

UNIVERSITY *of* WISCONSIN  
**LA CROSSE**

Department of Management



Carl Wimberly Hall, current home of the College of Business Administration

Principles for Responsible Management Education

Sharing Information on Progress (SIP) Report  
December 2021



**UW-L's Hoeschler Clock Tower at night**

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The LEED-Certified Student Union Building opened in 2017.

# 1. Letter of Renewed Commitment



## Renewal of Commitment to the Principles for Responsible Management Education

As Chancellor for the University of Wisconsin-La Crosse I am pleased to renew our commitment to the Principles for Responsible Management Education (PRME) as part of the current "Sharing Information on Progress" report. Both the Department of Management and the broader university community continue to support the principles and objectives of PRME, with the goal of producing ethical organizational leaders who take corporate social responsibility and environmental stewardship seriously.

Business education is undergoing a dramatic shift away from a narrow "enhance shareholder and investor value" mentality toward a broader consciousness of being a responsible actor in the context of "multiple stakeholders." This means behaving ethically and responsibly toward employees, customers, the environment, business partners, suppliers, contractors, and the broader community (e.g., religious and other charitable organizations)-all while enhancing shareholder and investor value through responsible financial stewardship. The University of Wisconsin-La Crosse understands this broader perspective and incorporates it into its management courses for undergraduates and MBA students, faculty-led research, and service activities for the profession and the community. We provide knowledge, leadership, and consulting to innovative students, managers, and business owners in Western Wisconsin as well as the Upper Midwestern region of the United States who seek guidance in developing and growing sustainable organizations.

The University of Wisconsin-La Crosse does more than merely espouse these principles; we serve as a role model of the Principles of Responsible Management Education. For example, in 2011 a new classroom building opened which was certified "Gold" by the Leadership in Energy & Environmental Design (LEED); a 2013 dormitory was also certified "Gold". A new Student Union building opened in 2017, and it too, is LEED certified. The Prairie Springs Science Center opened in 2018 and was designed to Silver. Construction is underway for the renovation of a historic, 1911 building to be the new home for the College of Business Administration and that building was also designed to Silver. All these projects exemplify UWL's commitment to environmental stewardship.

The enclosed report highlights some of UWL's accomplishments and future goals as they relate to PRME. Together we can energize future business leaders to achieve commercial success while simultaneously embracing corporate social responsibility.

Sincerely,

A handwritten signature in blue ink, appearing to read "Joe Gow".

Joe Gow  
Chancellor

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Wittich Hall, one of the oldest buildings in the UW-System, was renovated to LEED-Silver Certification and became home to the College of Business Administration in Fall 2020.

## **2. Department of Management**

The following report is about the Department of Management, College of Business Administration, University of Wisconsin-La Crosse.

The University of Wisconsin-La Crosse was founded in 1909 as the La Crosse Normal School. Today it is one of the 13 four-year campuses in the University of Wisconsin System. Originally known for its nationally recognized physical education program, UW-La Crosse now offers 94 undergraduate programs in 30 disciplines, 21 graduate programs, and two doctoral programs. Business Management is one of the most popular majors at UW-L, routinely ranking in the top ten – and frequently in the top five – based on the number of majors and/or graduates.

The compact 119-acre campus located in a residential section of La Crosse provides a vibrant place to live and learn. Enrollment has grown from 176 when the doors opened to over 10,500 students (9,700 undergraduates and 850 graduate students; <https://www.uwlax.edu/admissions/explore/fast-facts/>). Statewide, freshman credentials are second only to UW-Madison, and showed the most improvement in ACT scores and class rank during the past decade with an average ACT score now in the 24-25 range. The campus embraces diversity, a commitment that has increased minority and international students, faculty and staff. Students take part in an array of professional, religious, and civic organizations and other forms of community service. Intercollegiate teams compete in 21 sports and have produced 71 national champions.



UWL Class of 2020 creates an Eagle 'L' and '20' at the Veterans Memorial Field Sports Complex. Hixon Forest nature preserve and Grandad Bluff are in the background.

The university offers much to the region—cultural events, athletics, regional and national conferences, prominent speakers, applied research, professionals with varying expertise, a large workforce, and numerous faculty, staff and student community volunteers. UW-La Crosse works cooperatively with the city's other higher education institutions and area elementary and secondary schools. Also, the university led in the development of a consortium among the city's three higher education institutions and two major health care organizations to bring cutting-edge health care to the region, along with a state-of-the-art health research and education facility.

