare their students to work across cultural barriers, operate within different political systems, and cope with daunting natural resource limitations.

With social and environmental issues front and center in the global economy, these issues inevitably will assume a more central role in business education. By showcasing innovative programs, courses, and faculty, *Beyond Grey Pinstripes 2001* helps to accelerate the process.

## FOOTNOTES

<sup>1</sup>Degrees and Other Awards Conferred by Institutions of Higher Education: 1997-98, National Center for Education Statistics, U.S. Department of Education

<sup>2</sup>For further information about our methodology and a description of all participating schools visit our web site at [www.beyondgreypinstripes.org](http://www.beyondgreypinstripes.org).

# Beyond Rankings:

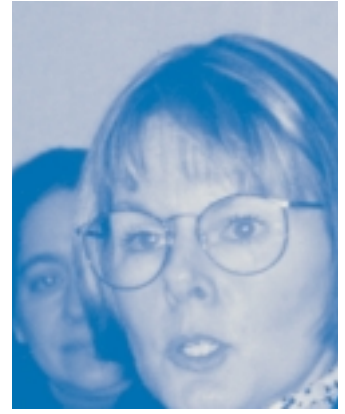
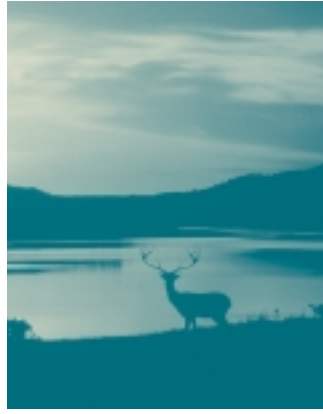
## A Vision for MBA Education

**I**n March 2001, Aspen ISIB and WRI invited executives from a broad cross-section of American industry to share their observations on the skills today's corporations seek in employees, the importance of stewardship skills in hiring decisions, and the resultant impact on MBA education. The executives were emphatic that their companies want managers with a broad range of stewardship skills in addition to high-level technical competencies.

Yet many MBA programs do not prepare graduates to manage complex environmental and societal issues, and most businesses do not actively recruit for stewardship skills. Clearly, a double disconnect is at play—a disconnect between the skills businesses say they need, the skills MBAs are being taught, and the skills businesses look for in campus recruiting efforts. This disconnect became the focus of *Beyond Rankings: A Vision for MBA Education*, a roundtable discussion that took place at The Ford Foundation.

Complexity and timing were quickly identified as leading “disconnect” culprits. Something as basic as defining a skill set that encompasses diversity, team dynamics, cultural sensitivity, and social and environmental awareness generated much discussion. “We’ve literally spent days trying to define sustainability,” remarked a panelist in describing her company’s efforts to develop a workable policy.

**// A broad foundation in the humanities is one of the most important tools a business manager can possess. It’s not about environmental responsibility or about social responsibility. It’s about who we are and why we are here. //**



**“ Until stewardship skills are seen as central to growth, they will not be fully valued by the marketplace. None of this can be separated from economic interest. Sustainability is a hard sell in the short run but an easy sell over the long haul...everybody wants to be around in 25 years. ”**



Timing also came under scrutiny, as it being “too early in the game” to expect companies to recruit for stewardship skills when they are still wrestling with the issues. Furthermore, since recruiters have a tendency to view stewardship as a trait developed on the job over time, such skills are not looked for in newly hired MBAs.

Complexity and timing notwithstanding, as our panelists began relating their experiences, it became apparent that the global marketplace was dictating a need for stewardship skills: Centers of commerce are more differentiated; distinctions between private and public leadership have blurred; and business is being pressured to solve complex social and environmental problems in countries around the world.

Companies face a multiplicity of challenges in evaluating the long-term impacts of their business decisions in this environment. They need managers with an ability to understand diverse cultural, social, and political systems; to cope with vastly different infrastructure and resource issues; and to work with organizations such as the UN, the World Bank, and NGOs that provide significant funding for projects in developing countries.

Few MBAs are being trained to think about such things and few have the skills to successfully tackle these issues. But if stewardship is good for business, and stewardship skills have economic value, then what gives rise to this gap between demand and supply? The panelists pointed to a lack of real-world casework incorporating environmental and social impact issues in MBA programs and wondered if professors are truly aware of what CEOs and boards must contend with, or if they have the tools and the knowledge to teach the skills businesses say they need.

The discussion ended with a list of recommendations (found on the following page) to make MBA education more relevant to business realities. Several of the cutting-edge business schools highlighted in this survey already practice many of the panel’s recommendations. These business schools are harbingers of a growing—albeit still nascent—trend to incorporate stewardship training into management education.





