



COLLEGE OF BUSINESS & PUBLIC ADMINISTRATION

PRME STATUS-IN-PROGRESS-REPORT 2016

“The Mission of the College of Business and Public Administration at California State University, San Bernardino is to create a student-centered learning community that prepares students to become productive members in business, government, and global society. We provide quality undergraduate and graduate programs that positively affect students' development as professionals.”



PRME SIP REPORT created, designed, & edited by PROFESSOR BREENA E. COATES, Dept. of Mgmt.

A Message from the Dean:



Dean Lawrence C. Rose, Ph.D.
College of Business & Public Administration

This is year four in our partnership with PRME. I am pleased to report that we have made much progress in embedding PRME values into our teaching, research and service activities, and into the hearts and minds of our faculty, administrators and staff. It is also gratifying to report that we have undertaken new and exciting pedagogical experiments geared to educating our business students on broad social and environmental considerations, in addition to our traditional focus on conscious capitalist values. These activities are highlighted in this report.

The above on-going paradigm shift to broader stakeholder values has increased the prestige and attractiveness of our graduate and undergraduate programs to the global community, resulting in a steady growth of the College over the last four years.

We have long realized that we are part of a global corporate world where future leaders must be Responsible Management Professionals. In our attempt to continuously improve of our educational product, and the development of responsible management professionals, we look to the PRME values and the PRME community for guidance. We realize that we are part of a global corporate world where future leaders must be Responsible Management Professionals.

Sincerely,

A handwritten signature in black ink that reads "Lawrence C. Rose". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Lawrence C. Rose, Ph.D.
Dean College of Business and Public Administration

THE CBPA & PRME LINKAGE OF VALUES

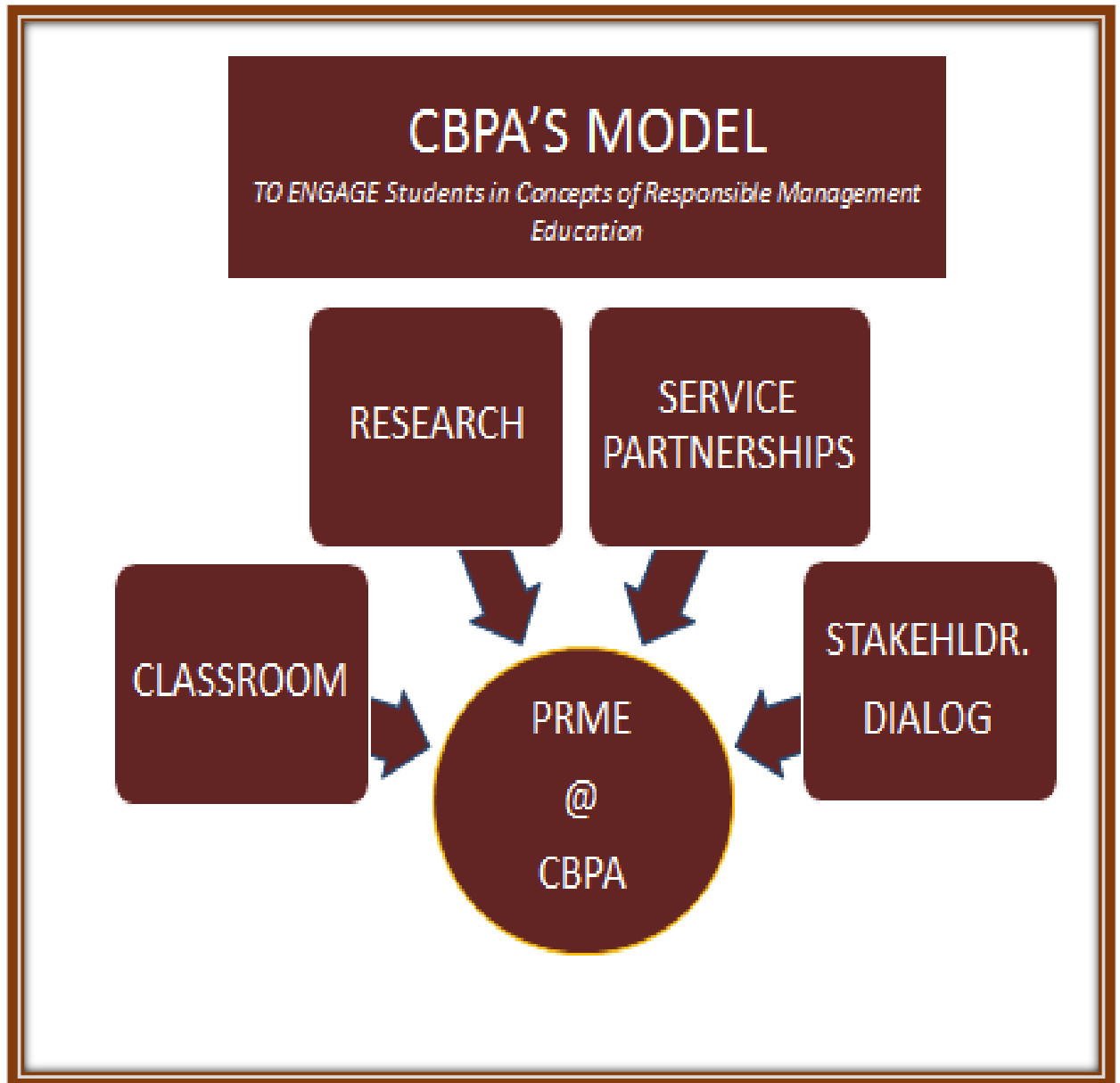


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APPENDICES



Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy. Thus, at the College of Business & Public Administration (CBPA) we prepare students to be Leaders in Corporations that value Sustainability, Conscious Capitalism, and Corporate Integrity and Responsibility to all Stakeholders.

I. CBPA MISSION, VISION, & VALUES:

Mission Statement

The Mission of the College of Business and Public Administration at California State University San Bernardino is to create a student-centered learning community that prepares students to become productive members in business, government, and global society. We provide quality undergraduate and graduate programs that positively affect students' development as professionals. We place priority on excellence in teaching that is enhanced by the commitment of faculty to continuing professional development, intellectual contributions and service. The faculty's intellectual contributions will primarily be a mix of applied research or contributions to practice and learning or pedagogical research. We serve a culturally and globally diverse student body by preparing the student to deal with a changing and diverse environment *as responsible management professionals*.¹ Through community service, partnerships and initiatives, the College serves as an intermediary for the exchange of knowledge and expertise between the University, the regional community, and the larger world.

Vision Statement

We strive to be an exemplary regional educational institution that serves our students, community, and alumni. We will emphasize teaching, partnerships/service to our region, and research in business and public administration.

¹ This phrase has been added to our Mission Statement to reflect our PRME values—it has to be ratified by the CBPA this year.

CBPA Shared Values

Our Mission and vision are supported by a set of shared values that form the foundation of all our activities. These are not presented in order of preference or importance – we view all as equally important:

- We value our students. Our actions are judged first on the effect on the education and career achievement of the students. We value the inputs and points of view presented by the diversity of our student body. We strive to provide excellence in classroom teaching and in the advising of students.
- We value our faculty and staff. The College respects the opinions and perspectives of each individual and strives for a collegial atmosphere for the interchange of ideas and diverse points of view. We provide professional development opportunities for both faculty and staff and are a productive and cooperative unit within the greater University. We recognize the value of the faculty's efforts in teaching, university and community service, and professional development.
- We value our alumni. Our alumni are in leadership positions in business, the community, and public organizations. We work to keep them involved in the University and College, and we recognize them for their long-term accomplishments.
- We value our local community and region. As a state-supported regional university, our Mission is to serve the local region through our programs and community partnerships. We serve as a respected regional resource center for business and public administration data.
- We value select opportunities to infuse our curriculum and programs with knowledge and experience from the international environment.
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II. CBPA LEARNING COMPETENCIES:

We have embedded the following values (called Learning Competencies) into our curriculum, and these values are explicitly stated in the majority of CBPA's course syllabi for the B.A. P.A., and B.S. degrees. In addition we embed these same values in special programs such as our Executive MBA program, our MBA for Professionals, our MPA program, and our MSA program. These values are consistent with our AACSB guidelines. They are:

CBPA LEARNING COMPETENCIES:

- Specific Knowledge and Skills: Each student should obtain specialized knowledge and skills for the creation of value through integrated operations and distribution of goods, services, and information.
- Communication, Written: Each student can effectively communicate in writing.
- Communication, Oral: Each student can effectively present information orally.

- Ethical Reasoning: Each student can recognize/analyze problems and choose/defend resolutions for practical business situations.
- Information Technology: Each student can use information technology to support the structure and processes of the organization, and use information technology in decision-making.
- Problem Solving: Each student can apply knowledge in new and unfamiliar circumstances and devise innovative solutions to cope with unforeseen events.
- Global Context: Each student understands varied cultural perspectives and global environments and can develop innovative business solutions and practices that address complexity.

We maintain a dedicated space for PRME archives, records, and activities in Room 240 Jack Brown Hall. Important to PRME is the development of a data base for Syllabi from each of our five departments--Accounting & Finance, Information & Decision Sciences, Management, Marketing, and Public Administration. We expect to embed these values into new courses that are proposed in the future.

III. CBPA ACCREDITATIONS, RANKINGS, AND RECOGNITIONS OF VALUES:



Association to Advance Collegiate Schools of Business.

The College of Business & Public Administration has been accredited by the Association to Advance Collegiate Schools of Business since 1994. AACSB Accreditation represents the highest standard of achievement for business schools worldwide. Less than 5% of the world's 13,000 business programs have earned AACSB Accreditation. AACSB-accredited schools produce graduates that are highly skilled and more desirable to employers than other non-accredited schools. The AACSB Accreditation Standards challenge post-secondary educators to pursue excellence and continuous improvement throughout their business programs. AACSB Accreditation is known, worldwide, as the longest standing, most recognized form of specialized/professional accreditation an institution and its business programs can earn.



Western Association of Schools & Colleges

Western Association of Schools and Colleges has accredited the California State University, San Bernardino (the holding organization of CBPA). California State University, San Bernardino is currently involved in the extensive self-evaluation process for reaccreditation through the Western Association of Schools and Colleges or WASC. The accreditation process is a thorough step-by-step look at all aspects of the university to demonstrate that Cal State San Bernardino graduates are achieving WASC core competencies in written and oral communication, critical thinking, information literacy, and quantitative reasoning. Following the completion of self-study essays and a virtual visit from the WASC review team in 2013, the process will culminate in fall 2014, when CSUSB hosts the WASC team for a campus visit. Cal State San Bernardino was most recently reaccredited by WASC in 2004, when the university received the maximum 10-year reaccreditation.



National Association of Schools of Public Affairs & Administration

NASPAA accreditation recognizes that a master's program in public affairs has undertaken a rigorous process of peer review conducted by Commission on Peer Review and Accreditation (COPRA). All NASPAA accredited programs have successfully met NASPAA Standards for Professional Master's Degree Programs in Public Affairs, Policy and Administration



The Princeton Review

The Princeton Review 2014 Edition ranks CSUSB College of Business as one of the top 295 "Best Business Schools" in 2013 worldwide. CSUSB ranks No. 1 among the 23 California State University campuses in first-to-second-year retention of African American students and ranked No. 3 in the retention of Latino students. Designated as a Hispanic-serving institution, the university ranks No. 1 in the nation in awarding bachelor's degrees in math to Hispanic students. CSUSB is ranked 12th in the nation in awarding bachelor's degrees to Hispanics and 20th in awarding master's, according to the May 4 issue of The Princeton Review. CSUSB is also listed as seventh overall in awarding bachelor's degrees in protective services to Hispanic students.