The College of Business Administration (CBA) is one of the three colleges at the University of Wisconsin-La Crosse. The CBA consists of six academic departments and one non-academic department, the Small Business Development Center. The college has seven academic programs including majors in Accounting, Economics, Finance, Management, Marketing, Information Systems, and International Business. All programs are housed in an academic department except for the International Business program, which is managed by the International Business Director and the CBA International Business Advisory Committee. In the spring of 1982 the College's undergraduate program earned its initial accreditation from AACSB International. In 1987, both the graduate and undergraduate programs became fully accredited by AACSB International.

Currently, the CBA has approximately 2200 undergraduate students and participates in the highly-ranked University of Wisconsin Consortium online MBA program, in conjunction with two other UW-System campuses. UW-L has a highly qualified instructional staff of 65 in the college, almost all of whom are full-time faculty members. The college maintains active collaborations with the region and community and with education institutions other areas of the world.

The CBA also offers several minors, including the following: Accountancy, Economics, International Business, Information Systems, Health Information Systems, Health Analytics Management, and **Sustainable Business**.

The Management Major is one of six undergraduate majors in the College of Business Administration and serves approximately 380 majors. Management majors take a set of required courses including two directly related to socially responsible business, including Business Law & Ethics (BLAW 205) and a course in Corporate Social Responsibility (MGT 408). Majors also choose from among several electives, many of which are related to PRME principles including Labor-Management Relations (MGT 303), Principles of Sustainable Business (MGT 310), Global Leadership Development (MGT 400), Diversity and Inclusion in Organizations (MGT 487) and Green Logistics (MGT 492). Comprised of 11 tenured or tenure-track Faculty, two full-time Instructional Academic Staff members, and additional part-time instructors as needed, the management department delivers approximately 70 classes each semester and connects with every student within the College of Business Administration.

Since its inception to PRME in 2008, the Department has undergone some considerable changes. Over 75% of the faculty are new with an influx of diversity, thought, and research. In both social responsibility and sustainability, the faculty of the Department of Management are engaged in research and this has a direct influence on the curriculum that is being delivered.

### **3. Principles in Action**

Since its inception into PRME, the Department of Management, College of Business Administration and university as a whole have embarked upon a number of initiatives related to the core PRME Principles. An update of these initiatives is reflected in the following:

**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. (University of Wisconsin – La Crosse).**

The Department of Management is committed to the College of Business Administration's mission and vision:

- Mission: "Foster Academic Excellence, Career Success, and Community Engagement through Enriching, Interactive Experiences"
- Vision: "To be recognized for quality as the leading business school among regional and state comprehensive universities."

We believe that "career success" and "community engagement" for students encompasses the first PRME principle.

The Department of Management’s mission is to develop socially responsible leaders and team members, and evidence-based decision-makers, who are prepared to effective management people and processes in a global and diverse organizational environment. Three of the five learning outcomes for the major align with PRME principles:

- Students will practice effective teamwork and leadership skills/behaviors in a way that promotes inclusivity and engages others to work together towards a common goal.
- Students will demonstrate knowledge of cultural diversity and will use knowledge to recommend effective management practices for international and cross-cultural business.
- Students will apply an understanding of sustainable business concepts (including corporate social responsibility and business ethics) to decision-making within organizations.



A class meets near Murphy Library on a spring day.  
Note the solar panels atop Centennial Hall in the background.

In addition to the vision, mission and learning outcomes, our curriculum puts the PRME principles into action. The topics of sustainability, corporate social responsibility, and business ethics are discussed in the required “Legal and Ethical Environment of Business” (BLAW/BUS 205) and modules on the topics are included in “Organizational Behavior” (MGT 308) and the senior capstone, Business Strategy, course (MGt 449). These courses are required of all business majors. The topics embraced in Principle 1 are covered in depth in the required course for Management majors, “The Global Responsibility of Business” (MGT 408). In this course, students are pushed to break free of the profit-driven neoclassical business model and embrace a

broader narrative of business that creates value for all stakeholders. A variety of teaching methods (lecture, case studies, in-class immersion activities, and reflection activities) are used to expose the students to the state of the art in stakeholder management and joint value creation. At a minimum, students leave the courses with a broader sense of responsibility towards multiple stakeholders in a global environment - the central component of the first PRME principle.

In the senior strategy capstone (MGT 449) that all CBA students are required to complete, lessons often highlight how sustainable business practices could ultimately be profitable for firms. Students are shown that a well-devised strategic road map could yield many benefits to firms who take sustainability into consideration in multiple facets of their operations. Students are often also faced with questions based on strategic dilemmas firms face and encouraged to incorporate sustainable values into their thinking when brainstorming for answers.

Additionally, diversity and inclusivity are covered in various required courses (Organizational Behavior, MGT 308; Human Resource Management, MGT 385) and a new elective was created which is dedicated to the topic, Diversity and Inclusion in Organizations (MGT 487). Aspects of a sustainable global economy are also covered in selected electives as well as the “Global Perspectives on Business” (MGT 360) course, which is required for both MGT and International Business students. In sum, our curriculum is structured to foster the mindset envisioned in PRME Principle 1.

