

**EDUCATION AND OUTREACH FOR BUILDING  
SUSTAINABLE ORGANIZATIONS**

John H. Stayton  
Director, GreenMBA<sup>®</sup> Program  
+1 (415) 482-3577, john.stayton@dominican.edu

and

Luis María R. Calingo  
Dean, School of Business and Leadership  
+1 (415) 458-3759, luis.calingo@dominican.edu

both of

Dominican University of California  
50 Acacia Avenue  
San Rafael, California 94901-2298  
United States of America

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## EDUCATION AND OUTREACH FOR BUILDING SUSTAINABLE ORGANIZATIONS

Recognizing that humanity faces acute ecological, sociopolitical, and economic challenges, the core purpose of the School of Business and Leadership at the Dominican University of California is to educate students to be socially responsible leaders of sustainable organizations who will make a positive difference in the world. This paper will describe an ongoing business-school-based partnership between academia, industry, and civil society aimed at building sustainable organizations and communities. It will present Dominican's MBA Program in Sustainable Enterprise (GreenMBA<sup>®</sup>), which is the first program of its kind in the United States. It will then describe the work of Dominican's Center for Sustainability, which partners with other organizations in designing, implementing, coordinating, and evaluating multiple environmental initiatives, focused on practical solutions and innovative responses to the extraordinary challenges of climate change, energy constraints, pollution and waste. Finally, it will highlight the work of the Environmental Finance Center Region 9, a strategic partner of the GreenMBA<sup>®</sup> Program and the Center for Sustainability that coordinates the green business programs for California, Arizona, Hawaii, and Nevada.

### 1. GreenMBA<sup>®</sup>: Dominican's Approach to Education for Sustainability

The GreenMBA<sup>®</sup> Program (MBA in Sustainable Enterprise) is the principal instrument of the School of Business and Leadership at Dominican University of California for addressing the challenge of educating socially responsible leaders to build sustainable organizations. The GreenMBA<sup>®</sup> Program's educational approach is organized around the program's mission and the three pillars that support it: (a) a continuously evolving, innovative curriculum; (b) the individualized transformation of our students' abilities to advance sustainability initiatives, and (c) the ongoing devel-

opment of a dynamic community of faculty, students, alumni and community partners. This university-based community now includes the Center for Sustainability, a nexus for applied, sustainability-related research and projects, and the Environmental Finance Center Region 9, a government-funded strategic partner.

### 1.1 History of the GreenMBA<sup>®</sup> Program

The GreenMBA<sup>®</sup> Program emerged from the recognition that humanity was rapidly undermining the integrity of the ecological and social systems upon which we rely for our survival. The understanding that humanity is overwhelming nature's capacities to meet our needs is emerging on several fronts, most notably in rising petroleum prices and increasing evidence of global warming.

In 2002, it was estimated that activities to provide for human needs have been overshooting the regenerative ability of natural systems to provide for those needs by about 20 percent.<sup>1</sup> To think of the equivalence in financial terms, consider natural systems as an endowment. The ability of natural systems to regenerate what has been used for human needs (e.g., timber, seafood) is the interest on the endowment. The requirements of human activity are causing us to spend 20 percent more than the interest on our endowment, thus eating into the principal. The more humanity consumes the principal, the less interest can be generated. The consequences to human life of running out of principal, or the ability of natural systems to provide for human needs, are too horrific to think about. The sociopolitical effects can already be observed in failed states like Haiti and Somalia.<sup>2</sup>

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<sup>1</sup>Mathis Wackernagel and associates, "Tracking the Ecological Overshoot of the Human Economy," *Proceedings of the National Academy of Sciences* 99:14 (9 July 2002):9266-9271.

<sup>2</sup>Lester Brown writes about the relationship between resource depletion and failed states in *Plan B 3.0: Mobilizing to Save Civilization*, 3<sup>rd</sup> ed. (New York: Norton, 2008).

Jane Lorand and John Stayton, cofounders of the GreenMBA<sup>®</sup>, recognized that business has been an enormous engine for change. While business activities have played a role in the destruction of ecological systems, that same creative force could also be harnessed to develop solutions to our pressing problems. This shift in direction for business would require new modes of thinking, leaders who were prepared to face complex challenges in a rapidly changing environment, and an appropriate educational model for training this next generation of leaders. The development of the GreenMBA<sup>®</sup> Program was inspired by these challenges.