EUROPEAN **CEO** European CEO Magazine

In 2011, California State University, San Bernardino's College of Business and Public Administration was recognized by European CEO Magazine as one of the top 20 schools of business in the world and one of the world's 18 most innovative business schools.



CEO Magazine

In 2014, CEO Magazine ranked California State University, San Bernardino as Tier One in both our MBA and EMBA rankings and #20 in our Global Top 20 Table.



US News and World Report

The US News and World Report has ranked California State University, San Bernardino's College of Business and Public Administration's graduate program as one of the best graduate schools for 2014.



Military Times

The Military Times has ranked the California State University and the CBPA as a “best for Vets” College for 2014.

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Principle 2 |Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact. At CBPA our faculty and administrators have incorporated into our academic activities the following values:

I. CBPA's CENTERS & INSTITUTES DISPLAY "PURPOSE" THAT ALIGNS WITH PRME VALUES

In addition to our five teaching departments our Centers & Institutes at CBPA align disciplinary theory and practice with PRME values of sustainability, conscious capitalism, corporate social responsibility, and quality improvements for a broad range of stakeholders, besides market shareholders.. We have the following organizations within our College that are working within the PRME values:

CBPA CENTERS & INSTITUTES:



Cyber Security Center brings faculty and students together with government and industry leaders for the purposes of research, curriculum development, training and awareness in the area of cyber security. The center offers academic concentrations for BS, MBA and MPA degrees, as well as a cyber security certificate in computer science and criminal justice. Cal State San Bernardino was designated as a Center of Academic Excellence in Information Assurance education by the National Security Agency. The center also houses the Cybercorps: Scholarship for Service and Department of Defense IASP/NDU Partnership program for those seeking government employment. Recently, the center became a founding institution for CyberWatch West, a federally funded Advanced Technological Education center

that provides cyber security opportunities for students and faculty across the western United States. Cyber Security associated faculty also focus on *ethical issues of privacy and security of information of individuals and firms through their teaching and research efforts in the program.*



Inland Empire Center for Entrepreneurship (IECE) offers a comprehensive academic curriculum for undergraduate and graduate degrees, allowing students ample opportunities to test their entrepreneurial potential and connect with local business leaders. In 2010, the United States Association for Small Business and Entrepreneurship (USASBE) recognized the center as having an Outstanding Specialty Entrepreneurship program and our graduate entrepreneurship program has been ranked as high as fourth nationally – and first among public universities – by the Princeton Review and Entrepreneur Magazine. *The Institute encourages PRME values of integrity, and honesty, to be taught in its courses, workshops and events.*



Institute of Applied Research and Policy

Analysis is a full-service consulting and applied research organization. The purpose of the institute is to provide a variety of research and consulting services to public agencies, business organizations, and individuals within the university's service area and beyond. It provides customized research so that each client receives thorough, timely, practical and accurate information tailored for the decision-making needs of the particular organization. The institute advises in multiple disciplines, drawing knowledge through social and public policy research, surveys, feasibility studies, marketing studies and program evaluations. *The faculty associates of the Institute promote PRME values, of ethics, and honesty, in their teaching of research*

methodology—specifically in the area of gathering and analyzing of research.



Inland Commerce & Security Institute

The mission of the ICSI is to promote the study, analysis and policies associated with the global influence on the region's commerce and allied security activities in an ethical and moral way. Further the ICSI will become a center of excellence serving the commerce and security needs and aspirations of our undergraduate and graduate students, faculty and community. *The ICSI fully supports the PRME values.*



Global Management Center facilitates the development of programs in International Business and Public Administration and to support regional internationalization efforts for the benefit of the faculty, students and local international communities. Through the Study Abroad Program, CBPA students are exposed to the many fascinating aspects, both academically and culturally, of visiting overseas countries. *The Global Management Center promotes PRME values in teaching and research and study-abroad trips. They emphasize ethics and integrity in global corporate strategies, and cover issues such as societal and environmental impacts of corporations.*



Leonard Transportation Center

CAL STATE SAN BERNARDINO

Leonard Transportation Center works to discover and implement transportation solutions for the expanding of the region. The theme of the center is "Decision-Making and Management of Transportation Systems." The center focuses on research, education, policies and practices that impact effective movements of people and goods within and through the region. The center is particularly charged with attending to regional transportation needs, while serving as a focal point within the area to maximize the impact of local transportation initiatives. The Leonard Transportation Center is cognizant of environmental impacts of transportation on the environment and societies, *as consistent with PRME values, and emphasize these in their education policies and practices.*

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II. CBPA STUDENT CLUBS ALIGN WITH PRME VALUES:

Clubs & Organizations

The College sponsors numerous active student and professional clubs, which assist the school and organize various social functions. In addition, these organizations maintain contact with business and public agencies in the local community through speakers and field trips. These clubs provide CSUSB students valuable organizational experience, as well as professional and social contacts. They build professional cohesion with a strong emphasis on helping others. They also embrace the PRME values of Integrity and Responsible Management Practices in each of the disciplinary area clubs.



Accounting Association

Membership: Open to all Accounting students.

Advisors: Vishal Munsif

Email: vmunsif@csusb.edu,

Jack Brown Hall, Room 217
(909) 537-5724

To advance efficient and responsible management in the Accounting Profession.

American Marketing Association

Membership: Open to all Business Administration students.

Advisor: Dr. Haakon Brown

Email: hbrown@csusb.edu

Jack Brown Hall, Room 409
(909) 537-5716

To advance efficient and responsible management in the Marketing Profession

American Production & Inventory Control Society (APICS)

The Association for Operations Management

Membership: Open to all Business Administration students.

Advisors: Dr. Jay Varzandeh and Dr. Kamy Farahbod

Email: jvarzand@csusb.edu,
kfarah@csusb.edu

Jack Brown Hall, Room 555
(909) 537-5730

Mission

Our mission is to provide preeminent co-curricular opportunities for professional development and supplemental education in the current global business environment to the students of California State University, San Bernardino by operating on a platform of service, excellence, and ethics.

Beta Alpha Psi - National Scholastic Fraternity for Financial Information Professionals

Membership: Open to all accounting, finance, and information management students.

Advisors: Dr. Vishal Munsif

Email: vmunsif@csusb.edu, Room 217
(909) 537-5724

Beta Alpha Psi encourages and recognizes scholastic and professional excellence in the business information field, promotes the study and practice of accounting, finance and information systems, opportunities for self-development, service and association among members and practicing professionals. It "strives to encourage a sense of ethical, social, and public responsibility".^[1] The organization also promotes the development of technical and professional skills that are used to complement the university education, philanthropic activities, and interaction between students, faculty and professionals.

Beta Gamma Sigma - Scholastic Honor Society Recognized by AACSB

Membership: Open to the top 5% of undergraduate class, top 10% of graduate class.

Advisor: Dr. Haakon Brown

Email: enewman@csusb.edu

Jack Brown Hall, Room 458
(909) 537-5749

Mission

The Mission of the International Honor Society Beta Gamma Sigma is to encourage and honor academic achievement in the study of business, to foster personal and professional excellence, to advance the values of the Society, and to serve its lifelong members.

Objectives

The Mission is supported by the five Objectives of the Society. These include:

1. Encourage and honor high academic achievement by students of business and management through chapters in business programs accredited by AACSB International.
2. Foster in Beta Gamma Sigma members an enduring commitment to the founding principles and values of the Society: honor and integrity, pursuit of wisdom, and earnestness.
3. Support the advancement of business thought and practice to encourage lifelong learning.
4. Enhance the value of Beta Gamma Sigma for students and alumni members in their professional lives.
5. Advance the visibility and reputation of Beta Gamma Sigma.

Chinese Student Association

Membership: Open to all Business Administration students.
Advisor: Xiwen Zhang, Dr. Dong Man Kim, and Rong Chen
Email: xzhang@csusb.edu,
dkim@csusb.edu , rchen@csusb.edu
Jack Brown Hall, Room 545
(909) 537-5783

To engage the community and promote values

Financial Management Association

Membership: Open to all Business Administration students.
Advisor: Dr. Jim Estes
Email: jimestes@csusb.edu
Jack Brown Hall, Room 433
(909) 537-5773

Vision

The vision of the Financial Management Association International is to be the global leader in developing and disseminating knowledge about financial decision making.

Mission

The mission of FMA International is to serve the global finance community by:

- broadening the common interests between academics and practitioners
- providing opportunities for professional interaction between and among academics, practitioners and students
- promoting the development and understanding of basic and applied research and of sound financial practices

- enhancing the quality of education in finance.

Indonesia Student Association

Membership: Open to all Business Administration students.
Advisor: Dr. Dong Man Kim
Email: dkim@csusb.edu
Jack Brown Hall, Room 545
(909) 537-5783

To engage the community and promote values

Information Management Association

Membership: Open to all CSUSB students.
Advisor: Dr. Tapie Rohm
Email: trohm@csusb.edu
Jack Brown Hall, Room 513

(909) 537-5786

To advance knowledge and responsible professionalism in the Information Management Profession

Information Security Club

Membership: Open to all CSUSB students.
Advisors: Dr. Tony Coulson and Dr. Jake Zhu
Email: coulson@csusb.edu,
vnestler@csusb.edu

Jack Brown Hall, Room 516
(909) 537-5768

To advance knowledge and responsible professionalism in the Informational Security Profession

Japanese Student Association

Membership: Open to all Business Administration students.
Advisor: Dr. Dong Man Kim and Dr. Yuichiro Kakihara
Email: dkim@csusb.edu,
ykakihar@csusb.edu
Jack Brown Hall, Room 545, 310
(909) 537-5783

To engage the community and promote values.

Korean Business Student Association

Membership: Open to all Business Administration students.
Advisor: Hosung So, Hyun-Kyoung Oh, Yu Jung Kim
Email: hosungso@csusb.edu,
hkoh@csusb.edu, yjkim@csusb.edu
HP-202, HP-212, CS-306
(909) 537-7234
(909) 537-7234
(909) 537-7234

To engage the community and promote values

Latino Business Student Association

Membership: Open to all Business Administration students.
Advisor: Dr. Ernesto Reza
Email: ereza@csusb.edu
Jack Brown Hall, Room 529
(909) 537-5745

To engage the community and promote values

Master in Accounting and Finance Association

Membership: Open to all MBA and MSA students.
Advisors: Dr. Dong Man Kim and Dr. John Jin
Email: dkim@csusb.edu, jjin@csusb.edu
Jack Brown Hall, Room 545, ,407
(909) 537-5783
(909) 537-5721

Public Administration Organization

Membership: Open to all CSUSB students.
Advisor: Dr. David Baker
Email: dbaker@csusb.edu

Jack Brown Hall, Room 549
(909) 537-7594

Society for Human Resource Management

Membership: Open to all CSUSB students.
Advisor: Dr. Craig Seal
Email: cseal@csusb.edu
Jack Brown Hall, Room 563
(909) 537-3751

To provide California State University San Bernardino students with the opportunity to gain knowledge and insight into the effective management of human capital in the field of Human Resource Management through affiliation with the Inland Empire of SHRM and the National SHRM organization

Students in International Business

Membership: Open to all CSUSB students.
Advisor: Dr. Vipin Gupta and Dr. Frank Lin
Email: vgupta@csusb.edu or flin@csusb.edu
Jack Brown Hall, Room 404 and 278
(909) 537-5718

The International Business Club will be a resource for students to gain a better understanding of International Business through various academia, social, and cultural events. In International Business Club students will have opportunities to network with like-minded

students, faculty, entrepreneurs and other various professionals. Our club will involve itself in the local and international communities through our volunteer efforts. We also want to offer students the chance acquire internships in international businesses to give them valuable experience.