Furthermore, we aim to assess the extent to which students are achieving our Social Responsibility learning outcome. During the spring semester in 2019, assessment data was gathered for all Management Majors in our required Global Social Responsibility course (MGT 408). The data indicated that our students are meeting our goal for competency in CSR as more than 94% of them met or exceeded faculty expectations in their knowledge of CSR concepts and issues. A full description of these results can be found in Appendix 1. Note that subsequent data collection was paused due to the COVID-19 pandemic.

**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.**

The Department of Management embraces the College of Business Administration value framework, which is consistent with Principle 2 of PRME (especially those values highlighted in bold, below):

#### Values

*Teaching:* Highly effective and innovative teaching employing relevant curriculum.

*Scholarship:* scholarship that advances discipline-based knowledge, best practices, and teaching pedagogy, each equally enriching student learning.

*Faculty:* quality faculty who are accessible, responsive, and dedicated to student learning.

*Students:* quality students who are actively engaged in their professional and personal development.

*Learning:* a highly interactive learning environment that fosters strong relationships and student success.

*Global Engagement:* global engagement and collaboration to increase international awareness and opportunities.

*High Standards:* high standards that reflect best practices and ethical behavior, stimulate intellectual growth, and promote continuous improvement.

*Diversity:* acceptance and respect for human and ideological differences.

*Sustainability:* promotion of sustainable practices in the use of economic, ecological, and social resources.

*Service:* service to the university, discipline, and community that promotes strong partnerships and advances professional and economic development.

Numerous courses illustrate a commitment to these principles. The following are but a few examples:

#### *Sustainable Business Capstone Projects Align Curriculum and Experiential Learning*

In our Sustainable Business capstone (MGT 480) for the minor, students are charged with finding a client who had a question relating to sustainable business and their major area of study. Student projects vary in terms of scope and scale, for example, projects may range from developing a process and cost benefit analysis for the implementation of composting for a local coffee shop to measuring the impact of current packaging and that of implementing circular packaging for the largest hydroponic producer of North Atlantic Salmon and leafy greens in the world, Superior Fresh.

Two more excellent examples of the breadth and depth of student projects which were completed in this class is that of the project work done for UpCycle, LLC., a fledgling start-up focused on recovering materials from discarded mattresses before the material entered the waste stream. This project had the student investigate what product offering could be created by using the recovered materials as well as developing the “how-to manual” for the new product. In true entrepreneurial fashion, however, the student was asked to switch project focus in mid-semester to complete a start-up grant application for Upcycle to pursue additional funding! Finally, an excellent example of collaboration beyond the for-profit business realm was one economic student’s project work for La Crosse County in measuring the food deficit of our local area.

#### *Human Resource Management Students Improve HR Practices for Community Nonprofits*

Students in MGT 385 (Human Resource Management) worked in teams to address the human resource challenges of regional nonprofits in a collaborative research project with the Great Rivers United Way during the Spring 2019 semester. Student teams tackled issues like finding and retaining staff, supporting employees and volunteers in emotionally taxing work, and

increasing employee engagement within a tight budget. They presented final reports at the end of the semester to a range of stakeholders including regional nonprofit directors and the Community Impact Director of the Great Rivers United Way.

Additionally, students in a new seminar course, Global Leadership Development, worked in international virtual teams with students throughout Europe to analyze a case study on motivating and leading employees at a non-profit organization in Guyana. Another international virtual team project, specifically targeting UN Sustainable Development Goals, was undertaken by three students for independent study credit. These students enrolled in API's global engagement lab and worked in international teams to come up with recommendations/solutions to address one of the UN goals.

#### *Study Abroad to Develop the Values of Global Social Responsibility*

##### *Global Consulting Program in Bratislava, Slovakia:*

In Summer 2020, 15 students were enrolled to participate in the Global Consulting Program (GCP) for the 10<sup>th</sup> year at UWL. The GCP is an innovative, project-based experience for students of business interested in enhancing their skills in problem solving, cross-cultural communication, and integrating disciplines in an authentic business context. In this 20-day summer abroad program, students from different countries and backgrounds work together in teams to research and propose solutions for real local companies, learning to apply their academic knowledge in real-life situations and gaining international consulting experience.

Many of the consulting projects in recent year support the PRME principles and UN Global Compact goals. For example, projects have involved developing a sustainability assessment plan for a local accounting firm, examining anti-corruption policies, practices and development for a unit in the local Embassy, sustainability and other green initiatives, women in the workforce, and cyberattacks, among other topics, in the last 5 years.