## RECOMMENDATIONS FOR MBA PROGRAMS

- Develop business school cases with measurable examples of success through sustainability
- Look to international development banks and financial institutions for globalization programs, seminars, cases, and course content
- Accelerate integration of stewardship training into the core curriculum through modules within required courses
- Bring consumer activists, institutional shareholders, socially responsible investors, and industry and NGO representatives into the classroom to work on projects with MBA teams
- Provide role-playing opportunities and consulting experiences that require students to make decisions in scenarios where the population is impoverished, the government is corrupt, and there is no electricity or clean water
- Help students learn how to manage human and environmental disasters
- Conduct research on different cultures and customs

## PANEL PARTICIPANTS

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HEIDRICK & STRUGGLES

# Management for Sustainability

The conviction that social, environmental, and economic factors are strategically integrated into a well-managed organization was the impetus behind the collaboration of WRI and Aspen ISIB on the 1999 Beyond Grey Pinstripes study. *Beyond Grey Pinstripes 2001*, however, is the first attempt to survey how environmental and social issues intersect and merge with one another and with traditional management concepts in the business curriculum.

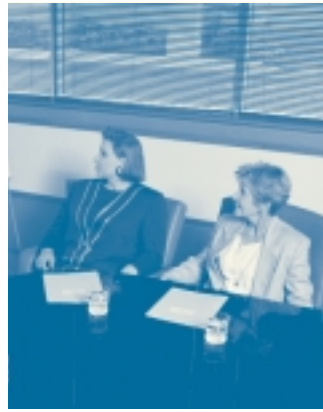
There is a growing commitment to sustainability issues in business schools worldwide. The 1999 Beyond Grey Pinstripes survey identified significant social and environmental content in MBA programs but found few attempts to address those subjects in an integrated and comprehensive manner.

What a difference two years can make. Since the 1999 survey was published, numerous schools have made program commitments explicitly labeled “sustainable,” and many have launched efforts consistent with a triple-bottom-line framework.

Since 1999, The University of Michigan, Cornell University, Northwestern, MIT, and the University of California, among others, have posted endowed professorships and other faculty positions in sustainable enterprise and sustainable management.



**“ Business schools provide the foundation for the analytical skills, strategies, and decision-making frameworks required of future business leaders worldwide. There is a need to understand what is happening inside business education and to measure how business schools are introducing the concepts of sustainability and social and environmental stewardship to business students. ”**



In 2000, Canada's York University launched a Sustainable Enterprise Academy executive program with five corporate sponsors and 42 students. The same year, Case Western Reserve University began its executive program, the Weatherhead Institute for Sustainable Enterprise; sustainable business research initiatives were also launched at the University of Virginia and the University of North Carolina at Chapel Hill.

Regardless of how they define sustainability, business schools are making significant commitments of resources, faculty, and curriculum to address these issues. *Beyond Grey Pinstripes 2001* spotlights three schools that are global leaders in integrating sustainability issues into management education programs: Kenan-Flagler Business School, University of North Carolina at Chapel Hill; Schulich School of Business, York University, Toronto, Canada; and the Asian Institute of Management, Manila, The Philippines.

Why these three schools? While several schools show great depth in both social and environmental issues, these three demonstrate exceptional dedication and innovation by offering deep, well-balanced programs that have synthesized the issues into traditional management curriculum, academic research, and outreach agendas. In addition, since the schools are located in countries with different models of sustainable management, they illustrate how sustainability varies across different social, environmental, economic, and political contexts.

### **Kenan-Flagler Business School, University of North Carolina at Chapel Hill**

Kenan-Flagler Business School (Kenan-Flagler) launched its Sustainable Enterprise Initiative (SEI) in 1998 as the centerpiece of a coordinated sustainability effort involving teaching, research, and practice. SEI's mission is twofold: to understand and articulate how the challenges of global sustainability change the competitive landscape for enterprises, and to prepare graduates and executives to lead the required transformational change. Sustainable enterprise is integrated into the Kenan-Flagler curriculum as an MBA core module, a second-year elective, and an elective concentration. This approach has proven to be very popular: in the spring of 2001, more than 160 of the 240 second-year MBA students were enrolled in sustainable enterprise electives.

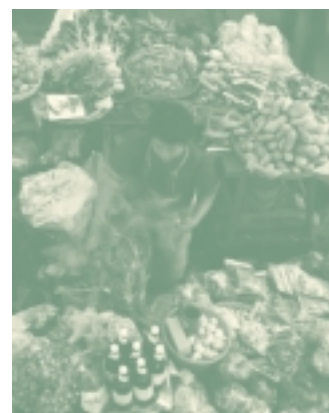
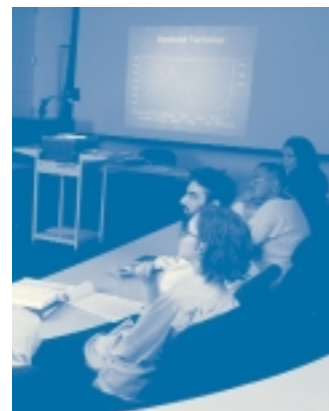
### **Schulich School of Business, York University, Toronto, Canada**

Schulich has a global perspective on environmental issues and views universal human values as central to business success. Sustainability concepts infuse all Schulich programs, beginning with core management courses and continuing through dedicated elective courses offered by Schulich, Osgoode Hall Law School, and the Faculty of Environmental Studies. Student clubs and corporate-sponsored sustainability case competitions extend student experience in the field. Lifelong learning is addressed through Schulich's Sustainable Enterprise Academy, a center dedicated to transforming the thinking of senior executives through education. Research and teaching at Schulich benefit from a close relationship between its ethics and sustainability programs.