Jack Brown Hall, Room 545, 427
(909) 537-5783
(909) 537-5783

To engage the community and promote values

Taiwanese Student Association

Membership: Open to all Business Administration students.
Advisor: Dr. Frank Lin and Dr. Dong Man Kim
Email: flin@csusb.edu, dkim@csusb.edu
Jack Brown Hall, Room 278
(909) 537-5783

To engage the community and promote values

Thai Student Association

Membership: Open to all Business Administration students.
Advisor: Dr. Dong Man Kim and Dr. Taewon Yang
Email: dkim@csusb.edu, taewon@csusb.edu

IV. CBPA Student Services Center Models PRME Values to our Students in its Mission & Logo: “WE VALUE OTHERS”



The College of Business and Public Administration (CBPA) is part of a campus community of faculty, students, administrators, and staff who all play vital roles in the life and mission of our campus. The Student Services Center as part of CBPA values honesty, openness, creativity, integrity, productivity and personal excellence.

We value our students: In addition to students receiving excellent academic instruction in a learning environment that is disciplined, fair, unbiased, and stimulating, our Center offers CBPA students opportunities that will equip them for success and fulfillment in their lives and careers. In pursuit of these ends, we encourage students to:

- Participate in non-traditional learning opportunities (i.e., internships, student organizations, study abroad and professional trade associations) to apply what they’ve learned in the classroom; challenge themselves through these opportunities, and increase their skill sets in their chosen field of study.
 - Develop tools and skills that will enhance their marketability to prospective employers (i.e., résumé writing; cover letter; researching a prospective host; developing good interview skills; networking)
 - Develop a career plan for a smoother transition from academic life to a career upon graduating
- We value our employer partners and new prospects:
- We support the efforts to create value to our “partners” by the opportunities the College

brings to them (i.e., Business Alliance membership, class speaker, panel board member, scholarship opportunities, internships, and student group opportunities)

- When our College educates and the Student Services Center helps to prepare a qualified and diversified talent pool of students that can meet the needs of today's employers, we have successfully created value to employers who partner with us. We value our alumni:
- Our alumni are in leadership positions in businesses, the community, and public organizations. We work to keep them involved with CSUSB, and we recognize them for their long-term accomplishments
- The Center will continue to offer services to recent alumni who request assistance with referrals, resources, and training as they work to make that career connection
- We invite our alumni to participate in future presentations to current students to share their challenges, successes, and advice to future graduates. We value our administrators, faculty, staff, and student assistants. We appreciate the support given by CBPA administrators, faculty, staff, and student assistants. They play a significant role by:
- Supporting the goals of the Student Services Center
- Providing guidance to students seeking internship and job opportunities
- Providing support to students as they seek to achieve their educational and career goals, as well as becoming new contributing members to society. We value our Center's Student Assistants They are:
- Entitled to courtesy, support, fair evaluation, and due appreciation of their contributions
- Committed to performing their duties with care, diligence, and a concern to make the college and university an open and welcoming place for all.

a. CBPA STUDENT SERVICES CENTER (SLT DP# 16)
STATEMENT OF COMMITMENT AND OUR CORE VALUES COMMITMENT

CBPA Student Services Center's commitment is to put our students and employer partners first by providing them with excellent programs and services. By focusing and being responsible to our students, employer partners, stakeholders, campus community, as well as the communities we serve and beyond, we will produce a solid return for our efforts that will result in increased enrollments as well as higher retention rates . By doing this we create meaningful work for ourselves and provide something of lasting value for our community, which includes a global perspective. As a result, the College of Business and Public Administration at California State

University, San Bernardino will be recognized as a great school to attend. In order to keep this commitment, we need to always honor our CORE VALUES, , which are:

INTEGRITY

Integrity is at the heart of everything we do. We are honest, ethical and upfront because trust is at the foundation of our relationships with our students, business partners, our stakeholders, communities, and each other.

RESPECT

We know it is critical that we respect everyone at every level of our college and university. We champion diversity, embrace individuality and listen carefully when others speak.

PERFORMANCE EXCELLENCE

We hold ourselves to a very high standard of performance. We prize innovative ideas and the teamwork it takes to make them realities. We continually assess how we can make the educational and partnership experiences better, and every day we work towards making it better.

ACCOUNTABILITY

We take responsibility for our actions as individuals, as team members, as a college with California State University, San Bernardino. We work together, support one another and never let our “educational customers and partners” or our colleagues down. Great institutions are judged by what they do, not by what they say. To be the best, we’re going to keep pushing ourselves in new and exciting directions. These values will guide our every action.

ETHICAL STANDARDS

Our university, our college, and the Student Services Center must stand for integrity, trust and solid ethical standards. Therefore, it is imperative that we continue to uphold our commitment and core values that are the foundation of any lasting business success. We need to put our students and employer partners first, act with integrity, treat people with respect, be accountable and hold ourselves to high standards of performance. Finally, we’re committed to adhere to the highest of ethical standards in the conduct of our business.

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b. Teaching Assistant Code of Ethics and Conduct, Department of Public Administration--“Committed to Ethical Public Service”

PURPOSE

The Teaching Assistant (TA) Code of Ethics and Conduct (Code) informs TAs of critical information to guide ethical behaviors related to the performance of assigned duties.

PREAMBLE

A TA for the Department of Public Administration (DPA) assists the primary instructor in the academic enrichment of the course by relieving the instructor of assigned, supportive duties. The following provides departmental best practices’ guidelines for *professional and ethical* behaviors for TAs in accordance with the College of Business and Public Administration (CBPA) mission and values statements, California State University, San Bernardino (CSUSB) policies, CSUSB student code of conduct, and California and federal laws. The adoption of this Code by the DPA faculty on September 12, 2013 contemplates strict adherence to this Code and periodic Code revision and reaffirmation.

DEPARTMENTAL BEST PRACTICE GUIDELINES

The departmental best practice guidelines comply with CSUSB and California and federal regulations. The DPA best practice guidelines provide standards for the conduct of departmental TAs following the CSUSB Campus Community Values in promoting safety, professionalism, and good citizenship [*refer to Student Code of Conduct 41301 (A) Appendix 8; CSUSB Community Values Appendix 3*]. This list is not all-inclusive, but contains examples for best practices for the TA.

- Design and direction of the course are structured by the primary instructor. The TA follows the instructions and course design as prescribed by the primary instructor.
- Do not violate any official CSUSB and California and federal regulations [*refer to CSUSB Community Values Appendix 3; CSUSB Standard for Student Conduct 41301 Appendix 8*].
- A TA may not enter into a romantic or sexual relationship with a student in the course. Limit interactions with students to professional activities. Refrain from closing your office door when speaking with students [*refer to CSUSB Standard for Student Conduct 41301 Appendix 8; California Education Code Section 212.5 Appendix 6*].
- Treat everyone with respect. Do not demean students or others in private or public. Be a role model, you never know who may be watching [*refer to the CBPA Mission Statement and Values Statements Appendix 2; CSUSB Community Values Appendix 3; CSUSB Standard for Student Conduct 41301 Appendix 8*].
- Represent the department, college, and university, in a positive and professional way inside and outside of the classroom [*refer to CSUSB Community Values Appendix 3; CSUSB Standard for Student Conduct 41301 Appendix 8*].

- Arrive to class at the time agreed upon with the instructor and be prepared for the class [refer to *CBPA Mission Statement and Values Statements Appendix 2*].
- Maintain confidentiality of students' personal information. Students' grades and/or academic standing should not be discussed with anyone other than the primary instructor of the course or the individual student in question [refer to the *Family Education Rights and Privacy Act of 1974 (20 U.S.C. 1232g) Appendix 9*].
- Be impartial in the grading, maintain consistency, and avoid favoritism [*CBPA Mission Statement and Values Statement Appendix 2*].
- Do not discuss exams or quizzes without approval from the instructor [refer to the *Family Education Rights and Privacy Act of 1974 (20 U.S.C. 1232g) Appendix 9*].
- Provide clear expectations and grading criteria to students as approved by the primary instructor. [*CBPA Mission Statement and Values Statements Appendix 2*].
- Respect the opinions of others [refer to *CBPA Mission Statement and Values Statements Appendix 2*; *California Education Code Section 220 Appendix 4 and Section 234 Appendix 5*].
- Discrimination based on disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, and sexual orientation is prohibited [refer to *California Education Code Section 220 Appendix 4 and Section 234 Appendix 5*; *California Penal Code 422.55 Appendix 7*].
- Be honest with everyone and timely deliver on commitments. Show up at the appropriate time when you have office hours.
- Take responsibility for any mistakes that are made and report them to the instructor immediately.
- Refer any concerns with the class expressed by the students to the instructor or to the Department Chair, as appropriate.
- Respond to emails and student inquiries in a timely manner. Keep a record of all communications.
- Any disagreements or conflicts between the instructor and a TA should be handled in a professional manner. Consult the Department Chair if there are unresolved issues.

CONFIRMATION OF REVIEW AND UNDERSTANDING

I, the undersigned, acknowledge that I have read and understand the TA Code and its Appendices as given to me by the Department of Public Administration, California State University, San Bernardino.

Teaching Assistant

Date

Instructor/Professor

Date



Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

I. TEACHING & LEARNING METHODOLOGIES EMPLOYED:

Quantitative Inquiry:

Statistical Methods
Mathematical Methods

Qualitative Inquiry:

Case Study Analyses
Content Analyses
Participant Observation Methods

Course #	Course Name	Paradigm
SCM 210	Business Statistics	Quantitative
FIN 313	Business Finance	Quantitative
FIN 314	Corporate Finance	Quantitative
SCM 304	Principles of Supply Chain Mgmt.	Quantitative and Qualitative
MKTG 416	Marketing Research	Quantitative and Qualitative
ADM 501	Quantitative Methods for Managers	Quantitative
ADM 998	Comprehensive Project	Quantitative and Qualitative

II. TEACHING METHODOLOGIES EMPLOYED—SYLLABI REVIEWS, CORE COURSES

We have undertaken a review of our curriculum and have sampled our core courses and our concentration courses by business discipline to see how well the syllabi indicate faculty commitment to ethical values.