The first iteration of the GreenMBA<sup>®</sup> Program occurred in 2000 as a Master of Arts program in Environmental Entrepreneurship at the New College of California. As such, it was the first graduate program in sustainable business in the United States. In 2002, New College approved the program's re-launch as an MBA program in Sustainable Enterprise. A team of faculty and students coined the term "GreenMBA<sup>®</sup>," which has since become the generic term for MBA programs focused on sustainability, and developed the tagline "Transform Yourself, Transform Business, Transform the World." The program's three key learning outcomes still focus on the tagline's three dimensions of personal growth, organizational change, and social transformation.

The GreenMBA<sup>®</sup> Program moved to the Dominican University of California, a two-year process that was completed on July 1, 2007. During the 2007/08 academic year, the program had 83 students, of whom 15 graduated.

## 1.2 Mission

The GreenMBA<sup>®</sup> Program is a highly mission-driven educational program. Our mission statement was developed by our faculty on a consensus basis, and the third iteration was approved in October, 2007.

*Dominican University of California's MBA in Sustainable Enterprise is an engaging learning community where people with strong environmental and social values develop effective leadership capacities to advance economically successful, ecologically restorative, and socially just initiatives in any type of organization.*

The GreenMBA<sup>®</sup> Program mission statement aligns with the mission of the School of Business and Leadership, of which the GreenMBA<sup>®</sup> is a part:

*The School of Business and Leadership is committed to educating students to be socially responsible leaders of sustainable organizations that make a positive difference in the world.*

The Faculty of the School of Business and Leadership has collectively identified sustainability (defined as “enduring success”) as the overarching strategic theme of the School of Business and Leadership. The School’s definition of sustainable organizations subscribes to the Baldrige National Quality Program’s definition of sustainability: “the organization’s ability to address current business needs and to have the agility and strategic management to prepare successfully for its future business, market, and operating environment.”<sup>3</sup> The School’s definition of sustainable communities is based on the forthcoming ISO guidance (ISO 26000) on corporate social responsibility, which defines sustainability as the the capacity of economic, social, institutional, and environmental aspects of human activity, and the non-human environment, to continue into the long-term. The School of Business and Leadership believes that sustainable organizations result from ethical and socially responsible leadership, ecologically sustainable entrepreneurship or business practices, and a global mindset.

The mission statements of the GreenMBA<sup>®</sup> Program and the School of Business and Leadership, in turn, are consistent with that of the Dominican University of California:

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<sup>3</sup>U.S. Department of Commerce, *2008 Malcolm Baldrige National Quality Award Criteria for Performance Excellence* (Gaithersburg, Md.: National Institute of Standards and Technology, 2008), 60.

*Dominican transforms lives. We are an independent, international, learner-centered university of Catholic heritage which interweaves Dominican values, the liberal arts and sciences, and the skills and knowledge necessary to live and work in an interdependent world.*

Founded in 1890 by the Dominican Sisters of San Rafael, the university is located in Marin County, which is widely regarded as the hub of environmentalism in California. A programmatic concern for environmental sustainability naturally flows from Dominican's location, but also its Catholic heritage. Students of Judeo-Christian ethics would quickly point to Genesis 2:15 ("The Lord God took the man and put him in the garden of Eden to work it and keep it") as the theological foundation of environmental stewardship. As evidence of Dominican's long-standing commitment to environmental sustainability, undergraduate business students have been required to pass a course in sustainable development before graduation from Dominican.

Education with a higher social purpose is nothing new. In many respects, it is a return to the original purpose of higher education, which focused less on individual benefit and more on individuals' contribution to society. Harvard professor Rakesh Khurana believes that business schools have strayed from this notion of teaching stewardship of society's interests. In an interview with the *Boston Globe* in 2006, Khurana declared, "You have to create a new class of managers whose interests go beyond themselves. If business people really behaved like professionals, you wouldn't need regulations. Corporations have become the most powerful institutions in our society. Those institutions are too important to be not trusted."<sup>4</sup>

Stanford management scholar Jeffrey Pfeffer translated this notion of higher purpose into outcomes for business students when he stated in 2007: "I believe that, as educational institutions and educators, we have a responsibility not only to teach