Additionally, a 10<sup>th</sup> anniversary event was planned for the GCP program and over 100 alumni of the program had expressed an interest in reuniting for the event. However, due to the COVID-19 pandemic, both the study abroad program and the reunion event were cancelled. We plan to resume the program in Summer 2022 or 2023 depending on the pandemic situation.

##### *Sustainable Business and Tourism in Australia and New Zealand:*

In Winter 2019, 30 students participated in a joint study abroad program examining sustainable business and tourism in Australia and New Zealand. In this 20-day immersion program, students visited with local businesses, conservationists and urban development planners in the two countries, learned about their interpretations of sustainability, and examined their sustainable practices. They even visited the Great Barrier Reef and experienced the impacts of anthropogenic climate change first-hand. These field experiences were reinforced with lectures and group activities, providing students with a comprehensive introduction to the field of sustainable business.



UWL students learning about sustainable business in North Queensland, Australia, in January 2019.

#### *Sustainable Marketing and Social Entrepreneurship in Ireland:*

A newly developed study abroad program has been offered for CBA students who wish to study sustainable business – specifically sustainable marketing and social enterprise -- in Ireland in Summer 2020, Winter 2020 and Summer 2021 but was cancelled each time due to the COVID-19 pandemic. However, just this week 17 students and two faculty departed for Ireland for the 3-week program. Over this period, both courses will be delivered in an experiential fashion, by embedding SM and SE into the Irish food and beverage industries. Students will experience these topics through interactions with for profit, non-profit, government entities and community groups that highlight the strong Irish ecosystem of social enterprise and sustainable business practices. Given the intense COVID-19 situation at present, the students will also get hands-on experience with country differences in pandemic response measures too!

#### **Management Department Course Offerings and Content**

In addition to specific programs or class projects, the general curriculum and course offerings are designed to support the values of social responsibility and the UN Global Compact Initiatives. The management major is designed with two core courses that centrally align with these issues: Global Responsibility of Business (MGT 408) and International Management (MGT 360). Students also select from either Human Resource Management (MGT 385) or Entrepreneurship (MGT 420), both of which have integrated elements of these principles (e.g., diversity and inclusion, labor rights, social responsibility, environmental sustainability). As an example of content connection to these values in MGT 408, students may undertake a semester-long case study based on real life that artificially pits social value of some form against

profitability. Cases have varied over the years, ranging from Chiquita's experiences in Columbia, to Foxconn's issues in China and Malaysia, and even Apple's struggles balancing privacy and national security. At the end of the semester, students present on their cases and come up with innovative ways to resolve conflicts between profitability and social value creation. They recognize early on that the cases present a false dichotomy, and that it is upon them to find ways to create joint value.

Additionally, many of the electives that students can take (five electives are required in the major) directly relate to these initiatives as well (e.g., Labor-Management Relations, Business, Labor and Human Rights, Principles of Sustainable Business, Social Entrepreneurship, Diversity and Inclusion in Organizations, Global Leadership Development). For example, the Principles of Sustainable Business (MGT 310) elective uses a flipped classroom approach to get student teams to present on UN's Sustainable Development Goals. Each student team chooses one SDG, and presents on the challenges associated with their SGD, how businesses contribute to these challenges, and tools, metrics, etc., that companies can use to mitigate their impacts. They also identify wave-riders in their chosen arena and highlight the practices of companies that have taken a leading role in bringing about change. At the end of the semester, students realize that sustainability and profitability can go hand in hand, and that businesses play a major role in bringing about a sustainable future.

Overall, we very much design the curriculum in line this PRME Principle 2 and are encouraged in students' response to this material and the courses that we offer.

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

The Management Department and the College of Business more broadly has created an educational framework that embeds responsible leadership into the curriculum, processes and environment. Both the department and college incorporate Global and Social Responsibility into the learning outcomes that we expect our future business leaders to have met upon graduation.

Further, the on-going and systematic assessment of these learning outcomes is expected, and was institutionalized, with the development of our Assurance of Learning Task Force in 2009. Each year, all instructors incorporate Corporate Social Responsibility and Ethics into core CBA courses. This was done in response to a prior assessment of CSR by the AOLTF that found that this area was not sufficiently mastered by business majors. As mentioned earlier, the MGT department also assesses these outcomes on a continual basis and are pleased to report that the percentage of students who do not meet expectations of “demonstrating knowledge of CSR concepts” has decreased from 21% in 2016 to 6% in 2019 (see Appendix 1 for more details).



The morning sun shines on the La Crosse River Marsh (foreground), the UW-L campus, and the City of La Crosse. The Mississippi River and the Bluffs of Minnesota can be seen in the background.