Table 4.1. Graduate Core Data Analysis for PRME Values:

CORE COURSE #	Oral Comm.	Writtn Comm	Ethical Reasn	Info Tech	Prblm Solvng	Global Context	Specific Knowl.	TOTAL Average	STD DEV.
ADMN 601	17%	83%	100%	100%	83%	100%	83%	81%	30%
ADMN 602	100%	100%	50%	0%	67%	17%	67%	57%	38%
ACCT 606	72%	61%	78%	39%	94%	61%	100%	72%	21%
FIN 602	17%	17%	0%	0%	50%	42%	50%	25%	22%
IST 609	100%	100%	100%	100%	100%	83%	100%	98%	6%
MGMT 601	100%	100%	100%	100%	100%	100%	100%	100%	0%
MGMT 685	100%	100%	100%	83%	100%	100%	100%	98%	6%
SCM 607	50%	50%	33%	83%	83%	100%	100%	71%	27%
MKT 605	100%	83%	100%	0%	100%	100%	100%	83%	37%
ADMN. 691	100%	100%	33%	100%	17%	67%	100%	74%	36%
GOAL AVERAGE	76%	79%	69%	61%	79%	77%	90%	76%	22%

SOURCE: CBPA DATA ON AACSB & AOL, from W 2015

Table 4.2: Undergraduate Core Course Data Analysis for PRME Values

CORE COURSE #	Oral Comm	Writtn Comm	Ethical Reasn	Info Tech	Prblm Solvng	Global Context	Specific Knowl.	TOTAL Average	STD DEV
MGMT 302	78%	100%	100%	0%	100%	22%	89%	70%	41%
MGMT 330	33%	33%	0%	0%	100%	0%	17%	26%	36%
FIN 313	0%	17%	0%	0%	42%	0%	88%	21%	33%
FIN 314	28%	11%	78%	0%	56%	22%	72%	38%	31%
PA 315	33%	67%	67%	33%	67%	50%	100%	60%	23%
IST 309	43%	37%	40%	93%	53%	10%	93%	53%	31%
SCM 304	25%	17%	17%	4%	67%	54%	63%	35%	25%
MKTG 305	33%	100%	100%	0%	100%	100%	100%	76%	42%

SOURCE: CBPA DATA ON AACSB & AOL, W 2015

CBPA is currently in the process of reviewing all concentration courses for ethics.

III. TEACHING METHODOLOGIES EMPLOYED—CHRONICLES FROM PRACTICE:

(1) “*Doing the Right thing, Enhances Reputation:*”

MGMT 621—Embedded Ethics Exercise: Under the guidance of **Professor Mike Stull**, Chairman of the Department of Management, in his classes in Mgmt 621, *Entrepreneurship & New Ventures*, students work in teams independently to review the three specific ethical scenarios that an entrepreneur is likely to face. The teams review, discuss, and make decisions about how they would handle each scenario. They then post the results in class and compare and contrast the approaches taken by each team. This leads to further discussions about the impacts of each decision and how *doing the right thing* has positive consequences some of which cannot be predetermined. Overall, the course embeds the idea that at the heart of a successful business is “reputation,” and such reputation and a company’s brand are directly impacted on a daily basis by *ethics*. (PRME BULLETIN, VOL 2(2) December 31, 2013)

(2) *Ethical Administrative Leadership through Sustainability:*

Professor Montgomery Van Wart (Public Administration) has embedded sustainability and ethics into his courses: PA 672, *Administrative Regulation*, and PA 662, *Human Resources Management for the Public Sector*. Professor Van Wart has noted that sustainability leadership is the promotion of practices that provide positive change in the environment. Sustainability in a local context involves not only environmental practices such as energy conservation, but also policy efforts to involve communities, develop organizational capacity, and encourage widespread adoption. However, the key role of public administrators in local sustainability has largely been ignored in the literature. Using a national database from U.S. cities, a study by CSUSB professor Monty Van Wart and his colleagues provides an organizational-change explanation of the important sub roles of municipal administrators in local sustainability. The study found that administrators can have a substantial function in sustainability leadership by engaging citizens, enhancing technical expertise, mobilizing financial resources, and developing managerial execution capacity for sustainability. Effective administrators help overcome dispersed public perspectives, organizational sustainability, which can result in better organizational performance of sustainability policies. This viewpoint was also disseminated to the broader external community through a publication in *Public Performance & Management Review* as “Sustainability Leadership in a Local Government Context: The Administrator’s Role in the Process,” Vol.37 (March 2014), 3: 362-386. (PRME BULLETINS, VOL 2(2) December 31, 2013, VOL 3(1) July 1, 2015)

(3) *Recognizing Toxic Forms of Leadership:*

In MGMT 452, *Leading Effectively and Ethically*, and MGMT 655: *Leadership for Modern Organizations*, **Professor Kathie Pelletier** has been teaching her graduate students about responsible and ethical leadership, as well as its opposite, or toxic forms of leadership. To show how leadership toxicities can easily morph into atrocities such as xenophobic actions, she has been taking her students on day trips to the Museum of Tolerance in Los Angeles. As noted by Professor Pelletier, “these field trips to the Museum of Tolerance are very popular with students who seek to understand the devastating effects of leader toxicity.” This multimedia venue provides a rich environment within which to explore how extreme forms of authoritarianism, such as racism and sexism, can be applied to corporate leadership. In its most extreme form, institutional prejudice has led to human rights abuses and xenophobic actions in Nazi Germany, Cambodia, Bangladesh, Latin America and other venues around the world. This has been an on-going effort over many years by Dr. Kathie Pelletier.

In her lectures, Dr. Pelletier talks about linking PRME values to her classes and embeds them into assignments. She has “added a written assignment titled ‘What would YOU do?’” The assignment involves students identifying a current event in which a leader has derailed, or is about to derail. They then analyze the leader through the lenses of ethics and leadership theories discussed in the course, and state how they would have handled the situation had they been in the leader's shoes, so to speak. The students review journal articles and studies to provide support for their recommendations (what they would do and why). (PRME BULLETINS VOL 2(2) December 31, 2013, and VOL 3(1) July 1, 2014)

(4) Ethical Responsibilities and Obligations in Technology Administration:

a. Dr. Jake Zhu, Chairman of the Department of Information & Decision Sciences (IDS) explained how students are taught responsible management practices in network administration. Most of the IDS students will transition into jobs that give them authority to access the entire network from user information to content. His guidance to students incorporates PRME values. In **IDS 275, *Information Networking and Security***, Dr. Zhu explains three important concepts to his students: Firstly, while they have the authority to access network information, this privilege comes with correlative administrative obligation and responsibility. Network information can be extremely sensitive, such as confidential information about strategy, CEO salary, budgets, and other business intelligence. Secondly, on the security side, students will manage networks. For example, they will have the rights to create passwords and change them. Again, this puts the ethical responsibility on the students to do this in the appropriate way. Thirdly, students must above all protect their networks from unauthorized use of data. (PRME BULLETIN, VOL 2(2) December 31, 2013).

b. Professor Conrad Shayo explains his philosophy of teaching in his Information Systems classes, IST 101, *Introduction to Information Technology*, and IST 309 *Information Systems and Technology*: “When we discuss need for global sustainability and corporate social responsibility in our information systems and technology (IST) classes I find that students readily appreciate the fact that we (humans) are temporal-earthlings collectively called upon to take good care of our inherited earth not only for our current self-interest but for our posterity. There is also general agreement that we should strive to meet our current needs without jeopardizing the

ability of future generations to do the same. But the one thing that is not as obvious to the students is “what role does information systems and technology play in global sustainability and CSR?” In his classes, Professor Shayo, uses sustainability and CSR business case studies and a critical thinking framework that encourages students to ask important questions before they arrive at any conclusion. Students soon realize that IST provides the tools used to capture and analyze the data that provide the information decision makers need to measure, track, and communicate the sustainability performance and CSR outcomes of an organization. (PRME BULLETIN, VOL 3(1) July 1, 2014)

(5) Responsible Management in Finance and Accounting:

Professor James Estes links his teaching in Finance to PRME. “In finance it is somewhat easier to introduce the concept of ethics because of the regulatory environment in which we operate. We openly discuss the temptations that will present themselves to students when they graduate and enter the financial services industry; whether it is in investments, banking, regulatory or as an analyst. In each case, they will, at some time in their career, be faced with a decision that will center around right or wrong. When faced with that choice one has to look to one’s own ethics, the principals that were taught in the classroom and on which students will build their lives and careers.

Dr. Estes brings actual cases from his work as a federal securities arbitrator with the Financial Industry Regulatory Authority to teach the consequences of a judgmental error. He stresses that there will be very little clear black and white issues, rather varying shades of gray and that arbitration judgments are based on hind sight as to what one should have done, not whether it was appropriate at the time. As a consequence, the students come to understand that they must always act with integrity and in the best interests of their client, not the firm or their interests. under which Certified Financial Planners and Chartered Financial Analysts must operate and the consequences of a failure to do so.

While it is difficult for students to see what will be in their future with respect to conduct because it is difficult to know what they will be doing, Professor Estes tries to help them establish a framework in which they can grow and make appropriate decisions. For instance, the class spends time discussing stock buybacks by a firm. The problem usually develops along the lines of: Given that the principal function of management is to maximize the stock price of a corporation’s publically traded stock to the betterment of the shareholders, is it appropriate to buy back company stock if your forecast shows that earnings will not support a sufficient stock price to trigger bonuses at year end? Should you spend excess cash to buy back stock, which will reduce the shares outstanding and correspondingly raise the stock price to a bonus level for the board and management?

Dr. Estes discusses the changing environment of financial regulation and the lack of prosecutions in the 2008 meltdown vs. the 1980’s S & L crisis and the replacement of the former head of the SEC with an individual known for being less aggressive on prosecutions. Students discuss the concept of ethics and the lack of clear guidelines that will be available once they enter the work force. They discuss the conflicts in to which they will be thrust by both

circumstance and their supervisor's actions, including the whistleblower statute and why it is needed. We also spend time on the value of a reputation for integrity and honesty or the lack thereof. (PRME BULLETIN, Vol 3(2) 2015.)

(6) *Responsible Statistical Methods: Professor Barbara Sirotnik*, Information and Decision Sciences, has been teaching statistics MGMT 210 *Applied Business Statistics* for 38 years and begins her courses by telling her students that they need to learn how to avoid being misled by the inappropriate use of statistics. She embeds concepts of the responsible use of statistics throughout her courses. In embedding this pedagogical principle into her classes, Dr. Sirotnik, has over the years, been a proponent of PRME values. She has been doing statistical consulting for public and private organizations in the Inland Empire and beyond since 1980, and talks about that experience in order to give examples of professional standards in the use of statistics. For example, she teaches students how graphs can be misleading and how to construct graphs which accurately reflect the data. She talks about how to make sure the data used for decision making is based on appropriate sample sizes and sampling methodology. In addition, as Director of the campus' Institute of Applied Research, she hires up to 100 students a year to work on projects for the community. These students get real-world experience in the data collection process. Their training emphasizes their vital role in protecting the confidentiality of human subjects and in ensuring that the data are accurate and can be used to create policy. (PRME BULLETIN, VOL 3(1) July 1, 2014)

(7) *Ethics, Values and Standards into Marketing Instruction:*

Professor Victoria Seitz, Chair, Marketing Department explained that “when it comes to the marketing profession, I believe our purpose is to execute socially responsible marketing where we leave a place, a city and its residents, better than before. As an educator my role is to prepare students to do just that! Marketing and related firms are often blamed for the injustices in other countries as well as for the scams preyed upon seniors – think Nike, Apple, and the numerous get-rich schemes. “Marketing is *NOT* that” she said. She explained that in fact, marketing is a profession, and like any profession it abides by a code of ethics. The American Marketing Association, the largest international association representing the industry, formulated a code of ethics that embraces three basic principles: 1) do not harm, 2) foster trust in the marketing system, and 3) embrace ethical values of honesty, responsibility, fairness, respect, transparency, and citizenship. As a marketing professor, my role is to instill that code of ethics in all my dealings with students.