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<sup>4</sup>Robert Weisman, "Business Schools Redefine Their Mission to Society," *Boston Globe*, 9 July 2006, D1.

our students about the realities of the world of work, but also to reconnect them with their aspirations and a sense of idealism.”<sup>5</sup>

In the GreenMBA<sup>®</sup> Program, students learn about the program mission during the admissions process and again during their program orientation. They would not join the program unless they felt an alignment with that mission. An important role of the program director is to frequently remind students and faculty of the program mission. During their first semester, students are asked to clarify their own higher purposes so that they can use the program to develop career skills and strategies that are aligned with their personal sense of mission. This helps provide a sense of meaning to students’ educational activities that engages and motivates them.

### 1.3 Pillars of the GreenMBA<sup>®</sup> Program

The GreenMBA<sup>®</sup> Program’s three program goals, or “pillars,” define how the program is structured to accomplish its mission. They include skills and acumen, personal transformation, and community.

#### 1.3.1 Skills and Acumen

*We integrate the stewardship of financial, human, and natural capital—beyond the triple bottom line—into a world class MBA curriculum. Students learn how to: (1) apply practical skills, (2) make better decisions using rigorous critical thinking methods, (3) communicate and lead effectively, (4) collaborate with others in designing and implementing successful initiatives, (5) face challenges inherent in turbulent issues, and (6) master methods and tools to analyze systemic factors.*

This goal is about the content and delivery of the GreenMBA<sup>®</sup> curriculum. Because the New College of California (the program’s original home) had no pre-existing business school, courses or faculty, the cofounders of the program had the opportunity to develop a curriculum without institutional constraints. Multiple feed-

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<sup>5</sup>Jeffrey Pfeffer, “What Right—and Still Wrong—with Business Schools,” *BizEd*, January-February 2007, 48.

back channels have been employed since its inception to ensure continuous improvement of the curriculum's quality.

The curriculum has always been structured to ground theory into practice. To support this, the classroom includes multiple modes of learning. A three- or 4.5 hour-class might include a faculty presentation, student presentations, a role-playing activity, a skills practice activity, small group feedback circles, and dialogue about important news items. Courses are project-based and students work on at least one project for an outside organization every semester. Deliverables are comparable to deliverables in business, such as research findings, business letters and reports, financial models and analyses, and proposal presentations. The only way to run courses like this is to limit class size, which the GreenMBA<sup>®</sup> accomplishes by limiting the size of incoming cohorts to 20 students (admitting three cohorts per year). Limiting class size allows faculty to provide detailed feedback on multiple assignments, and allows every student to participate fully in the classroom. There is no “back of the classroom” in the GreenMBA<sup>®</sup>.

The content of the sustainable business subject area is rapidly evolving and expanding. Because the GreenMBA<sup>®</sup> Program's mission is to develop leaders who can advance sustainable initiatives in any type of organization, the curriculum emphasizes three areas:

- the understanding of how underlying systems work, including ecological, social and economic systems, and the development of critical and systemic thinking skills to make well-reasoned decisions in uncertain, often chaotic environments;
- the team-building and other relationship skills required to lead organizational change; and

- the tools and methodologies that can help organizations to steward the three capital accounts at their disposal: financial capital, human capital, and natural capital. By nurturing and growing all three capital accounts, organizations benefit their shareholders, human society, and the natural world.

Advancing sustainable initiatives is an entrepreneurial gesture. Part of the GreenMBA<sup>®</sup> philosophy is that all businesses, no matter how well-established, need to be entrepreneurial in order to survive and thrive in today's turbulent business environment. Those who advance initiatives within existing companies are called "intrapreneurs." The curriculum is also grounded in the financial, marketing, operational and strategic skill-building required to be successful entrepreneurs and intrapreneurs.

These are the areas of learning that the GreenMBA<sup>®</sup> Program has identified as essential to building financially, ecologically and socially sustainable organizations. But all of these is in the curriculum realm. The GreenMBA<sup>®</sup> is structured to also emphasize two other areas to support our mission.