## Asian Institute of Management, Manila, The Philippines

The commitment of the Asian Institute of Management (AIM) to sustainability is clearly expressed in its mission statement: “We are committed toward making a difference in sustaining the growth of Asian societies by developing professional, entrepreneurial, and socially responsible leaders and managers.” The booming yet fragile economies of Asia need managers in the business, government, and NGO sectors who understand that corporate social responsibility and environmental consciousness constitute good management. This philosophy is reflected in the unusual breadth of AIM’s program offerings, from a master’s in business management to a master’s in development management, and in its research centers, which include the W. SyCip Policy Center, the Asian Center for Entrepreneurship, and the Ramon V. del Rosario, Sr. AIM Center for Corporate Responsibility. In developing its academic programs, AIM actively engages an extensive network of stakeholders, alumni, corporate partners and social investors. Also, it reinforces its focus on sustainability through cases, action consultancies, field projects, and management games and simulations.

**“ Beyond Grey Pinstripes 2001, is the first attempt to survey how environmental and social issues intersect and merge with one another and with traditional management concepts in the business curriculum. ”**



# Leading MBA Programs

## Leading MBA Programs Incorporating Social Impact Management

Programs at the Cutting Edge	Student Coursework (50 percent of total score)	Institutional Support (30 percent of total score)	Faculty Research (20 percent of total score)
Harvard University, <b>Harvard Business School</b> (USA)	★★★★	★★★★	★★★
Loyola Marymount University, <b>College of Business Administration</b> (USA)	★★★★	★★★	★★★
University of Michigan, <b>University of Michigan Business School</b> (USA)	★★★★	★★★★★	★★★★
University of North Carolina at Chapel Hill, <b>Kenan-Flagler Business School</b> (USA)	★★★★	★★★★★	★★★★
York University, <b>Schulich School of Business</b> (Canada)	★★★★★	★★★★★	★★★

## Programs Showing Significant Activities

University of California, Berkeley, <b>Haas School of Business</b> (USA)	★★★	★★★	★★
University of California, Los Angeles, <b>The Anderson School</b> (USA)	★★★	★★★	★★
Case Western Reserve University, <b>Weatherhead School of Management</b> (USA)	★★★★	★★	★★★★
The George Washington University, <b>School of Business and Public Management</b> (USA)	★★★★	★★★	★★
Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), <b>Escuela de Graduados en Administración de Empresas</b> , (Mexico)	★★★★	★	★★
University of New Mexico, <b>Robert O. Anderson Schools of Management</b> (USA)	★★★★	★	★★★
University of Pennsylvania, <b>The Wharton School</b> (USA)	★	★★★★	★★★★★
University of Pittsburgh, <b>Katz Graduate School of Business</b> (USA)	★★★	★	★★★★★
Stanford University, <b>Stanford Graduate School of Business</b> (USA)	★★★★	★★★★	★
Wake Forest University, <b>Babcock Graduate School of Management</b> (USA)	★★★★	★★★	★
Yale University, <b>Yale School of Management</b> (USA)	★★★★	★★★★	★





## Leading MBA Programs Incorporating Environmental Management

Programs at the Cutting Edge	Student Coursework (50 percent of total score)	Institutional Support (30 percent of total score)	Faculty Research (20 percent of total score)
The George Washington University, <b>School of Business and Public Management</b> (USA)	★★★★	★★★★	★★★
University of Jyväskylä, <b>School of Business and Economics</b> (Finland)	★★★★★	★★	★★★★★
University of Michigan, <b>University of Michigan Business School</b> (USA)	★★★★	★★★★★	★
University of North Carolina at Chapel Hill, <b>Kenan-Flagler Business School</b> (USA)	★★★★	★★★★	★★★★★
Yale University, <b>Yale School of Management</b> (USA)	★★★★	★★★★	★★★★

## Programs Showing Significant Activities

University of California, Berkeley, <b>Haas School of Business</b> (USA)	★★★	★★★	★★★
University of California, Los Angeles, <b>The Anderson School</b> (USA)	★★★	★★★	★
Harvard University, <b>Harvard Business School</b> (USA)	★★	★★★★	★★★
Hong Kong Polytechnic University, <b>School of Business and Information Systems</b> (China)	★★★	★★★	★★
Illinois Institute of Technology, <b>Stuart Graduate School of Business</b> (USA)	★★★★	★★	★
Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), <b>Escuela de Graduados en Administración de Empresas</b> , (Mexico)	★★★	★★	★★★★
University of Pennsylvania, <b>The Wharton School</b> (USA)	★★	★★★★	★★
Rensselaer Polytechnic Institute, <b>Lally School of Management and Technology</b> (USA)	★★★★	★★★	
Vanderbilt University, <b>Owen Graduate School of Management</b> (USA)	★★★	★★	★★
York University, <b>Schulich School of Business</b> (Canada)	★★★	★★★	★★

NOTE: Schools are listed in alphabetical order. The stars reflect the rating of the school in each category. Each category was weighted according to the percentages indicated to determine the final rating. Complete details of the survey methodology can be found at [www.beyondgreypinstripes.org](http://www.beyondgreypinstripes.org).