Dr. Seitz goes on to explain teaching values in her classes, “In the classroom I have the opportunity to work with students in developing marketing and advertising plans for clients. What an opportunity to learn about real-world opportunities and constraints! In developing strategies for the marketing mix, such as product improvements, pricing, advertising messages and/or distribution, students encounter on-going decisions that challenge them ethically. For example, when plans call for the introduction of a new product, students must evaluate the pricing strategy and price the product fairly. In developing advertising campaign messages, students are asked to think of the implications of the message outside their peer group and strive to develop ones that are honest and respectful of diverse groups. Moreover, students are encouraged to create promotions that are fair and transparent, as well as, develop events that give back to the community.” (PRME BULLETIN, VOL 3(1) July 1, 2015).

(8) Diversity Teaching in Public Administration Theory and Practice:

Professor Kimberly Collins brings the concepts of PRME to her classroom and to her research. As a result of her participation in the Teaching Resource Center and University Diversity Committee joint Course Re-design Institute in the summer of 2014, Professor Collins developed a diversity teaching module for PA611, *Public Administration Theory and Practice*—which is the first class in the MPA program. She observes: “From my conversations with individuals at the institute and from what I learned, I set up a series of writing exercises and a final presentation that explored the theme of diversity. The writing assignments were based on the three primary books I use for PA611. The students select one topic or theory that ran through all three texts and wrote a memo to a superior on that topic. The first memo discusses how the topic/theory they chose impacted them (the student) directly. The second memo, which is based in the same theory but explored from a different perspective, and addressed how it directly impacts someone different than them. The third memo addresses the same topic but from the perspective of the third author, and this time the students had to explore how this topic/theory impacted them and another person different from themselves. Finally, the students have to develop and present a poster for the last day of class that displayed the topic from the three different perspectives and how it impacted them and someone different from themselves. The other students in the class are the audience and critiqued the posters.”

In her research, Professor Collins has been working on issues of sustainable development policies in the U.S.-Mexican border region for the past 20 years. She is currently working with border researchers from across the globe on a border textbook. Professor Collins is editing the sustainable development section. Most recent publications have looked at water allocation in the Tijuana River Watershed, binational environmental treaties, and issues of marginalization and happiness for internal Mexican migrants. (PRME BULLETIN, VOL 3(1) July 1, 2015).

(9) Looking to Educate the “Whole” Person in Ethical Values and Standards in Strategic Management:

Professor Bill Donohoo in his course in MGMT 490, *Strategic Management*, educates the “whole” person in ethical values and standards, in addition to educating the management professional in what good behavior looks like in a leader, and why leadership needs to address ethical issues. Here are his words: “I believe that each of our young people is born with a built in moral compass. My calling is to keep my students in touch with that inborn moral compass. I want to build men and women of character and integrity. Marginal thinking in ethical decision making often takes place. While people know what right behavior looks like, special cases arise where “just this once”, in this one special situation, you might relax your standards. It might seem that for this one case the marginal life cost will be low. The problem is that life is full of special situations. If you must agonize over every decision you make you waste a lot of time and energy. By always standing by our life commitments 100% of the time decision making becomes easy. It is far easier to maintain our commitments 100% of the time than to stand by them 98% of the time. Our students will leave our college for major jobs in the private and public sector. They will face tough “right vs. right” decisions where there is no correct answer. If our young people remain focused on their North Star they will be able to deal successfully and honorably with those tough real life decisions. (PRME BULLETIN, VOL 3(1) July 1, 2015).

(10) *Environmental Stewardship Consistent with PRME values*

Professor Anna Phillips of the Department of Management has 10 years of public sector experience at the County of Orange on hazardous waste management. This expertise was the springboard to her inclusion of environmental sustainability into her classes. The issues of environmental sustainable development are critical thinking assignments on how structural, political, and symbolic theories support the creation of an organization's ethical environment. Class activities begin in MGMT 100 *Business & Public Administration*, with an assessment of an organization's environmental sustainability in their operations, product packaging and transportation. The MGMT 350, *Business Communications*, students prepare team newsletters featuring a "call to action" on topics ranging from economic and environmental impact of petroleum drilling in the Arctic, to alternatives to food waste, to transportation, and emissions reduction. Students in Mgmt 402 *Study of Organizational Behavior* prepare case studies on change management in human and organizational terms on a wide range of topics including the future of fracking natural gas, IBM's clean water solutions in Africa, and shifting energy sources from the utility "grid" to solar power. Lastly, the Mgmt. 450 Organizational Theory students' final paper feature an organization's application of certain theories with a sustainability frame of reference e.g. internal and external sustainable coalitions, how an organization creates an ethical environment to grow its business, and the types of symbols an organization employs to extend its internal and external sustainable presence in its marketplace. (PRME BULLETIN, Vol. 4(2), December 2015).

(11) *Ethics in Human Resource Management*

Professor Twillea Evans-Carthen is an active HR Administrator at CSUSB who is Chair of the Conversations on Diversity Series Committee, and a member of the University Diversity Committee and University Diversity Trainer in addition to teaching MGMT-HR courses. Professor Evans-Carthen recognizes the issues and challenges HR practitioners face in the 21st century and shares her working knowledge with students. Students learn that in order for HR to survive, HR must be recognized as being value added by motivating employees to top performance and help management create a culture of ethical behavior and inclusivity among the workforce. She reminds students HR is constantly changing so it's important to be proactive in staying current with laws and regulations that impact the work environment. This comes about through consideration not only of the relevant laws and policies, but also the ethical values underlying those laws and policies. (PRME BULLETIN, Vol. 4(2), December 2015.)

A. STUDY ABROAD TEACHING

Dr. Vipin Gupta led a Study Abroad group to India in December 2013. One of the venues visited was Jaipur Rugs. This organization practices CSR via a special Department dedicated to the upliftment of the lives of their weavers—mostly rural women from the outskirts of Jaipur. (PRME BULLETIN, VOL. 2(2) 2013).

B. INVITED LECTURES:

(a) Students at Claremont Graduate University heard **Professor Kathie Pelletier** speak on, “Leader Toxicity: Manifestations, Consequences, and Recommendations,” in the transdisciplinary Extremist in Society course at Claremont Graduate University.

(b) **Professor Kathie Pelletier** was invited by the Associate Provost Academic Affairs and the CSUSB Women who Lead Affinity Groups to speak on the topic of “Women and Leadership,” 2015.

(c) Students from **Nagasaki University** spent classroom time learning at CBPA about PRME, Corporate Social Responsibility Conscious Capitalism, & The Triple Bottom Line of Responsible Management in the context of Japanese ethics philosophy on business known as “*Sampo Yoshi*” which means “good for the seller, good for the buyer,” with Dr. **Breena Coates**, 3/13/2013 (PRME BULLETINS Vol. 2(1) and Vol.3(1) July 2014)

(d) **Amity University** students from New Delhi and Dubai spent their Spring 2014 semester at CSUSB. A number of CBPA faculty were involved in teaching the Amity students--**Dr. Jake Zhu, Dr. Tapie Rohm, Dr. David Kung, Dr. Harold Dyck, Dr. Greg Zerovnik and Dr. Breena Coates**. Professor Coates explored the attitudes of businesses in India as well as international firms on the issue of sustainability, corporate consciousness and corporate social responsibility. The pros and cons of India’s recent Corporate Law, 2013, mandating that MNEs that create profits over a certain threshold, provide 2% of such gains to pressing social and environmental problems in India were debated. India is the first country to promulgate such legislation. (PRME BULLETIN, Vol 4(1) July 2015).

(e) **Professor Kathie Pelletier** in 2014 spoke on the topic of “What Every College Student Should Know About Leadership,” to members of the Sigma Chi and Alpha Psi student organizations at CSUSB.

(f) **Professor Breena Coates** presented a talk on December 3, 2013, at **Dhruva University School of Management** in Hyderabad, India, on the development Case Studies in the area of Conscious Capitalism. Using the examples of California Benefit Corporations: Barrett-Koehler Publishers and other newly-formed Benefit Corporations she talked developing these case studies of Corporations that are “*doing well, by doing good.*” This talk was presented electronically via restricted YouTube, with video and audio embedded PowerPoint slides, using the enabling software, ARTICULATE.

(g) **The Centro de Enseñanza Técnica y Superior (CETYS)** sent a group of students for a short course at CSUSB in Spring 2014. On June 23rd, Professor **Breena Coates**, presented a lecture, case study analysis and video on Corporate Social Responsibility. The class applied these concepts to human and natural resources in Mexican businesses, and government economic development policies. They also evaluated the role of MNEs in Mexico, and the need for corporate consciousness when MNEs set up *maquiladoras*. The issue of enforcement of

NAFTA agreements on human and natural resources in Mexico were also addressed. (PRME BULLETIN, Vol 3(1) July 2014)

a. FACULTY-GUIDED STUDENT PROJECTS

(a) First Master's thesis on CSR:

MBA Student **Xi Cheng** completed her MBA thesis project under the guidance of Professor **Craig Seal** and Professor **Rangfeng Qiu**. This thesis is entitled: "*The Influence of Perceived Corporate Social Responsibility on Job Satisfaction: The Moderating Role of Organizational Ethical Climate.*" Ms. Xi Cheng graduated with her MBA in 2013. (PRME BULLETIN....)

(b) Comprehensive MBA CSR Studies:

Ms. Komal Boparai, MBA graduate student brought to light the first government-mandated strategy for corporate sustainability in its territory in a comprehensive paper for Mgmt 685, *Corporate Strategy in a Global Economy*. The Indian government's *Companies Act CA2013*, was the first-in-the-world law on corporate social responsibility. Companies that fall under its stated categories must create and embed CSR strategic plans into their corporate policies. In the event that a company does not comply with its stated corporate social responsibility plan, the Board of Directors of the company will be required to explain their reasons for noncompliance in the company's yearly financial statements. (PRME BULLETIN Vol. 3(1) January 2015.