### 1.3.2 Personal Transformation

*We take the message in our tagline, "Transform Yourself. Transform Business. Transform the World," to heart. We have a cultural and academic venue in which people are encouraged to explore their beliefs, purpose, passion, and the way they think from the inside out, and then translate this to meaningful and applied opportunities for growth. Small classes, opportunities to share openly, faculty-mentors, and collaborative project-oriented learning create a supportive, challenging environment for this transformational process.*

As John Alexander of the Center for Creative Leadership in Greensboro, North Carolina, said, "We look at leadership in the general framework of 'emotional intelligence'—the so-called 'human' side of leadership. If you don't understand yourself very well, your chance of being able to influence, inspire and empower oth-

ers is low.”<sup>6</sup> The GreenMBA<sup>®</sup> Program recognizes that if an individual is going to enter the program at his or her given level of ability to lead sustainability change initiatives, and is going to leave the program two years later at a much higher level of ability to lead these initiatives, she or he will need to undergo a transformational change that will include a much higher degree of self-awareness and a much greater ability to “influence, inspire and empower others.”

A transformation is more holistic and encompassing than a mere change. It requires a fundamental shift in how one perceives self, the world, and the relationship between them. An educational program cannot cause a personal transformation, but it can provide an environment that supports personal transformation, and the stimulus to catalyze it. The GreenMBA<sup>®</sup> provides an additional layer of support for our students to transform through our professional development mentoring process. Our students meet with a faculty or professional mentor for a minimum of an hour every month of the academic year. This provides opportunities for students to reflect on what they are learning, explore career ideas, give and receive feedback, solicit personal or academic support, and develop deeper, trusting relationships with mentors who know them well.

The close-knit GreenMBA<sup>®</sup> community provides another layer of support for student transformation. This is discussed in more detail in the following section.

Stimulus for catalyzing transformation is provided in the curriculum. Students are exposed to disturbing data on the state of ecological and socio-political systems. They are provided opportunities to reflect on their ontology and epistemology, as well as their higher purposes. Students learn theories and methodologies for taking a much greater degree of responsibility for their experience of life. They work on teams and

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<sup>6</sup>Tricia Bisoux, “The Mind of a Leader.” *BizEd*, September-October 2002, 26-31.

are given assignments that require higher levels of honesty, accountability and feedback in resolving conflicts than they have previously experienced. They participate in several self-assessments, and are required to consciously work with others who have different personality types. They are frequently compelled to leave their comfort zones and test the boundaries of what they think they are capable of achieving.

We also recognize that our students are more than just intellects. They are multi-dimensional and include intellectual, physical, emotional, spiritual and creative dimensions. They need to be prepared on all levels for the challenges of leadership. To the degree they can bring all of themselves to a challenge, they will be likely to succeed. If they can create work environments where others feel capable of fully expressing themselves and growing, the organization will be more likely to succeed. The experiential nature of our curriculum and its delivery supports this more holistic approach to business education.

### 1.3.3 Community

*We are a collaborative and engaging community for those who believe that responsible enterprises must provide effective solutions to our pressing environmental and social problems. Community events for students, alumni, faculty, and guests promote cross-pollination of ideas and the ability to expand collaborative personal and organizational networks, optimizing success in implementing new initiatives and models for enterprise. Creative, in depth student engagement allows opportunities for self-organizing. We cultivate a sense of place and belonging, and our network extends beyond the progressive social fabric of northern California to global partners and a broad array of organizations and individuals who share our common purpose.*

In the GreenMBA<sup>®</sup>, we define community as a “collaborative network of support.” If a student is able to build a collaborative network of support for a sustainable business initiative, that student is much more likely to succeed. The GreenMBA<sup>®</sup> both models a healthy community and teaches community-building skills.

Arie de Geus, former head of Group Planning for Royal Dutch Shell, described in his 1997 book *The Living Company* a key characteristic of long-lived companies: "...a cohesive system must be open to change and diversity. Tolerance is a measure of the openness of a system. The more tolerant a company, the more new people and ideas it can absorb and foster over time. Tolerance is a dynamic characteristic; it changes the composition of the company."<sup>7</sup>

The development of a vibrant community to support the mission of a program and the success of students cannot be centrally planned. Participation cannot be coerced. It is developed by saying "yes" to diverse faculty and student initiatives, by creating a context of tolerance for individuals and ideas without punishing those that fail. Harnessing the creative power of 150 stakeholders has led to far greater results than could have resulted from ideas generated by a small handful with institutional authority. A sampling of student, alumni, administration and faculty-led initiatives includes:

- "Green Your MBA" Sustainable Enterprise Certificate for business professionals that already have MBAs;
- Casa Blanca 2.0, a thriving online GreenMBA<sup>®</sup> social network;
- The Idea Hive, an open group of students and alumni that meet regularly to develop their ideas using tools learned in the program, as a "pre-incubator";
- A three-day camping retreat to bond as a community and to create dialogue and interaction among diverse members of the community;
- *GreenMBA<sup>®</sup> Voices*, a newsletter developed by students; and

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<sup>7</sup>Arie De Geus, *The Living Company: Habits for Survival in a Turbulent Business Environment* (Boston: Harvard Business School Press, 1997), 146.

- Events that have become community rituals, including student-designed graduation celebrations, a GreenMBA<sup>®</sup> open-mike talent show, “speed networking” events to help integrate new cohorts into the community, and capstone business plan presentations that have become extended-community events.

De Geus states, “The art of managing—of coaching such a community along its path—becomes a matter of setting the context for the rest of the organization’s members to perform that task at their level.”<sup>8</sup> Program leadership has helped create the context for community building by providing key infrastructure, including monthly roundtable dialogues about the GreenMBA<sup>®</sup>’s community life, numerous email lists facilitating student communication across cohorts, modest funding for student initiatives, extracurricular community activities like guest speakers and panels, and multiple channels for student and faculty input.

Curricular support for student learning of community-building skills includes practice in team-building and team learning, conflict resolution, consensus-building, giving and receiving feedback, running effective meetings, and delivering persuasive and engaging presentations.

## 2. Partnerships: Dominican’s Approach to Outreach for Building Sustainable Organizations and Communities

The GreenMBA<sup>®</sup> community extends beyond the boundaries of the program itself and includes multiple partners on and off campus. One of the challenges faced by the GreenMBA<sup>®</sup> is a result of a positive trend—the movement of business education toward corporate social responsibility and sustainability—that threatens to overwhelm this more specialized program. A critical response that will help keep the

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<sup>8</sup>Arie De Geus, 175.

GreenMBA<sup>®</sup> at the leading edge of the sustainable business discipline is the development of key partnerships, including:

- The Center for Sustainability at Dominican University of California;
- The Environmental Finance Center Region 9;
- The Institute for Environmental Entrepreneurship, a non-profit organization that originally developed and continues to provide support for the GreenMBA<sup>®</sup>;
- The Greener Dominican Task Force, a cross-campus committee, part of the administrative hierarchy, dedicated to improving the institution's environmental performance; and
- Numerous businesses that provide opportunities for student projects, internships and employment.

These partnerships are especially vital for the GreenMBA<sup>®</sup> Program to advance its mission, serve its students, and remain competitive. The remainder of this paper will present an overview of the Greener Dominican Task Force, the Center for Sustainability, the Environmental Finance Center Region 9, and the Institute for Environmental Entrepreneurship.

## 2.1 Greener Dominican Task Force

Dominican University of California created the Greener Dominican Task Force in August, 2006 as the subcommittee of the Campus Utilization Policy Committee (a university governance committee) with the charge to:<sup>9</sup>

- Draft, promote and integrate a “Green Philosophy Statement” for the university;
- Assess sustainable practices;

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<sup>9</sup>For more information about the Greener Dominican Task Force, see <http://www.dominican.edu/about/provostoffice/wasc/files/cfr4-7greenerdominican.pdf>.

- Communicate Dominican’s existing green practices to the campus and local community; and
- Draft both short and long term sustainability plans.

The Task Force developed the following Commitment to Environmental Sustainability (“Green Statement”), which Dominican has adopted:

*Dominican University of California will model and instill the values, theories and practices of reverence, interdependence, sustainability, social justice and stewardship into the entirety of its learning environment. The Dominican learning environment encompasses the education programs as well as maintaining green working and living spaces, and adopting policies and business practices that minimize our environmental footprint. Dominican strives to increase the awareness, knowledge, skills and sense of purpose within our students, faculty, staff and community to best meet the needs of the present, while creating a future that is just and sustainable for all.*

When the GreenMBA<sup>®</sup> Program arrived at Dominican in July 2007, faculty, students and alumni became involved in the Task Force in order to accelerate the implementation of its mandate. GreenMBA<sup>®</sup> students now conduct assessments, research solutions, make recommendations, and engage in organizational change initiatives to help advance sustainable initiatives on campus. During the summer of 2008, two teams of students had conducted projects at Dominican in coordination with the Task Force as part of a course called Eco-Commerce Models. One team was developing a sustainability plan with the resource-intensive marketing department, while the other is working with the facilities department to conduct an audit, research alternatives, and make recommendations about landscaping activities.