Additionally, and proudly, the Sustainable Business Minor, is housed in the Management Department. This interdisciplinary business minor began taking students in the Fall of 2013 and is differentiated from many other university programs in sustainable business because it is at the *undergraduate* level. That is, the department aims to increase interest in, and knowledge of, sustainable business at an earlier point in students' academic studies relative to other sustainable business programs to help create more responsible leadership in the business arena. The initial course in this minor, MGT 310, has been offered as a free-standing elective within the Management Major since the Fall 2011; it is open to both Management Majors and Sustainable Business Minors. The Sustainable Business Minor provides students with the opportunity to explore the relation between business and creation, maximizing good stewardship of natural resources, while pursuing business objectives. The goal is to achieve the "Triple Bottom Line": Pursuing Profits, Protecting People, and Preserving the Planet. The minor has shown substantial growth. There were 25 declared Sustainable Business minors in December 2014 and now, in December 2021, there are 39.

To support the Sustainable Business Minor and other CSR goals, a Sustainable Business Minor Task Force was also developed. Members of the committee develop and review curriculum and educational experiences and support the student and faculty experience with the minor and CSR goals in the college. Additionally, since 2008, members of the Management Department have been involved in College and University-wide committees for the development of both

responsible and sustainable practices. One immediate outcome of this activity was the formation of a Joint Committee on Environmental Sustainability (JCES; <https://www.uwlax.edu/chancellor/joint-committees/joint-committee-on-environmental-sustainability/>). This committee's primary objective is to infuse sustainability into the curriculum and the practices of the university and faculty from the department and Sustainable Business minor program have repeatedly been members of the committee.

Another outcome from this commitment is UWL having joined STARS (Sustainability Tracking, Assessment & Rating System) for several years. STARS is an assessment tool used by colleges and universities to measure their sustainability efforts and accomplishments. A STARS Coordinator position was created by the JCES and was funded, in part, by the Provost and in part by the Dean of the CBA. The STARS Coordinator position was housed in the Management Department. A 2015 report documents university-wide efforts to be environmentally responsible. This position exists, but is no longer funded due to budget constraints. Even so, environmental initiatives have continued.

Here are a few examples:

- UW-L is using microvans and electric vehicles for on-campus service vehicles.
- Students can ride mass transit for 'free' (it is included in their tuition fees) and a special route has been established that circumnavigates the campus.
- Low-flow shower heads have been installed in dormitories.
- Centennial Hall heats water using solar power.



Several UW-L clubs participate in the Rotary Lights display in downtown La Crosse, along the Mississippi River at Christmastime. To reduce the 'carbon footprint' of the event, participants now use LED lights.

## Coursework:

There are many courses campus-wide which reflect UW-La Crosse's commitment to PRME principles. Below is a sample list of the courses offered by the CBA (or environmental studies that feed the Sustainable Business minor) that have either sustainability or CSR as their main focus, or as a theme within the course. Additionally, two examples of how responsible leadership is embedded into courses are provided to illustrate our attention to the topic.

Green Operations (MGT 493)  
Social Entrepreneurship (MGT 422)  
Management Forum (MGT 400 – Applied Social Entrepreneurship)  
Management Forum - Systems Thinking and Change Management (MGT 400)  
Environmental and Ecological Economics (ECO 346)  
Sustainability in Marketing (MKT 351)  
Principles of Sustainable Business (MGT 310)  
Business Sustainability Capstone (MGT 480)  
Economic Forum (ECO 474/574)  
Environmental Sustainability (ENV 301)  
Issues in Environmental Studies (ENV303)  
Finance Forum (FIN 400)  
Principles of Labor Management Relations (MGT 303)  
Organizational Behavior (MGT 308)  
Principles of Management Thought (MGT 328)  
Human Resources: Current Issues and Policies (MGT 486)  
Leadership and Teams (MGT 412)  
Global Perspective on Business (MGT 360)  
Production and Operations Management (MGT 393)  
The Global Responsibility of Business (MGT 408)  
Policy Administration and Determination Strategy (MGT 449)

Responsible leadership is a key learning outcome for MGT 412: Emergent leadership and team development. As students learn about a range of leadership theories, literatures, and concepts, they are also developing themselves as leaders and integrating their own version of responsible, ethical leadership. In the course, students talk about how many leadership theories excluded marginalized groups from being called 'leader' and how some models are by nature more inclusive, with plenty of applications. Students complete an assignment designed to directly increase their empathy, in which they follow a process of guided self-reflection to determine their core leadership values, write a narrative around those values, and then share those narratives with one another in class. The development of self-narratives may help with self-awareness and authenticity, as well as ethical leadership behavior. Listening and engaging with others' narratives may help with perspective taking and empathy skills. By the end of the course, students should not only understand what it means to be a responsible, inclusive leader, but also worked to develop their own skills and competencies in this domain.