MBA Student **Naga Nandani Nagaraju** studied the CSUSB sustainability strategy for MGMT 685 in a Spring 2014 comprehensive report. She found out that in May 2014, the CSU Board of Trustees had adopted a policy that sets forth a Climate Action Plan. Prior to this in 2006 Chancellor Reed announced a sustainability plan to reduce waste disposal, pollution, reliance on non-renewable resources, and energy consumption reduction throughout the CSU system, via Executive Order #987. Importantly the Chancellor's Executive Order also emphasized academic development of faculty and students on Sustainability issues. (PRME BULLETIN, Vol 3(1) July 2014)

In MGMT 685-02, Spring 2014, MBA Student, and Facilities Supervisor, **Luis Alvarado**, presented a report on strategizing for sustainability in the CSUSB Housing Dorms known as The Serrano Village. He reported that the Village spends approximately \$15,840.00 a year on paper towels and another \$18,750.00 on toilet tissue in the old Dorms with community bathrooms... Now the Serrano Village is considering investing in hand dryers and removing paper towels altogether. Part of the impetus for this initiative was a student project in an Entrepreneurship class offered by **Professor Paul Kirwan**. This project which was actually specifically targeted to the CBPA toilet facilities, was noticed and taken up by the Facilities Management Department for the Serrano Village. For more information on the student project in Entrepreneurship that set the wheels in motion at CSUSB dormitories, see below. (PRME BULLETIN, Vol. 3(1), JULY 2014)

The above project was conceived by CBPA Undergraduate students in MGMT 442-02, **Steven Hernandez, Kaleb Goodwin, Khalil Bey and Shanieka Perrier**. The student project noted that: “After thorough research, we have a solution to improve the school's facilities, improve sanitary practices and promote a sustainable campus by installing electric hand-dryers. Our school could be saving \$87,728.19 annually. As the school strives to go green. Switching to hand dryers will reduce the carbon footprint by 45265.588 kgs., eliminating 23,979 lbs. pounds of paper towel waste, 528,652 gallons of water, 5,438,400.00 feet of paper towels—this is equivalent to savings 18,128 football fields worth of paper towels. Research shows that paper towels attract the most bacteria in bathrooms. Newer and advanced technology hand-dryers filter the air, while reducing sound levels. As an academic institution moving towards green initiatives, our school should invest in advanced technology that saves money, sustains the environment and improves our bathroom sanctuary needs.” PRME BULLETIN, VOL (3(1), JULY 2014)

Robert Scudder, MBA graduate student, examined Nintendo’s policies regarding conflict minerals--columbite-tantalite (from which tantalum is derived); cassiterite (tin); gold; wolframite (tungsten); or their derivatives, for MGMT 685-01, Spring 2015. Conflict minerals are generally sourced from the Democratic Republic of the Congo (DRC), Rwanda and Uganda. This region is embroiled in a bloody civil war, which is being funded by the trade in conflict minerals. These minerals are extracted by slave labor, under abusive working conditions. They are exported for use in electronics such as mobile phones, games, and the like. Nintendo has been criticized for failing to ensure that their suppliers source responsible. Since then Nintendo has created an official CSR document, “CSR Procurement with Production Partners,” 2014 (updated), states that Nintendo requires production partners to substitute conflict minerals with other non-conflict sources of the material. The Dodd-Frank Wall Street Reform and Consumer Protection Act, 2010, specifically looks at auditing of supply chains on the issue of conflict minerals from the DRC. Robert Scudder’s paper and presentation provided insights to the class into how focal firms manage supply chain activities in responsible ways, and how this links to PRME values. PRME BULLETIN, VOL (3(1), JULY 2014)

Carlos Lopez, MBA graduate student examined Coca-Cola’s strategy with respect to **sustainability** with particular emphasis on how their supply chain is integrated into environmental objectives in MGMT 685-02, Sp. 2015. Having been criticized in the past for its heavy environmental footprint in several regional locations, “coke” now looks to produce a “zero defect” product, which leads to “zero waste”. The use of water is integral to the new policy, whereby the firm is looking to replenish the water used in production, but also to clean up water sources in the areas where production takes place. Coke has been heavily criticized for water pollution the past. Coca Cola also uses less petroleum in its packaging and operations than in the past. In Ghana Coca Cola partners with non-profit groups to reduce trash. They provide a scorecard that measures environmental efforts against industry and international standards. The influence of consumers, governments and non-profit groups have helped advance Coca Cola’s strategic changes on sustainability. (PRME BULLETIN, VOL 4(1), JULY 2015)

Eva Trufanova, was an MBA student in MGMT 685, when she spoke to her class on volunteerism—particularly in the area of animal rights. She noted that “CSR is a much more complex, elaborate phenomenon that includes so many aspects, areas and nuances of responsible

corporate behaviors that it often becomes easy to overlook the almost invisible yet very important issues, such as animal welfare.

As someone who has a long experience volunteering for an animal shelter in Russia, I have seen and personally gone through the struggle of being unable to rescue as many animals as I would love to, constant lack of funding, no government support, continuous efforts to secure pet food, and consequently no time to focus on doing what is supposed to be the main goal of an animal rescue shelter – finding new loving homes for homeless animals.”

She has noted that the problems with running an animal shelter are diverse, “fueled by actions of different agents. Improving one issue of the complex problem will not lead to a sustainable betterment of the situation; therefore, efforts should be made by all members – individuals, Government and businesses. In this regard it is helpful to elaborate on the initiatives that some well-known companies are taking as a part of their corporate social responsibility activities to ameliorate the problem and act as good corporate citizens of the planet.” (PRME BULLETIN, VOL 4(1), JULY 2015)

CBPA student, **Ms. Adriana Dearing** demonstrated PRME values in her paper for MGMT 452—*Leading Effectively and Ethically* course. In this assignment, students selected a leader in an organization that is in need of an executive coach to help him/her improve. Adriana Dearing, who works at Walmart, wrote a very poignant and compelling paper highlighting the toxic environment and leadership at her local Walmart store. Adriana analyzed the leader and the environment through numerous leadership theories and concepts, and then concluded her paper with "what she would do," if she stepped in as the new Leader. **Professor Kathie Pelletier** who offers the MGMT 452 course, noted: “What was so impressive about her work was her ability to integrate multiple relevant leadership and ethics concepts and theories, such as bottom-line mentality and consequences of this mentality on employee well-being, Herzberg's Two Factor Theory, motivation theories, behavioral theories such as consideration behaviors and participative leadership, and strategies for improving morale and job satisfaction. She supported every recommendation with scholarly research and empirical studies.” We value the work of future corporate leaders like Adriana Dearing who embody the spirit of PRME. (PRME BULLETIN, VOL 4(2), December 2015)

Innes Stewart, EMBA student presented a paper and won the **CSUSB Poster Prize** at “The Meeting of the Minds” Annual Symposium Poster Prize for her poster on *Strategizing for Corporate Responsibility: A Wells Fargo Case Analysis.* This event was held on Wednesday, February 27, 2013. The Panel from CBPA was aimed at showcasing student research projects and creative activities across campus. The College of Business & Public Administration’s panel on Corporate Social Responsibility (CSR). The panelists were four speakers in the following CBPA programs: Ines Stewart, Executive MBA, Balaji Kanan, MBA, Danielle Chavez, B.A., and Suellen Manzano, B.A. (PRME BULLETIN Vol.1 (2) JULY 1, 2013).

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• **Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.**

At CBPA we recognize that it is important to adhere to ethical principles in research. We know that the academic research must be built on a structure of trust, truth, accountability, and avoidance of error. Those who study our research need to know that the results reported are truthful and without bias. We not only hold these principles to ourselves as faculty members, but inculcate them in our students as they go about making intellectual inquiry. We also know that adhering to strong ethical norms in research build support for our research. We know also that deliberate misleading statements in our research can have far-reaching consequences on individuals, organizations and societies.

I. RESEARCH:

Journal Publications:

- **A**

Anderson, J. (2014). An Open Letter to “Dirty Hands” Theorists from a Public Manager: (or the pitfalls of divorcing theory from practice), *Public Integrity*.

Anderson, J. (2013). The Gospel According to Merit: From Virtue to Rationality to Production, *International Journal of Organizational Theory and Behavior*, 16:4.

- **B**

Baker, D., Ni, A., and Van Wart, M. “AACSB Assurance of Learning: Lessons Learned in Ethics Module Development.” *Business Education Innovation Journal* 4(1, June, 2012): pp. 19-27.

Estes, J.P., **F Beer** and H. J. Munte (2012) “The Performance of Faith and Ethical Investment Products: An Empirical Investigation of the Last Decade”

- **C**

Coates, B.E., (2013) “Embedding Leadership-Driven Conscious Capitalism into Corporate DNA” in **Advances in Management**, Vol 6(4), 14-24.

Coates, B.E., (2013) *Instructor's Manual, 8/e*, for Pearson Longman Publishers, Introducing Public Administration by Shafritz, J.M, and E.W. Russell.

Coates, B.E., (2012) "More Cheers for Conscious Capitalism: The Growth of Corporate Deontology," *International Journal of Global Management Studies*, Vol;. 4:2.

Coates, B.E., & D. Verzi, (2012) Strategic Power Balance between Eastern and Western Countries: The Competitive Extinction Model," in *Journal of Interdisciplinary Mathematics*, Vol.15: 6.

Coates, B.E. and M. Paludi, (2011): *Women as Transformational Leaders: From Grassroots to Global Interests*, 2-Volume Book set, Praeger Publishers.

- **E**

Estes, J.P. and **J. Dorocak** (2012) "State and Local Government Funding of Health and Retirement Benefits for Employees: Current Problems and Possible Solutions With California Health Benefits as an Example".

Estes, J.P. (2013). "Pensions vs. Health Care: It's Not All About Pensions". *Review of Business Research*.

Estes, J.P., F Beer and H. J. Munte (2012) "The Performance of Faith and Ethical Investment Products: An Empirical Investigation of the Last Decade"

Estes, J.P. and J. Dorocak (2012) "State and Local Government Funding of Health and Retirement Benefits for Employees: Current Problems and Possible Solutions With California Health Benefits as an Example".

- **G**

Guo, L. (2013) "Determinants of Credit Spreads: The role of Ambiguity and Information Uncertainty", *The North American Journal of Economics and Finance*, Vol. 24, Pages 279-297.

Guo, L. (2012) "Types of Liquidity and Limits to Arbitrage: The Case of Credit Default Swaps", *Journal of Future Markets*, Vol. 32, Issue 4, pp. 301-329.

Guo, L. (2011) "Negative Credit Spreads: Liquidity and Limits to Arbitrage", *Journal of Fixed Income*, Vol. 21, No. 1: pp. 32-41.

Gupta, V., Levenburg, N & Mahadevan, S. (2013). Technological Exchange Perspective to Understand the MNCs. *International Journal of Business Insights and Transformation*. 6(1): 4-15.

Gupta, V. and Kirwan, P. (2013) Role of In-group Collectivism in the Longevity of Family Firms. *Global Business Perspectives*, 1(4): 433-451.

Gupta, V., Shapiro, M., Maxfield, S. & Hass, S. (2013). Risk-seeking Career strategies and women's career success. *Journal of Contemporary Issues in Business Research*, 2(6): 189-204.

Gupta, V. & Saran, A. (2013). "Making of the Trendsetter Generation of Women Leaders in

- India: Dimensionalizing the Impact of Economic Liberalization” *IUP Journal of Business Strategy*, 10(2): 1-15.
- Gupta, V. & Khilji, S.E. (2013), "Revisiting Fortune at the Base of the Pyramid (BoP)", *South Asian Journal of Global Business Research*, 2(1): 8-26.
- Gupta, V. & Qiu, Renfeng (2013). The Rise of the Indian Multinational Corporations and the Development of Firm-Specific Capabilities. *Journal of Business Theory and Practice*. 1(1): 45-65.
- Gupta, V. (2012). Comparatistics India Overseas: FEMNCs and MNCs. *SCMS Journal of Management*, 9(4), 22-34.
- Gupta, V. (2012). Varieties of Capitalism and the case of the Lebanese Overseas Family Businesses. *International Journal of Management Prudence*, 4(2): 79-88.
- Gupta, V. & Saran, A. (2012). “Seeding of women leadership in India: A life course event analysis of the trailblazers” *International Journal of Arts & Sciences*, 5(7): 131-145.
- Gupta, V., & Iakovleva, T., (2012). Personal Influence and Entrepreneurial Capability: A Study of Women as Contrarian Group in Russia. *Arash – A journal of ISMDR*. 2(1): 10-19.
- Gupta, V. & Levenburg, N (2012). Cultures, Ideologies, and Family Businesses. *Journal of Family Business Management*, 2(1): 57-75.
- Gupta, V. & Mahadevan, S. (2012). Making, Unmaking and Remaking of the Pennar Group: Engineering excellence through leadership. *Vidwat: The Indian Journal of Management*, 5(1): 23-33.