## 2.2 Center for Sustainability

The Center for Sustainability at Dominican University of California (the Center) was conceived by Jane Lorand, co-founder of the GreenMBA<sup>®</sup>, developed by a team that included multiple stakeholders, and approved by Dominican’s administration in 2007. The Center combines the expertise of faculty, students and fellows from

the GreenMBA<sup>®</sup> and other academic program at Dominican University with the access and resources available from the Environmental Finance Center (see below) into a first-of-its-kind venture in which education, research and development, and hands-on application, come together to pioneer innovative policies and practices for Marin County, for California and beyond. Using a systemic approach grounded in critical thinking practice, the Center focuses on the complex environmental issues of our time.

The Center is committed to applied projects that make a difference. Through the combined expertise of the GreenMBA<sup>®</sup> Program and the Environmental Finance Center, the Center for Sustainability engages the academic and professional talent now housed at the University in service to sustainability initiatives worldwide. Examples of initiatives in its first year include:

- Systemic/Critical Thinking Labs. Offered during the 2007/08 academic year, the Labs provided instruction and laboratory practice in methods that address complex issues. Seven two-day labs addressed “Greening Institutions: Opportunities and Barriers.” Voluntary attendance exceeded 40 students for each two-day lab. The purpose of the Labs was to prepare students to lead complex change initiatives in organizations by practical application of methods that engage diverse stakeholders in lively and productive sessions. The labs were pioneered by Open University professor Bruce McKenzie (Australia), Center Director and GreenMBA<sup>®</sup> associate professor Jane Lorand, and Sarah Diefendorf, Executive Director of the Environmental Finance Center.
- Biodiesel Fuel Roundtable. Held on 16 January 2008 at Dominican, the roundtable hosted over 50 participants, including state and national government and busi-

ness leaders, to explore how to recapture restaurant and hotel oils for biodiesel conversion. Fourteen GreenMBA<sup>®</sup> students also participated in this event.

- Native American Reservation: Green Waste. Green waste dumping has been a major problem for the Torres-Martinez tribe in southern California. The Center sent three GreenMBA<sup>®</sup> students to the reservation to assess the possibilities for re-use of the waste and to help the tribe develop a green waste business plan.
- Lubumbashi, Congo: Urban Sustainability. Lubumbashi (formerly Elizabethville) is the second largest city in the Democratic Republic of the Congo (formerly Zaire or Belgian Congo). The Center has been invited by partners in Lubumbashi to send GreenMBA<sup>®</sup> students and key faculty to support the development of capacity-building for urban sustainability in Lubumbashi, the twelfth fastest growing city in the world. Copper mining is driving rapid urbanization without infrastructure or sustainability planning. A student and administrator went to Lubumbashi in March 2008 to meet with community, educational and business leaders and to establish a foundation for future projects.
- Cape Town, South Africa: Working with LEAP School. The Center is working with LEAP Africa to bring Dominican students and faculty to support this innovative school for AIDS orphans, adding sustainability to the curriculum and helping students develop projects in urban sustainability. Two GreenMBA<sup>®</sup> students were in Cape Town in summer 2008, along with two students from the School of Education at Dominican.<sup>10</sup>
- California Green Plan: Making the Case for Business. In the spring of 2008, a GreenMBA<sup>®</sup> student worked under a grant from the Gellert Foundation to explore

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<sup>10</sup>For more information about this Dominican project, see <http://www.dominican.edu/dominicannews/education-business-students-spend-summer-teaching.html>. For more information about LEAP Africa, see <http://www.leapafrika.org>.

how California businesses might react to an integrated planning initiative, similar to the Green Plan in the Netherlands and New Zealand. Specialized research initiatives such as this one demonstrate the application of the intellectual capital of the Center toward systemic improvements at the state level.