In a similar vein, the MGT 408 course incorporates several frameworks and materials to teach responsible leadership. For example, students are exposed to a business model framework that creates both social value and market value, enabling joint value creation that can be scaled to solve major social problems facing the world today. Today's 'social' business models like the 'Buy One Give One' model pioneered by Warby Parker and Tom's may be just the first step in the establishment of a joint value creation model. Educational materials created by others (e.g., the Giving Voice to Values curriculum from Mary Gentile/Babson College) have also been used to drive home basic principles of responsible leadership. For instance, a mini-case from the GVV Curriculum called 'Felipe Montez: This Whole System Seems Wrong' is used to highlight best practices in stakeholder communication during times of organizational crises, a central takeaway in stakeholder management.

**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.**

All tenure-track department faculty are actively engaged in research, and for many, their research touches upon ethical, responsible and competence issues reflected in sustainable management. Some topics they research include ethical decision-making, CSR ratings and differential industry-level demographics, work-family/life interface, gender and diversity in organizations, global leadership development both in academic and organizational contexts, socially responsible leadership characteristics, behaviors and outcomes, social enterprise, international business and human rights, among other topics. A list of recent faculty publications can be found on our website: <https://www.uwlax.edu/management/research/publications/>

**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.**

As mentioned in other sections of this report, there are many activities taking place by the department to interact with the business community to expand our knowledge of their challenges in meeting social and environmental responsibilities and help identify ways to meet those challenges. In particular, students often work with companies on consulting projects related to CSR and sustainability and some examples of this work includes:

Global Consulting Program in Slovakia client-based projects on the CSR Index, Sustainability Assessment and Reporting, Women in the Labor Market, Attracting and Retaining Female IT Professionals, Cyber Security, Anti-Corruption Policy and Practices, Green Initiatives, and more. Currently, a faculty/student collaboration is underway to write a grant application for research funding towards the "City of La Crosse Carbon Neutral by 2050" sustainability-driven initiative. If funded the team will work with the City Administration on sustainability initiatives. Faculty have led independent student projects with companies like Organic Valley (for example, a project examining marketing communications of organic farming practices to independent

farmers in their supply chains) and Full Circle Supply (for instance, a project examining data collection requirements to establish a greenhouse gas emissions inventory).

For the research topic of "American Entrepreneurs," students contact local business leaders such as Kwik Trip founder and CEO Don Zietlow and La Crosse Distilling Company co-owner Nick Weber. Mr. Zietlow is an industry leader in creating a positive corporate culture for both employees and customers, and Mr. Weber sources many of his grains from organic farmers.

In 2014, the CBA contemplated a Center of Sustainability, Entrepreneurship, and International Trade, housed within the Small Business Development Center. This center has now been created, and is housed within the one non-academic department of the College of Business Administration, the Small Business Development Center (SBDC). However, as contemplated in 2014, it was too broad and diffuse. It has been re-focused to concentrate on Entrepreneurship and Innovation. The core principles of the Center have been maintained relating to sustainability, entrepreneurship and international trade. The Center supports student applied experiences through its *UWL Innovation Lab*. The experiences include entrepreneurial opportunities that provide students with real situations to experiment with classroom concepts and use sustainable practices. Further, some of these small businesses reflect social entrepreneurship business strategies and deal with sustainable-related products and services. Students and citizens in the region with small business ideas can receive expertise from the staff at the SBDC. In 2018, the SBDC actively engaged with over 370 clients, including those operated by diverse populations (such as minority, women and veteran business owners). Through internships, classroom projects and outreach activities, students experience real business challenges and apply their knowledge to support regional businesses, including those in rural communities and historically underutilized business zones.

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

There are various ways in which the Department of Management facilitates and supports dialogue among different stakeholder groups on critical issues related to social responsibility and sustainability. Internally, the department periodically holds a research/development colloquium for the sharing and dissemination of information. The forum provides a local venue for Faculty to share research, ideas, best practices or host discussions on relevant topics.

Additionally, for the last several years, faculty have been involved in the following venues/events either as a participant or a presenter, to facilitate such dialogue:

- Social Justice Week at UWL – departmental colleagues organized and presented workshops related to immigration, sexual harassment/discrimination and the Me Too movement, and inclusivity in Human Resources, as well as attended sessions on several other social justice topics (<https://www.uwlax.edu/social-justice/social-justice-week/>)

- Employee Engagement Action Team and the Diversity and Inclusion (D&I) Training group within the university. The goal of both groups is to create a more inclusive and engaging work environment for all employees and students at UWL. The D&I Training group launched mandatory D&I online training for all staff/faculty and launched a series of D&I certificate programs as well.
- Inspiring Sustainability Awards Dinner – community-wide event to celebrate sustainability initiatives in the community (<http://sustaininstitute.com/>)
- Global Initiatives Week – a community-wide, week-long series of events celebrating our global ties in the local area (<https://www.uwlax.edu/committee/global-initiatives/>)
- Wisconsin Sustainable Business Council (<https://www.wisconsinsustainability.com/>)

#### 4. Assessment of Outcomes from the 2019 SIP Report

In the 2019 SIP report, the Department of Management identified several objectives. Each of these is listed below, along with information as to whether it has been attained.