# Social Impact Management



Coverage of social issues in MBA education was significantly expanded in the *Beyond Grey Pinstripes 2001* survey by tracking whether and how schools are incorporating social impact management—the field of inquiry focusing on the complex interdependence between business needs and societal concerns—into their MBA courses.

MBA programs are widely recognized for their ability to produce graduates with the excellent technical and analytical capabilities held in great demand by employers around the world. But in today's business world, managers must be able to complement technical and analytical capabilities with a broad understanding of the social context in which business decisions are made. Consider, for example, the decisions facing global pharmaceutical companies in the midst of the AIDS pandemic: What pricing strategies should prevail? How strongly should patents be defended? Or the decisions faced by managers introducing new products into emerging markets: what are the cultural impacts of these products? How should licensing arrangements with multiple government agencies be negotiated?

*Beyond Grey Pinstripes 2001* survey focuses on what business schools are doing to prepare graduates to meet challenges similar to ones posed in these examples.

## Curriculum

Though an increasingly critical factor in business success, social impact management is relegated to “elective” status in most MBA programs and only a few of those electives embrace a broad consideration of social stewardship issues.

For the most part, MBA programs address social issues through elective courses in ethics, non-profit management, and public





policy. These disciplines play an important role in building a vibrant civil society, but the real innovation in business education is found in courses that blend social impact management with traditional business disciplines such as finance, accounting, marketing, and organizational behavior—courses taken by the majority of MBA students, those who will work for corporations or for the service firms and banking institutions that advise them.

Some schools do address critical social issues in their core curricula. The intensifying debate on globalization and on the consequences of growth has spurred an increased interest in international business issues and in issues of social equity. Modules on managing in a global environment, workforce diversity, sustainable business practices, diverse labor and safety standards, and differential access to capital are all finding their way into required courses.

Ethics classes nonetheless remain the predominant vehicle for teaching social stewardship skills in most business schools. While some ethics classes are at the cutting-edge in addressing emerging business issues—Loyola University-Chicago’s Ethics in Technology, Stanford’s Ethical Issues in the Biotech Industry, the University of Michigan’s E-Commerce Law and Ethics—as long as social stewardship issues are consigned to ethics classes, there is the danger that students will experience these issues as distinct and separate from the core business decision-making process.

## Institutional Support

Many business schools support extra-curricular activities that emphasize the interdependence of business and society. Orientation activities are a case in point. Several years ago, MBA programs began adding a community service element to their orientation programs. This is now a common practice perceived to have a variety of benefits that include a broadening of student perspectives, team building, reinforcing the value of volunteerism, teaching valuable lessons about leadership in diverse settings, and showing how non-profit managers accomplish objectives with very limited resources.

Some orientation programs are now linking social impact management skills and perspectives to strategic business decisions: the University of North Carolina collaborates with the Point of View Theater to provide diversity training; the University of Minnesota runs a simulation exercise for ethics training; several schools, including the University of Texas at Austin, run World Games workshops to raise international business issues.

Some schools—either independently or in partnership with corporate sponsors—use competitions to illustrate practical applications of social impact management: Ashridge in the United Kingdom invites students to submit essays on the changing role of business in society; York University hosts a case competition on business and sustainability; the University of California, Berkeley hosts the Haas Social Venture Competition; Loyola Marymount runs a contest for the best web design featuring an ethical dilemma.

## NEW RESEARCH & TEACHING CENTERS

- The Kellogg Graduate School of Management at Northwestern University established the Ford Motor Company Center for Global Citizenship
- The Stanford Business School opened the Center for Social Innovation
- The Tuck School at Dartmouth announced an Initiative for Corporate Global Citizenship
- Case Western launched the Weatherhead Institute on Sustainable Enterprise
- Boston College broadened the focus of its Center for Corporate Community Relations and renamed it the Center for Corporate Citizenship



Perhaps the most significant evidence of institutional support for social impact management lies in the number of schools that have launched or expanded centers dedicated to sustainable enterprise and corporate social responsibility since the last Pinstripes survey was conducted in 1999. These centers seed research, attract faculty committed to the issues, and provide opportunities to connect with corporate executives and community leaders.

Along with the increase in the number of research and teaching centers, there has also been an increase in the number of informal faculty networks dedicated to social impact issues. These faculty groups—which operate either within a given school or across schools within the same university—are an important indication of whether social and environmental stewardship will achieve the status necessary to attract leading faculty talent. It is rare that a faculty member acting alone can create momentum in the social impact field, but faculty networks have the critical mass needed to tip the scales in favor of high-quality research and teaching.

Far too many schools still define institutional support for social stewardship in terms of philanthropic and community service activities undertaken by students or by the number of representatives of non-profit organizations invited to speak on campus—a belief shared by many businesses as well. While such activities underscore the importance of philanthropy and volunteerism, they tend to reinforce the notion that corporations can meet their social responsibilities through activities that are ancillary to their core business practices.