### 2.3 Environmental Finance Center, Region 9 (EFC9)

The Environmental Finance Center Region 9 (EFC9) is part of a nine-member network of Environmental Finance Centers (EFCs) funded by the U.S. Environmental Protection Agency (EPA), with each EFC responsible for a region of the United States. Each EFC collaborates with a local university and pursues its own environmental goals. EFC Executive Directors sit on the Environmental Finance Advisory Board and advise the director of the EPA on issues related to financing environmental initiatives. When the GreenMBA<sup>®</sup> Program moved to the Dominican University of California, faculty and administrators arranged for the Environmental Finance Center Region 9 (EFC9) to concurrently relocate from California State University, East Bay to Dominican. EFC9 includes the western states of California, Arizona, Nevada, and Hawaii. It is the only EFC that aims to resolve environmental issues in the private sector.

The mission of EFC9 is as follows:<sup>11</sup>

*Our mission is three-pronged:*

- *To encourage business to adopt source reduction, pollution prevention and energy efficiency,*
- *To encourage consumers to choose green products and services,*  
*and*
- *To help communities promote cleaner business.*

*To that end, working with both the private and public sectors, EFC9 pursues its mission through numerous tools including:*

- *Green business development*
- *Business incubation*

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<sup>11</sup>For more information on Environmental Finance Center Region 9 and its projects, visit <http://www.etc9.org>.

- *Finance programs and directories*
- *Industry surveys and guides*
- *Technology transfer*
- *Local economic development*
- *Conferences & Workshops*
- *Charrettes*
- *Research publications and reports, and*
- *Hands-on assistance to small business.*

By developing a close relationship with EFC9 and its executive director Sarah Diefendorf, primarily through the intermediary Center for Sustainability, the GreenMBA<sup>®</sup> Program has significantly expanded opportunities for students and faculty to: (a) develop, and receive funding for, applied sustainability research projects, (b) engage in significant extracurricular learning opportunities, and (c) establish new relationships with government, non-governmental, and business organizations. This helps the GreenMBA<sup>®</sup> Program to advance its mission, to provide opportunities for students and alumni, and to stay competitive in an increasingly crowded field.

#### 2.4 Institute for Environmental Entrepreneurship

The Institute for Environmental Entrepreneurship (IEE), a registered non-profit corporation, was founded to create and bring to market environmental business education programs. IEE entered an agreement with New College of California in 1999 to develop the program that evolved into the GreenMBA<sup>®</sup>. IEE assumed responsibility for the program's curriculum development, faculty recruitment, marketing and operations. When the GreenMBA<sup>®</sup> faculty voted to explore other institutional homes early in 2005, IEE took the lead in overseeing the process, seeking to make it a textbook example of how a program can successfully migrate while causing minimal disruption to student learning and program administration. As a part of its transition contract with Dominican, IEE facilitated the transfer of control of the program to its new institutional home, and assumed responsibilities in the areas of specialized marketing promotions, job placement, internship development, fundraising and research

coordination. These areas involve a significant amount of time dedicated to external relations and networking. In the first eight months of the contract, IEE has generated nearly 40 internship opportunities, facilitated on-campus corporate recruiting events, funded and staffed several key conference and trade show booths, and generated donations for a GreenMBA<sup>®</sup> scholarship fund that is approaching \$100,000. School and program administrators are very grateful for the support of a not-for-profit partner to supplement the University's efforts.

### 3. Summary

The GreenMBA<sup>®</sup> Program has a legacy of innovation in sustainable business education. The program has accomplished this through its deep commitment to its mission of developing the capacity of GreenMBA<sup>®</sup> students to lead sustainable initiatives. This mission is addressed through the three program goals that emphasize: (a) the development of a continuously evolving curriculum that emphasizes the stewardship of financial, human and natural capital, (b) multiple modes of support for the transformation of students into effective leaders of sustainable organizations, and (c) the building of a powerful collaborative network of support for student learning and success. Key partners in the GreenMBA<sup>®</sup> community include the Greener Dominican Task Force, the committee charged with advancing Dominican's environmental performance; the Center for Sustainability, a cross-disciplinary university organization that develops and coordinates funding for applied sustainability research and education; the Environmental Finance Center Region 9, a government-funded organization that supports sustainable business initiatives in the western United States; and the Institute for Environmental Entrepreneurship, a non-profit that supports the program in specialized areas.

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