- Evaluate the department mission, vision, values and student learning outcomes to ensure they align with PRME principles.

Indeed, the Management Department did create a new mission, values and student learning outcomes that align better with the PRME principles.

**Mission:** We are developing socially responsible leaders and team members, evidence-based decision-makers who are prepared to effectively manage people and processes in a global and diverse organizational environment.

**Values:** Management curriculum, instructional/learning practices, and student development should align with the following departmental values:

- A. Diversity, inclusion, and cross-cultural awareness
- B. Ethics and social responsibility
- C. Evidence-based practice and decision-making
- D. Collaborative learning environment
- E. Community engagement

#### Learning Outcomes:

1. Students will demonstrate critical management content knowledge related to organizational processes and managing and leading people.

2. Students will apply evidence-based decision-making to address business issues individually and collaboratively.
  3. Students will practice effective teamwork and leadership skills/behaviors in a way that promotes inclusivity and engages others to work together towards a common goal.
  4. Students will demonstrate knowledge of cultural diversity and will use knowledge to recommend effective management practices for international and cross-cultural business.
  5. Students will apply an understanding of sustainable business concepts (including corporate social responsibility and business ethics) to decision-making within organizations.
- Discuss and identify ways in which the department could further embed UN sustainable development goals into our faculty and student activities and curriculum, and develop an action plan for implementation.
    1. At multiple levels, the Sustainable Business Taskforce, the College of Business Administration leadership team, and Department of Management, conversations around how we could further embed UN Sustainable Development Goals into our activities and curriculum have begun. However, due to interruptions from the COVID-19 pandemic, an action plan has not yet been developed. We will include this as a goal in the upcoming year.
  - Increase student participation in the Sustainable Business minor and/or related extra-curricular activities.
    1. The number of Sustainable Business minors has increased to 39 and we successfully filled the Sustainable Business study abroad program to Ireland.
  - Continue to develop partnerships and programs that are consistent with the PRME principles.
    1. Faculty in the department and college continue to develop these partnerships. For example, community-based consulting projects are incorporated into classes each semester, many with non-profits or with projects that align with PRME principles (e.g., increasing female representation in the workforce).
  - Continue to develop elective courses that support the Business Sustainability Minor. In addition to course development, collaboration in the form of projects, internships and research are all potential future goals.
    1. MGT 492, Green Logistics, and MGT 400, Global Leadership Development have recently been added to elective options for the Sustainable Business minor. Additionally, students are participating in the Global Engagement Lab where they conduct mock consulting projects to address a UN Sustainable Development goal for their community.
  - Communicate our commitment to PRME to the larger College of Business Administration for further support and expansion.
    1. These conversations with the CBA have begun and will be established when a new Dean is hired.



## 5. Future Objectives / Key Perspectives

Moving forward in the next two years, the Management Department at UW-La Crosse aims to focus on the following objectives:

1. Evaluate the **new** department mission, vision, values and student learning outcomes to ensure they align with PRME principles.
2. Identify ways in which the department could further embed UN sustainable development goals into our faculty and student activities and curriculum, and develop an action plan for implementation.
3. Create a standing CBA or department committee for the Sustainable Business minor or for the broader incorporation of PRME principles.
4. Continue to increase student participation in the Sustainable Business minor and/or related extra-curricular activities.
5. Continue to develop partnerships and programs that are consistent with the PRME principles.
6. Continue to develop elective courses that support the Business Sustainability Minor. In addition to course development, collaboration in the form of projects, internships and research are all potential future goals.
7. Solicit commitment to PRME from the larger College of Business Administration for further support and expansion.

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## APPENDIX A: Assessment of Student Learning Objectives

The Department of Management has established an assurance of learning process to track student performance on departmental learning objectives. In the spring semester of the academic year, all management majors enrolled in a required senior-level course on corporate social responsibility (MGT 408: The Global Responsibility of Business) answer the three assignment questions below. In Spring 2019, 55 students took part in this assessment. They answered the following questions:

1. Your company is planning to internationalize, but does not know a lot about the global environment or about managing internationally. Please explain to the Senior Leadership Team the factors in the global (macro) environment that need to be considered in international business, as well as the opportunities and challenges that may exist for the company operating in a country outside the U.S. Recommend a strategy for company to be successful in this internationalization process. Give examples and be sure to support your answer with specific evidence and theories.