## Research

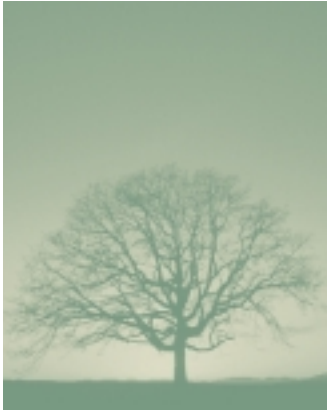
The extensive literature review undertaken as part of the *Beyond Grey Pinstripes 2001* survey identified nearly 500 articles on social impact management topics written during the years 1998–2000; by comparison, less than 125 articles were identified in the somewhat more limited review conducted for the 1999 survey.

Though the volume of faculty research appears to be on the rise, there continues to be a concentration of research on business ethics and a significant shortfall in research that explores emerging social impact management strategies and issues and the relationship between business success and responsible business practice.

## Conclusion

By recognizing five schools at the cutting-edge of incorporating social impact management into their MBA programs, *Beyond Grey Pinstripes 2001* celebrates different approaches to incorporating social stewardship into the MBA experience. Despite differences in approach, the schools are united in a common commitment to educate their students about the social impacts of business. At schools such as these, students, faculty, alumni, donors, and the corporate community all recognize that something exceptional is taking place.

# Environmental Management



Environmental issues are moving to the forefront of the worldwide corporate agenda. Business has begun to shift away from an adversarial stance toward a more proactive environmental strategy, both as a hedge against future costs and as a means of creating competitive advantage.

Many corporations now report on their stewardship activities in annual environmental or sustainability reports. Many are also actively integrating environmental stewardship into core business strategies. Building-supply companies such as Lowe's and Home Depot compete for the market in sustainably harvested wood products. The cement industry is working with the World Business Council for Sustainable Development to develop more sustainable industry practices. Alcoa Inc., an "old economy" manufacturing firm, has voluntarily set goals to reduce its solid, air, and liquid wastes by more than 50 percent over the next 10 years and is linking performance metrics and manager compensation to environmental performance.

Just as cutting-edge businesses are developing proactive strategies to address environmental issues, the leading MBA programs are incorporating environmental strategy into their curricula and expanding their institutional support for research to train the next generation of environmental managers. However, the programs and innovations highlighted in this report represent a very small segment of the MBA universe; environmental issues are still poorly integrated into the great majority of MBA programs. Nonetheless, overall attention to environmental issues is clearly growing and schools are experimenting with a wide variety of approaches.





## Curriculum

There has only been a modest increase in the number of schools providing formal environmental management specializations since the 1999 Pinstripes survey. However, many of the top business schools have broadened the scope of their environmental management training and are exploring attendant issues in greater depth.

Frameworks for addressing environmental management issues impact the most students when provided in core coursework. Twenty-nine U.S. schools and eight international schools participating in the *Beyond Grey Pinstripes 2001* survey report some environmental content in their required courses, primarily in operations, strategy, finance, economics, and international management courses. Management education programs in the United States also reported a 44 percent increase in electives with environmental management content from 1999. Of the 228 electives with environmental content reported by U.S. and international schools, 127 are offered in conjunction with environmental management concentrations or joint degrees. The vast majority of MBA students, however, are not enrolled in environmental specializations and are therefore rarely exposed to environmental management issues.

## Joint Degrees and Concentrations

Environmental management training follows one of two main models, the joint degree and the concentration. Joint degree programs include the Yale School of Management dual-degree program with the Yale School of Forestry and Environmental Studies. The University of Michigan also offers a joint MBA/MSc through the Corporate Environmental Management Program (CEMP). These programs usually span three years, with students meeting the requirements for an MBA and another master's degree, such as a MSc in environmental science or MA in environmental policy.

Concentrations are completed within a two-year MBA program. The design of environmental management concentrations varies according to business school, but most programs include course work in science, technology, policy, or law, which traditionally fall outside the business school curriculum. Concentrations tend to focus on a broad introduction to the issues and tools in environmental management, or on technical expertise.

For example, the University of California provides all interested MBA students from any of its nine campuses with an overview of environmental management topics and tools through the Corporate Environmental Management (CEM) concentration. The George Washington University School of Business and Public Management also offers an environmental policy and management concentration, leveraging the school's extensive public policy curriculum and location.

Technical training is also available through MBA concentrations. Both the Illinois Institute of Technology and Rensselaer Polytechnic Institute offer programs for managers entering

engineering and technical fields, as well as main stream MBA students who want training in areas such as material flow, life-cycle analysis, risk assessment, and environmental cost-benefit analysis. Finland's University of Jyväskylä has an environmental management concentration that trains students with strong natural science backgrounds to work with engineers and architects to develop environmentally sound operation systems and products.