- **M**

- Munsif, V., et.al. (2011). “Audit Fees after Remediation of Internal Control Weaknesses,” *American Accounting Association*, Vol. 23: 1, pp. 87-105

- **N**

- Baker, D., **Ni, A.**, and Van Wart, M. “AACSB Assurance of Learning: Lessons Learned in Ethics Module Development.” *Business Education Innovation Journal* 4(1, June, 2012): pp. 19-27.

- **P**

- Kottke, J.L., **Pelletier, K. L.**, & Agars, M. D. (2013). Measuring confidence in top leadership direction. *Leadership and Organization Development Journal*, 34(4), 292-307.
- Kottke, J. L., & **Pelletier, K. L.** (2013). Advancing Women into Leadership: A Global Perspective on Overcoming Barriers. In M. Paludi (Ed.). *Women and Management Worldwide: Global Issues and Promising Solutions*, Santa Barbara, CA: Praeger.
- Kottke, J. L., & **Pelletier, K. L.** (2013). Measuring and Differentiating Perceptions of Supervisor and Top Leader Ethics. *Journal of Business Ethics*, 113(3), 415-428.
- Pelletier, K. L. (2012). Perceptions of and reactions to leader toxicity: Do leader-follower

relationships and identification with victim matter? *The Leadership Quarterly*, 23(3), 412-424.

Yin, Bingqing and **Pryor, Susie** and (2012), "Beauty in the Age of Marketing," *Review of Business and Finance Case Studies*, 3: 11, 119-132.

Yin, Bingqing and **Pryor, Susie** and (2012), "Beauty in the Age of Marketing," *Proceedings of the Global Conference on Business and Finance*, vol. 9, no. 1, 391-396. Outstanding Research Award.

Grossbart, Sanford and **Pryor, Susie** (2011), "Resources, Tragedy, and Comedy in Marketplace Marketing Systems," *Proceedings of the Macromarketing Conference*, Proceedings of the Macromarketing Conference, 41-53.

• **R**

Roman, A. V. (2013). Framing the questions of e-government ethics: An organizational perspective. *American Review of Public Administration*. XX(X), 1–21. DOI: 10.1177/0275074013485809.

Roman, A. V., & Miller, H. (2013). New questions for e-government: Efficiency but not (yet?) democracy. *International Journal of Electronic Government Research*, 9(1), 65-81. DOI: 10.4018/jegr.2013010104.

Roman, A. V. (2012). The myths within anticorruption policies. *Administrative Theory & Praxis*, 34(2), 238-255. DOI: 10.2753/ATP1084-1806340204.

Diggs, S., & **Roman, A. V.** (2012). Understanding and tracing accountability within the public procurement process: Interpretations, performance measurements and the possibility of developing public-private partnerships. *Public Performance and Management Review*, 36(2), 289-314. DOI: 10.2753/PMR1530-9576360207.

Roman, A.V. (2012). Challenges in maximizing transformative impacts: Public policy and financial management through e-procurement. *Proceedings of the 5th International Public Procurement Conference*, 349-369.

Roman, A. V. (2013). Linking values and administrative decision-making: A structural equation model of the Broker-Purist lens. A paper presented at the 71st Annual Midwest Political Science Conference, April 11-14, 2013, Chicago, IL.

Roman, A. V. (2013). "Dirty hands" and "collective action" – The multi-shade paradox of public corruption in Eastern Europe. *Crime, Law and Social Change*.

Roman, A. V. (2012). Rebirth of rationality: Is e-government bringing Taylorism back? A paper presented at the ASPA conference, March 2-6, 2012, Las Vegas, Nevada.

• **S**

Seal, C. R., Royce-Davis, J., Miguel, K., Shipp, D., Juarez, K., Andrews-Brown, A. & Doan, D. (2012). Responsible Leadership: A Model and Method of Student Development. Poster

- presentation at the *21st Annual Kravis-de Roulet Leadership Conference*, Claremont McKenna College Claremont, CA.
- Seal, C., Shipp, D., Royce-Davis, J., & Jacobson, S. (2011). Responsible Leadership: A Model and Method of Student Development. General Interest Presentation at the *NASPA Annual Conference* in Philadelphia, PA.
- Mihai, O., **Seitz, V.**, Rizkallah, E., Khamas, E. (2013). *Attitudes Toward Green Computing in Transition Economies: A Romanian Perspective*. Monterey.
- Ryan, J., Silvanto-Ryan, S., **Seitz, V.** (2013). The Promotion of UNESCO Biosphere Reserves as Tourist Destinations: A Preliminary Examination of Trends and Implications. *International Journal of Business and Globalisation*, 10(3), 309-324.
- Seitz, V., Karant, Y., Yanti, F., Mihai, O., Rizkallah, E. (2013). *Attitudes Regarding Green Computing: A Step Towards E-Waste Reduction*. Long Beach, CA: WDSI 2013 Proceedings.
- **V**
- Wang, XiaoHu, Van Wart, Montgomery, and Lebrede, Nick. "Sustainability Leadership in a Local Government Context: The Administrator's Role in the Process," *Public Performance and Management Review*, 37 (March 2014), 3: 362-386. (In queue)
- Van Wart, M., Baker, D., and Ni, A. Using a Faculty Survey to Kick-Start an Ethics Curriculum Upgrade), accepted at *Journal of Business Ethics* (6/8/2013 in Online First currently).
- Baker, D., Ni, A., and **Van Wart, M.** "AACSB Assurance of Learning: Lessons Learned in Ethics Module Development." *Business Education Innovation Journal* 4, (1, June, 2012): pp. 19-27.

Books and Book Chapters

- **C**
- Coates, B.E., (2012) "Gender Mainstreaming: Leveling the Playing Field in the Global Academic Environment, Chapter for book edited by Michele Paludi, *Women and Management Worldwide: Global Issues and Promising Solutions*, Praeger Publishers.
- Coates, B.E., (2011) "Gender Mainstreaming," in *New Paradigms: Study of Best Practices in Lead Organizations*, edited by Kaul, A., and M. Singh, Prentice Hall of India.
- **G**

- Gupta, V. (2013). Business System in India, In Harukiyo Hasegawa and Carlos Noronha (eds). *Asian Business & Management – theory, practice and perspectives*, II edition, HK: Palgrave. In Press.
- Gupta, V. (2013). Strategic Leadership, In Rumsey, M.G., (ed.) *The Oxford Handbook of Leadership*, pp. 203-241, New York: Oxford University Press.
- Gupta, V. (2013). “To socially responsible leadership: Navigating the pluralistic complexities in a global world.” Pp. 93-110, In Groschl, S. (ed.). *Uncertainty, Diversity and the Common Good: Changing Norms and New Leadership Paradigms*. Surrey, UK: Gower Publishing.
- Gupta, V. (2013). Are family Firms reluctant internationalizers?: Insights from the Historical Analysis of Indian Businesses. Pp. 21-37, In Christina Lubinski, Paloma Fernández Pérez, and Jeff Fear (eds.) *Family Multinationals. Entrepreneurship, Governance and Pathways to Internationalization*, NJ: Routledge.
- Gupta, V. (2013). Cultural Forces in Large Family Firm Persistence: A Model based on the CASE Project. Pp. 133-157, In Paloma Fernández Pérez and Andrea Colli (eds.) *A Global Revolution. The endurance of family businesses: A global overview*, UK: Cambridge University Press.
- Gupta, V. & Levenburg, N (2012). Women in Family Business: Three Generations of Research. In Kosmas Smyrniotis, Panikkos Poutziouris, Sanjay Goel (eds.), *Handbook of Family Business Research*, IFERA-ELGAR.
- Gupta, V. (2012). Scenarios of Gender Inclusivity in Corporate India. In Kaul, Asha & Singh, Manjari (eds.). *New Paradigm: Study of Best Practices in Lead Organisations*. Prentice Hall of India.

• **R**

- Roman, A.V. (2013). Globalization and its environmental impacts: From understanding to governance. In *The Encyclopedia of Environmental Management* (pp. 1218-1225), edited by Sven Erik Jorgensen, CRC Press. DOI: 10.1081/E-EEM-120048169 ISBN-10: 1439829276, ISBN-13: 978-1439829271.
- Roman, A.V. (2013). Globalization and its environmental impacts: From understanding to governance. In *The Encyclopedia of Environmental Management* (pp. 1218-1225), edited by Sven Erik Jorgensen, CRC Press. DOI: 10.1081/E-EEM-120048169 ISBN-10: 1439829276, ISBN-13: 978-1439829271

Book Reviews

- **R**

Roman, A. V. (2012). Global corruption report: Climate change. [Review of the book *Global Corruption Report: Climate Change*, by Transparency International]. *Environment and Planning C: Government and Policy*, 30(4), 751-752. DOI: 10.1068/c3004rev

Roman, A. V. (2011). Global governance organizations: Effectiveness or accountability? [Review of the book *World Rule: Accountability, Legitimacy, and the Design of Global Governance*, by Jonathan GS Koppell]. *Public Administration Review*, 71(6), 965-968. DOI:10.1111/j.1540-6210.2011.02451.x

- **S**

Seal, C. R. (2012). Scholarship of Teaching and Learning [Review of the book *Scholarship of Teaching and Learning in Higher Education: Contributions of Research Universities*]. *Mountain Rise*, 7(3).

Conferences and Proceedings

- **A**

Anderson, J. (2013). The Evolution of Citizen Engagement. Paper delivered to the annual conference of the American Society for Public Administration, New Orleans.

Anderson, J. (2012). San Bernardino League of Women Voters – “Citizens United and Campaign Financing”

- **C**

Coates, B.E. (2014). Sustainable Organizations: The New Benefit Corporation in the United States, “ The Institute of Management Technology Nagpur, 3rd International Conference on Sustainability and Management Strategy (ICSMS-2014) on March 21-22, 2014, Nagpur, India.

Coates, B.E., (2013) Learning Organization, Somiya University, Mumbai, India, Keynote Speaker--via virtual electronic form from CSUSB, “Case Study: The Socratic Methodology,” Conference on Case-Study Methodology, Dhruva University, Hyderabad, India.

Coates, B.E., (2013) United States Army War College—the Premier Learning Organization, “ Conference on the Learning Organization, Somiya University, Mumbai, India.

Coates, B.E., (2013), Invited Speaker, UC Berkeley, California, Association of Global Management Studies, Invited, Speaker. Topic: “More Cheers for Corporate Capitalism: The Growth of Corporate Deontology” Clark Kerr Center, UC, Berkeley.

Coates, B.E., (2012), Attendee, at the Ahimsa Center for Non-Violence in Thought and Action, “Ahimsa & Sustainable Happiness,” California State Polytechnic University, Pomona, CA.

Coates, B.E., (2011), Academic and Business Research Institute, Invited Speaker: “The Greening of Corporate Leadership & The Triple Bottom Line: Is this CSR or ‘Greenwashing’”.