[This assignment is used to assess student performance on the Global Perspectives learning objective. LO1]

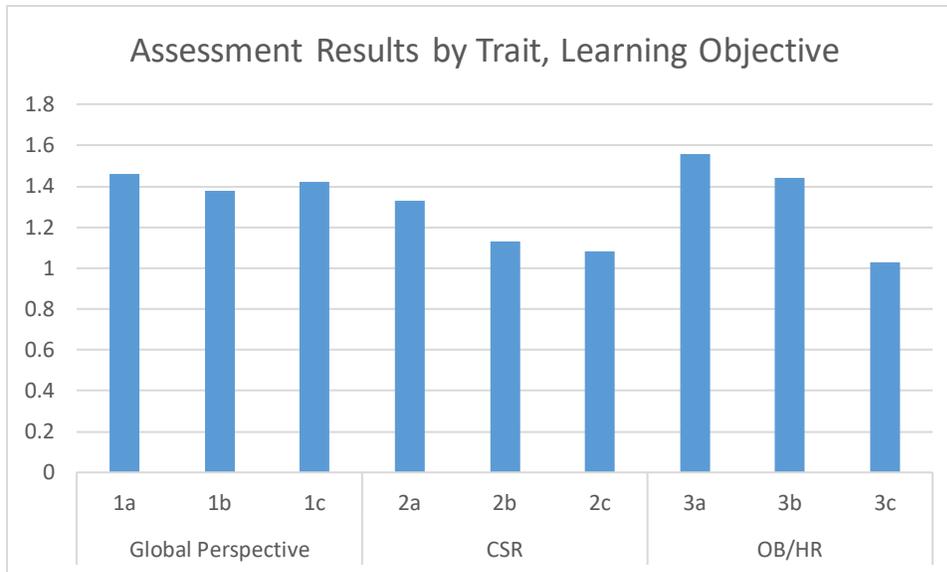
2. The relationship between business and society has been receiving growing attention since the 1960s. Different views exist regarding the nature of this relationship and the responsibilities of the corporation towards society. Compare and contrast the various views of social responsibility of business. Provide examples and be sure to support your answer with specific evidence and theories.

[This assignment is linked to the Corporate Social Responsibility learning objective. LO2]

3. Imagine you are an HR manager experiencing performance management problems (e.g., several poorly performing employees) at a company. What potential factors at the individual level, group/team level, and organization level would you want to consider as possible sources of these performance problems? What specific actions could you take (and what could you recommend to the executive leadership team) to positively impact performance outcomes? Give examples and be sure to support your answer with specific evidence and theories.

[This assignment is used to assess performance on the Organizational Behavior & Human Resources learning objective. LO3]

The assessment results are displayed in the following diagram. The average scores for each trait in the three departmental learning objectives are presented below. 1a-1c represent the Global Perspectives traits; 2a-2c represent the Corporate Social Responsibility and Ethics traits; 3a-3c represent the Organizational Behavior and Human Resources traits. Student performance on these learning objectives was rated by departmental members with relevant expertise.



The individual traits that make up the three departmental learning objectives are described below. Student performance on each trait was rated as: 0 = Does not meet expectations; 1 = Meets expectations; 2 = Exceeds expectations.

Global Perspective (LO1)	Corporate Social Responsibility (LO2)	Organizational Behavior and Human Resources (LO3)
1a. Identify factors in the global context (political, social, cultural, economic, etc.) that influence management.	2a. Demonstrate knowledge of CSR concepts.	3a. Identify factors at individual, group, and organizational levels that impact organizational effectiveness.
1b. Analyze global management opportunities and challenges in the situation.	2b. Recognize CSR Issues in managerial situations.	3b. Analyze how factors at each level (individual, group, and organizational) impact organizational effectiveness.
1c. Develop global business strategies.	2c. Illustrate the social and ethical dimensions of management decisions using theoretical frameworks.	3c. Apply theory and/or empirical evidence to develop recommendations for managers to impact positive outcomes at the individual, group, and organizational levels.

On the CSR learning objective, the assessment results suggest that students generally did a good job of identifying relevant concepts to answer the assignment question. But there is some opportunity to improve their recognition of social and ethical issues, and their application of relevant managerial theories to guide action. Specifically, 94% of students met or exceeded

expectations on their knowledge of CSR concepts in Spring 2019. About 87% of students met or exceeded expectations on their ability to recognize ethical and social issues in managerial situations. And about 80% of students met or exceeded expectations on their ability to illustrate social and ethical dimensions of decisions using relevant theoretical frameworks.