## Institutional Support

Much of environmental management research is generated at specialized research centers. These centers, along with institutes of environmental management education, provide an administrative and financial structure for faculty and student activities to support the development of research, courses, speaker series, and conferences. Examples of environmental management research centers include:

- Center for Environmental Policy and Sustainability Management; George Washington University, USA
- Centre for Environmental Management Education and Development (CEMED); Hong Kong Polytechnic, China
- Centre for Corporate Environmental Management; Huddersfield University, United Kingdom



- Management Institute for Business and the Environment; International Institute for Management Development (IMD), Switzerland
- Environmentally Responsible Manufacturing (ERM@MSU); Michigan State University
- Center for Excellence in Manufacturing Management (CEMM); Ohio State University
- Industrial Environmental Management Center; Yale University

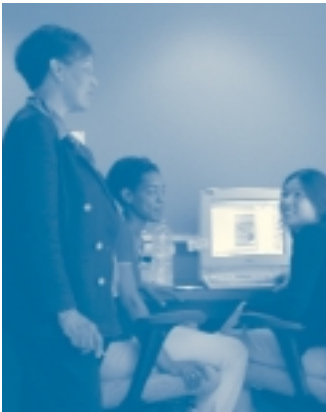
Business schools are also providing environmental management students with support on the employment front. Since many private sector firms are uncertain how to identify and/or recruit managers with environmental management training, 15 of the schools participating in the *Beyond Grey Pinstripes 2001* survey sponsor targeted career fairs to help their students find positions that incorporate environmental skills. The University of North Carolina's career fair, organized by the Kenan-Flagler Sustainable Enterprise Initiative, and University of California, Los Angeles' *What Are My Options?* career fair, are two examples of innovative career placement programs that focus on non-traditional and environmental employment opportunities.

## Conclusion

Leading business school programs, like leading businesses, are recognizing that environmental strategy is a fundamental component of successful business practice. The increasing depth of environmental course work, diversity in approaches, and development of new research centers suggests that schools sense an important and growing market for these skills, forecasting a greater integration of these topics into the management curriculum in the future.

# International MBA Programs

Globalization is blurring national economic borders and forcing companies to adopt international strategies. Similarly, management education has become more international, in both content and locale.



To understand the changes taking place in management education internationally, the *Beyond Grey Pinstripes 2001* survey team invited over 60 business schools outside the United States to participate in the survey. Twenty-four schools from 17 countries responded.

As a result, *Beyond Grey Pinstripes 2001* offers a first glimpse of the social and environmental stewardship initiatives undertaken by business schools outside the United States. Future Pinstripes surveys will include data from a larger sample and will adapt the survey methodology to better capture the diverse contributions of international schools.

The 2001 survey results reveal that innovation in management education—particularly in teaching and research on issues of social and environmental impact management—is occurring around the world. The following are examples of innovative programs and centers at international schools:

- In Costa Rica, the Instituto Centro Americano de Administración de Empresas (INCAE) launched the Latin American Center for Competitiveness and Sustainable Development (CLACDS) to



help Latin American leaders from the public, private, and civic sectors implement sustainable development strategies.

- Finland's University of Jyväskylä is a leader in integrating environmental and social management into its curriculum, research, and other activities. Its Centre for Economic Research is one of Finland's leading research centers in the field of social and environmental impact analysis.
- The Warwick Business School in the United Kingdom conducts research and offers training in social accountability auditing through its Corporate Citizenship Unit.
- The Centre for Environmental Management Education and Development (CEMED) at the Hong Kong Polytechnic University facilitates links among business school faculty and students, non-governmental groups, and corporations.
- The Brazilian School of Public and Business Administration (EBAP) at the Fundação Getulio Vargas established The International Center for Sustainable Development to "study, reflect upon, promote, and publicize the concept of sustainable development."
- The Indonesian Institute for Management and Development (IPMI) recently launched a Center for Corporate Governance and Empowerment to facilitate business/community links and encourage case writing on corporate social responsibility.
- Six Latin American business schools, including EGADE and ITESM in Mexico and INCAE in Costa Rica, have joined with Harvard Business School to form a Social Enterprise Knowledge Network, a first step in linking business schools engaged in social enterprise research.
- Korea Advanced Institute of Science and Technology (KAIST) offers a "green" MBA focused on environmental issues and solutions, and on negotiation strategies and international treaty arrangements.
- INSEAD's Center for Management of Environmental Resources in France ties together global policy and industrial ecology with corporate strategy and sustainable operations management.

# A View from the Inside

For a perspective on the success of business schools in incorporating social and environmental issues, we asked business students and faculty interested in these issues to grade business schools. Their responses are summarized below.

## MBA Student Grades\*

	Grade**
How encouraged do you feel to raise environmental and/or social issues in the classroom?	C+
How often do you or your peers raise environmental and/or social issues in core courses?	C
How often do faculty members raise environmental and/or social topics in core courses?	D+
How effective is your school's career center in assisting you to find an internship and/or job in a position that includes some component of environmental or social management?	D+
To what extent will your marketability be improved if environmental and/or social management issues are included in your program of study.	B-
How important is the environmental and/or social reputation of a firm you would consider working for?	B+

\* Surveys were distributed to the members of Net Impact (formerly Students for Responsible Business), a network of emerging business leaders committed to using the power of business to create a better world. Current MBA students were asked to grade their business programs based on personal experience; 112 students responded to the survey.