- **E**

Estes, J.P. (2013). “Capital Appreciation Bonds: A ruinous decision for an unborn generation” Paper Presented at the Winter meeting of the Academy of Business Research.

Estes, J.P. (2013). Capital Appreciation Bonds: A Toxic Waste Dump in our Schools. Paper Presented at the Academy of Business Research.

- **K**

Kirwan, P. “A shot in the dark? Exploring network development in the context of social entrepreneurship.” Paper presented at the 8th Annual NYU Stern Conference on Social Entrepreneurship, November 2-4, 2011.

- **P**

Kottke, J.L., DiPonio, G., Alvarado, C., **Pelletier, K.L.**, Nguyen, B., Hutabarat, D., & Beckles, V. (2014, May). *Updating the Glass Cliff: Female Characteristics Perceived Essential for Leading Thriving Companies*. Paper to be presented at the Association for Psychological Sciences Annual Conference, San Francisco, CA.

Kottke, J. L., **Pelletier, K. L.**, Beckles, V., Hutabarat, D.J, Diponio, G.L., Nguyen, B.N., & Gonzalez, A. (2013, August 1). *Re-visiting Leadership Characteristics of the Glass Cliff Phenomenon: Gender Typed?* Paper presented at the American Psychological Association Annual Conference, Honolulu, HI.

Vega-Cartwright, L., & **Pelletier, K. L.** (2013). *The Relationship Between Attitudes Toward Women Managers and Gender-Typing of Toxic Behaviors*. Paper presented at the American Psychological Association Annual Conference, Honolulu, HI.

Pelletier, K. L. (2012). Economic Challenges in Academia: Reactions of Employees to *Furloughs*. Symposium chair and panel member. Symposium addressed employees’ reactions to mandatory furloughs. Paper presented at the 2012 Society of Industrial Organizational Psychology Annual Conference, San Diego, CA.

Kottke, J. L., Pelletier, K. L., & Reza, E. M. (2012). *Justice through the Lens of Furloughs: Process Matters*. Paper presented at the 2012 Society of Industrial Organizational Psychology Annual Conference, San Diego, CA.

Baird, M., **Pelletier, K. L.**, & Kottke, J. L. (2012). *Psychological and Occupational Effects of Mandatory Furloughs on Faculty*. Paper presented at the 2012 Society of Industrial Organizational Psychology Annual Conference, San Diego, CA.

Pelletier, K. L., Kottke, J. L., & Reza, E. M. (2012). *The Ties That Bind: Organizational Membership During a Financial Crisis*. Paper presented at the 2012 Society of Industrial Organizational Psychology Annual Conference, San Diego, CA.

Pelletier, K. L. (2012). *Keeping Students on Their Toes and on Their Game*. Paper presented at

the 24th Annual Lilly Conference on College & University Teaching, Pomona, CA.
Pelletier, K.L. (2013) – Invited speaker on the topic of *How to Avoid the Toxic Cliff* at Rogers, Anderson, Malody and Scott, LLC's Annual Retreat.
Pelletier, K.L. (2013) – Invited speaker on the topic of motivating the Millennial workforce at the Business Alliance Annual Meeting, San Bernardino, CA.
Pelletier, K.L., (2013) - Invited speaker on the topic of leadership and motivation at the Wells Fargo Leadership Workshop, San Bernardino, CA.
Pelletier, K.L., (2012) – Invited speaker on the topic of toxic leadership and motivation at the Wells Fargo Accelerated Management Program Conference, Des Moines, IA.
Pelletier, K.L., (2012) - Invited speaker on the topic of motivation in organizations at the College of Extended Learning's Managerial and Staff Retreat.
Pelletier, K.L. (2012) - Invited speaker on the topic of toxic leadership at the LIFE Society-UCR extension.
Pelletier, K.L., (2012) – Invited speaker on the topic of women and leadership at the American Business Women's Association, Redlands Chapter.

- **S**

Gill, K., Hackett, R. & **Seal, C. R.** (2013). Associations between teacher-student relationship quality and academic achievement by ethnicity, gender, and socio-economic status.

Seitz, V. (2012), Public/Community, Goodwill Work Source, Guest Speaker, Seminar leader, Pro Bono, Local.

Seitz, V., Conducted a seminar at the Los Angeles location titled, "I Don't Wear a Suit: Dressing for Today's No Suit Workplace."



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Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

CBPA has partnered with managers of business corporations in the form of seminars, workshops, and special lectures to businesses in the local, national and international areas. The College has also partners with local, regional and international profit and non-profit organizations to promote PRME values that are delivered from the College through students and faculty. To see examples of these efforts, see PRME Biannual Reports, published December 31, and July 1, of each year since inception, that provide information about these partnerships. All reports are sent to the PRME Secretariat when they are published. Please see **APPENDIX 1**, for the most recent report.

(We have integrated Principles 5 and 6)



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Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

CBPA'S PRME Biannual Reports, published December 31, and July 1, of each year since inception, provide communication tools and dialog with our stakeholders about what the College is doing in terms of promoting PRME values. Please see **APPENDIX 1** for an example of such reports.

CBPA'S Business Alliance meets on a regular basis. The Business Alliance consists of CEOs and business professionals from the region. It provides the necessary dialog and link with CBPA and the Inland Empire business Community. The purpose of the Business Alliance is to provide public and private enterprises and entrepreneurs with direct access to the vast resources of CBPA for their growth and development. It provides CBPA access to the needs of the business community. Together CBPA and the Business Alliance works on creating a more vibrant regional economy.

I. SERVICE:

A. STUDENT CLUBS & ASSOCIATIONS

CBPA Student Associations & Service Clubs Exemplify PRME Values

NAME	Ethics	Honor Integrity	Responsblty	Service	Other Values
ASSOCIATIONS & SOCIETIES					
ACCOUNTING ASSOCIATION	X	X	X		
ALPHA KAPPA PSI (Acctng)			X		
AMERICAN MARKETING ASSN.	X	X	X		
AMER. PRODUCN. & CONTROL SOC.	X			X	EXCELLENCE
BETA ALPHA PSI (Fin)					PHILANTHROPY
BETA GAMMA SIGMA (Honor Soc.)	X	X	X	X	PRINCIPLES & VALUES
FINANCIAL MGMT. ASSOCIATION	X	X	X		SOUND FIN. PRACTICES
INFORMATION MGMT. ASSN.			X		
INFORMATION SECURITY CLUB	X		X		
MASTER IN ACCTNG. & FIN. ASSOC.	X		X		
PUBLIC ADMIN ASSOCIATION	X		X	X	
SOC. FOR HR MGMT ASSOC. (SHRM)	X		X	X	EFFECTIVE MGMT.
STUDENTS IN INTERNAT. BUS.	X	X	X	X	VOLUNTEERISM
STUDENT NATIONALITY CLUBS	Ethics	Honor Integrity	Responsblty	Service	Other Values
CHINESE STUDENT CLUB				X	COMMUNITY SERVICE
INDONESIAN STUDENT CLUB				X	COMMUNITY SERVICE
JAPANESE STUDENT CLUB				X	COMMUNITY SERVICE
KOREAN STUDENT CLUB				X	COMMUNITY SERVICE
LATINO STUDENT CLUB				X	COMMUNITY SERVICE
TAIWANESE STUDENT CLUB				X	COMMUNITY SERVICE
THAI STUDENT CLUB				X	COMMUNITY SERVICE

B. SPECIAL CBPA SERVICE-RELATED ACTIVITIES

(1) The CBPA “Eye-Glass Project”:

The Students in MGMT 335, *Business, Ethics & Society*, at CBPA, California State University, San Bernardino, expressed their commitment to social responsibility, and Principles of Responsible Management Education via an initiative entitled: “*The Eyeglass Project*”. To assist in this effort, the students collected used prescription glasses for donation to communities, under the direction of **Professors Anna Phillips and Breena Coates**. The learning experience was to make students aware of the importance recycling and reduction of waste, and to inculcate the spirit of “giving” and volunteerism. Three partnerships ensued, one local, one regional, and one international, as follows:

The **local partnership** was with the Latino Collaborative, a Non-Profit Organization in San Bernardino, which began in 2012. This non-profit agency holds an annual Health Fair in the underdeveloped, underserved, area of Muscoy (a region in CSUSB campus’ backyard). The Health Fair, entitled “*Healthy Muscoy*,” includes free eye examinations by optometry students from regional universities. The primary goal for this event is to increase health awareness and motivate individuals and families to engage in a positive movement towards health. Students in MGMT 3355, *Business, Ethics, & Society*, and Mgmt. 100, *Introduction to Business Administration* collected used prescription eyeglasses for donation to this project. Students from regional Optometry schools provided free eye exams at the fair, and distributed the appropriate eyeglasses donated by CBPA students. The campaign was to develop in students a leadership focus that takes into account community needs. (PRME BULLETINS Vol.2(2) 2013; and Vol. 3(1) 2014.

The **regional partnership** began in 2015. CBPA Student donated eyeglasses were taken by local Optometrist Dr. Irene Lou to the Pacific Grove Health Fair, in Monterey, California on September 20, 2015. Optometrists from San Bernardino and all over Southern California donated their time to measure patients’ eyes, who were then fitted with our used eyeglasses.

The **international partnership** was a 2-year project with Jaipur Rugs (2012-2013) in India. Women weavers from rural Rajasthan had their eyes examined and were fitted with CBPA donated eye glasses.

(2) Society for Human Resources Donates to Nepalese Earthquake Victims:

In April 2015 the nation of Nepal was hit by an earthquake of 7.8M that killed over 9,000 people and injured over 23,000. The earthquake triggered an avalanche on Mount Everest killing even more people. Then an avalanche ensued in the Langtang valley where 250 people went missing. Hundreds of people became homeless as a result of this disaster. On hearing of this catastrophe, the CBPA SHRM Chapter, launched a bake sale to help the victims of Nepal. Money collected was sent to non-profit agencies involved in humanitarian efforts in the region.

(3) CBPA'S "Hair-Raising" Initiative:

In its on-going effort to find ways to inculcate a sense of responsibility and spirit of "giving" in our students, in affordable ways that they can afford, CBPA in November 2015, partnered with **Locks of Love**, a non-profit organization in Florida. The mission of this organization is to return a sense of self, confidence and normalcy to children suffering from hair loss due to cancer, burns, ectodermal dysplasia, or other disease, by utilizing donated ponytails to provide the highest quality hair prosthetics (wigs) to financially-disadvantaged children. CBPA Students who cut their long hair and can donate at least 10" of hair length to this cause, will be helping children in need. CBPA students have been notified through undergraduate and graduate communications.

(4) CBPA Supports "EAT AND BE WELL" 2015 Annual Thanksgiving Event:

Students and faculty from CBPA once again supported the *Eat & Be Well* 2015 Thanksgiving meal and social services (such as health and wellness resources) to the underserved community of San Bernardino County. This non-profit organization is led by a socially conscious steering committee that consists of individuals from several Inland Southern California's business and non-profit groups. Among those donating time to dish up food on a yearly basis is **Dean Larry Rose** and his wife **Ellen Rose**. Since returning from living in New Zealand for over a decade, Dean Rose said he and his wife, Ellen, believe it is important to become involved in the local community. **Lisa Gordon** of the Department of Marketing at CBPA has coordinated CBPA's efforts over the years.

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APPENDICES