## MBA Faculty Grades\*

	Grade**
How important is it to include social and environmental issues in an MBA program?	A-
Grade the improvements business schools have made in integrating social topics into MBA programs in the past two years.	C
Grade the improvements business schools have made in integrating environmental topics into MBA programs in the past two years.	C
What is the level of support you have received from the dean or department administrators when asking to integrate social and/or environmental materials into courses or teach new courses with a social/environmental context?	B
What is the effectiveness of your own school in incorporating environmental and social issues into the MBA program?	C+

\* Surveys were sent out to business faculty listed in four databases belonging to social and environmental associations. Current MBA faculty members were asked to grade their business program based on personal experience; 64 faculty members responded to the survey.

\*\*Grades reflect a range of responses from most positive (A) to most negative (F).



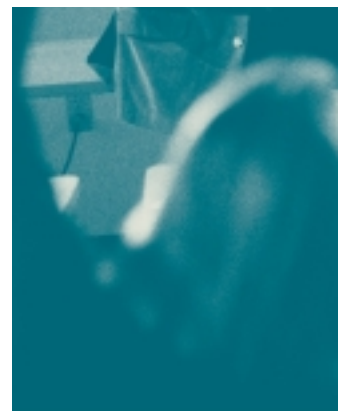
# Faculty Pioneer Award Winners

**t**he Faculty Pioneer Awards celebrate the contributions of exceptional faculty who have demonstrated leadership in integrating social and environmental impact management into MBA programs and have had an impact on business education and practice. The commitment of business school faculty is key to improving the integration of social and environmental topics in graduate business education.

Candidates for the Pioneer Awards are nominated by their peers. Winners are selected by a panel of judges drawn from the diverse corporations involved in the *Beyond Grey Pinstripes 2001* project.

This year the judges selected winners in five categories:

- **Academic Leadership:** for substantive contributions to a field of study focusing on the research record, teaching and mentoring excellence, and influence on the relevant discipline
- **External Impact:** for scholarship and effective engagement in industry, government, or NGO management practices
- **Institutional Leadership:** for effectiveness in changing academic organizations: the business school, the university as a whole, or the academic discipline
- **Rising Star:** for extraordinary contributions early in an academic career
- **Lifetime Achievement:** for impact over the course of an academic career on a broad range of activities: teaching, scholarship, mentoring, institutional change, outreach and service, and impact on business practice





## Academic Leadership

### Arthur P. Brief

Lawrence Martin Chair in Business  
Professor of Organizational Behavior  
Director, William B. and Evelyn Burkenroad Institute for the  
Study of Ethics and Leadership in Management

**A. B. FREEMAN SCHOOL OF BUSINESS, TULANE UNIVERSITY**

Arthur Brief has been a consistent voice for humane, ethical organizational management and work design, exercising his academic leadership through an extensive publishing record and an influential editorial role.

Brief has provided leadership to the Burkenroad Institute for the Study of Ethics and Leadership in Management since its inception in 1990, producing award-winning research on the experience and meaning of work; on work-related stress; and on ethical decision-making in the workplace. His work is characterized by a perceptive understanding of the relationship between organizational dynamics and individual employee experience and behavior. He orchestrates the Institute's annual *Symposium on Business and Society*.

Arthur Brief has published and edited works in some of the most prestigious journals in his field, including the *Academy of Management Journal* and the *Journal of Applied Psychology*. He is currently associate editor of the *Academy of Management Review*.

In 1995, he was the Fulbright/FLAD Chair in Market Globalization and Organizational Behavior at the Institute of Technology in Lisbon. He is a recipient of the Freeman School's Harold W. Wissner Award for Outstanding Teaching.



## External Impact

### Marilyn L. Taylor

Arvin Gottlieb/Missouri Chair of Strategic Management  
Henry W. Bloch School of Business and Public  
Administration

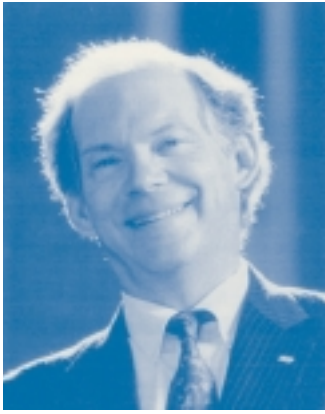
**UNIVERSITY OF MISSOURI-KANSAS CITY**

Marilyn Taylor's leadership and willingness to take risks have influenced business education locally, regionally, and nationally. Taylor's leadership in the MBA arena stretches over more than a decade and reflects her underlying philosophy that good business education necessarily emanates from a continuing partnership between the business and academic communities.

Taylor came to the Bloch School in the mid-90's and undertook the challenge of the school's new Executive MBA (EMBA) at a time when the university was making a strategic commitment to local economic issues as an urban-based university.

As initiating director of Kansas City's Initiative for a Competitive Inner City (ICIC-KC) program she oversaw a study of Kansas City's urban core, spearheaded the strategic partnership between ICIC-KC and the Bloch EMBA in the form of year-long economic development projects, coordinated the summer internship program in conjunction with the Kauffman Entrepreneurship program, and began a series of cases and other research on urban core businesses. She also facilitated a collaboration among five area schools that has assisted more than 40 Kansas City businesses and economic development projects, directing almost two dozen of these projects.

Taylor has been honored by ICIC for her local, regional, and national efforts and in 1999 was selected by the *Kansas City Business Journal* as one of the region's top educational innovators.



## Institutional Leadership

### R. Bruce Hutton

Professor of Marketing

DANIELS COLLEGE OF BUSINESS, UNIVERSITY OF DENVER

Bruce Hutton is the visionary behind a one-of-a-kind MBA program at the Daniels College of Business. Daniels is the only MBA program in the country that requires 8 credit hours of values-based education in a 72-hour degree program. The values curriculum consistently receives the highest overall student evaluations, including the highest ratings for contemporary nature, relevance, and credibility.

In establishing the program, Hutton, serving as dean, led the creative effort that resulted in redesigned incentives and scholarship metrics to encourage faculty to research and teach social and environmental impacts of business decisions. Faculty research support and grants were weighted to encourage interdisciplinary research in areas such as social issues, values, and the environment. Courses were redesigned to be interdisciplinary in content and team taught. Faculty served on cross-functional teams, which provided the curricula with input from departments such as marketing, accounting and finance. New models for calculating teaching loads, promotion, and tenure were developed under his leadership, resulting in team teaching, experiential off-site courses, and required service learning and leadership training.

Hutton is co-founder of the Colorado Ethics in Business Awards, a grass roots community model adopted by five other states to celebrate and promote socially responsible business practice. He also serves on the board of several non-profit organizations.



## Rising Star

### Andrew King

Assistant Professor of Management  
& Operations Management

LEONARD N. STERN SCHOOL OF BUSINESS, NEW YORK UNIVERSITY

Andrew King is a leader of the next generation of business and environment scholars. In his 1994 thesis, King, together with his advisors John Ehrenfeld and Thomas Allen, developed new ways to measure, document, and explain why managers might miss opportunities to profitably reduce pollution. His research won the Zannetos Prize and influenced the development of the “pays to be green” hypothesis.

After joining New York University, King formed Business and Environment at Stern (BES) to coordinate research and teaching at the school. He was awarded research grants from the National Science Foundation and the Environmental Protection Agency. The BES team is now one of the most productive research engines in the country.

Working with his colleagues, King continues to clarify when and why it pays to be green. Through studies of Responsible Care, ISO 9000, and other examples of industry self-regulation, King and his colleagues are uncovering the potential effectiveness of new forms of business governance. King’s research is influencing government and business policy. Its scholarship has won awards from ATT, The Academy of Management, and the European Institute for Advanced Studies in Management.

Despite his research success, King feels his greatest success is his influence as a teacher and mentor. All over the world, his students are now making a difference in academia, government, and industry.



## Lifetime Achievement

### R. Edward Freeman

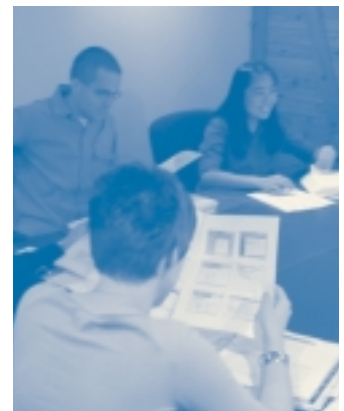
Elis and Signe Olsson Professor of Business Administration  
Director, Olsson Center for Applied Ethics

THE DARDEN SCHOOL, UNIVERSITY OF VIRGINIA

Edward Freeman has revolutionized the thinking, teaching, and practice of strategic management by finding new ways to approach traditional challenges. His style and commitment have influenced innumerable MBA and executive education students as well as many management scholars.

Freeman's pioneering conceptualization of stakeholder analysis has become a staple of academic writing and decision-making models. It also serves as the basis of a large consulting practice with many Fortune 1000 companies. His latest book, *Environmentalism and the New Logic of Business* (with J. Pierce and R. H. Dodd), addresses ways in which companies can approach environmental responsibility as a competitive and societal necessity. In his role as director of the Olsson Center for Applied Ethics, Freeman joined the Center's focus on applied ethics to business strategy.

With his depth of impact, his breadth of knowledge, and his generosity in sharing it with clients, colleagues, and students, Edward Freeman embodies the ideal of "lifetime achievement" in the field of social impact management.



# Participating Schools

American Graduate School of International Management, Thunderbird, USA Arizona State University, College of Business, USA Ashridge Management College, U.K. Asian Institute of Management, Philippines Boston University, School of Management, USA Boston College, Carroll School of Management, USA Carnegie Mellon University, Graduate School of Industrial Administration, USA Case Western Reserve University, Weatherhead School of Management, USA Chulalongkorn University, Sasin Graduate Institute of Business Administration, Thailand Clark University, Graduate School of Management, USA Columbia University, Graduate School of Business, USA Cornell University, Johnson Graduate School of Management, USA Dartmouth College, Tuck School of Business, USA Duke University, Fuqua School of Business, USA Duquesne University, John F. 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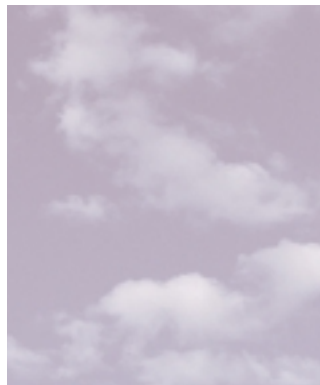
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