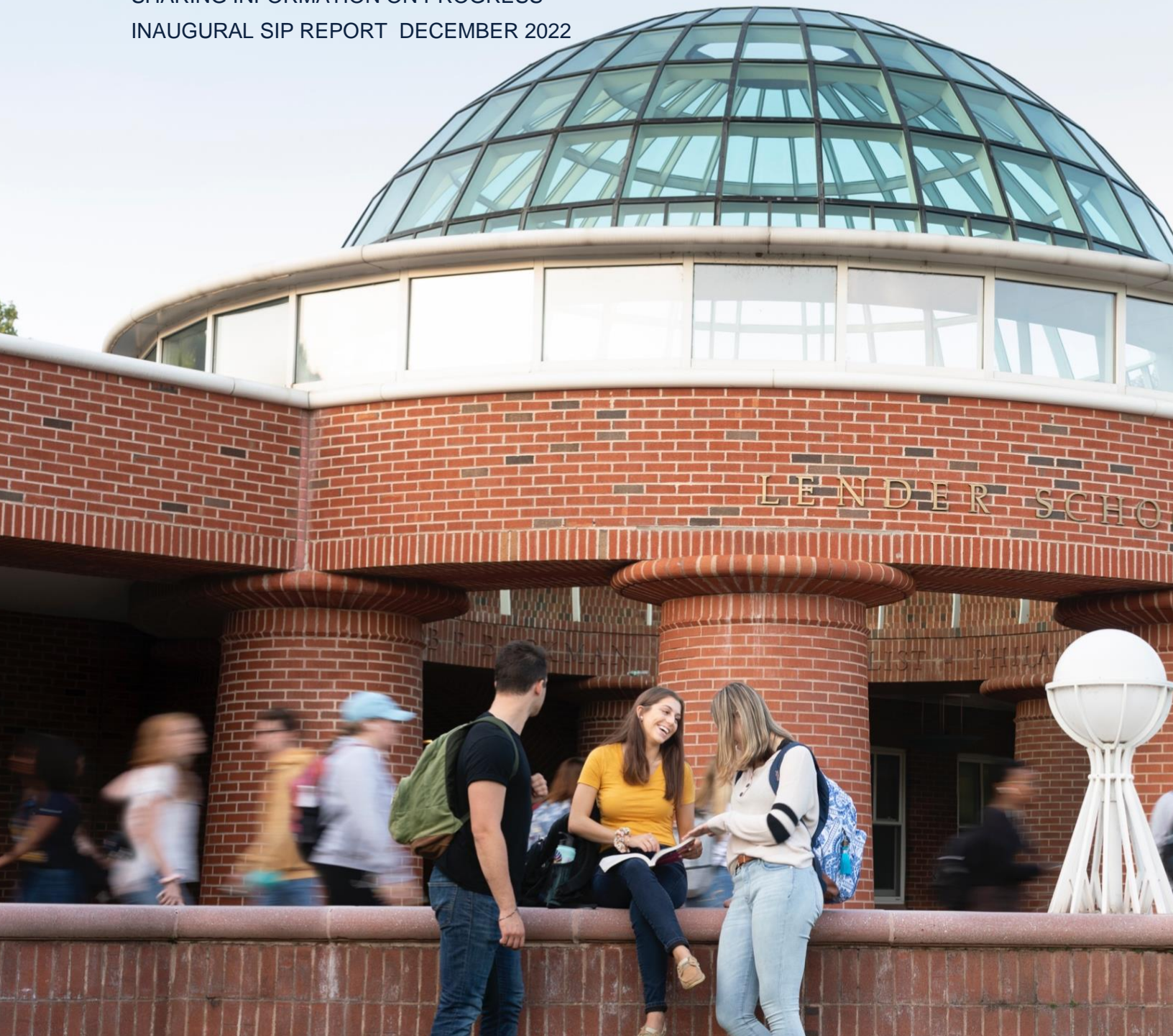

Principles of Responsible Management Education

SHARING INFORMATION ON PROGRESS

INAUGURAL SIP REPORT DECEMBER 2022



Quinnipiac
UNIVERSITY

PRME
an initiative of the
United Nations Global Compact

Quinnipiac
School of Business

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A Message from President Olian



At Quinnipiac University, our mission is to nurture globally enlightened graduates who are prepared for careers of the future. A critical pillar of that purpose is to create a diverse and inclusive community where every member is acknowledged, respected and has the necessary resources to thrive, both individually and together. We incorporate inclusive excellence in all that we do to nourish a globally engaged, culturally rich and highly collaborative university.

Quinnipiac is fully committed to the Principles for Responsible Management Education and the Sustainable Development Goals established by the United Nations. We take pride in our distinctive, hands-on experiential learning and real-world, practical preparation. Quinnipiac's immersive experiences include a range of consulting projects with local businesses and partnerships with stakeholders to provide a micro-lending program to small business owners, e.g., in Nicaragua.

Central to these experiences are our faculty, who conduct transformative research in renewable energy, resource allocation, business ethics and supply chain sustainability. Through their work, our graduates gain the expertise to address the effects of climate change, water pollution, waste disposal and other environmental challenges. Yet the moral mandate for us doesn't end there.

Together at Quinnipiac, we strive to be a model for sustainability in southern New England by promoting a healthy regional ecosystem and by engaging in actions and ideas that encourage students, faculty and staff to apply sustainable practices in their academic, personal and professional lives through three thematic and strategic areas: learning, living and leading.

As a part of our commitment to sustainable living, our new Recreation and Wellness Center was intentionally designed with sustainability in mind. The facility is expected to earn Leadership in Energy and Environmental Design gold certification by the U.S. Green Building Council in the near future. To attain this classification, the building was constructed with features that include green power, light pollution reduction, optimized energy performance, renewable energy production, low-emitting materials, indoor water use reduction and indoor air quality assessment.

In 2021, as part of our commitment to sustainable learning, we launched three new environmental undergraduate degree programs, including a Bachelor of Science in Environmental Science and a Bachelor of Arts in Sustainability and Environmental Policy. A third major, the interdisciplinary Bachelor of Arts in Environmental Studies, can be completed in concert with any major, from management and mathematics to engineering and beyond.

We are building the University of the Future at Quinnipiac which includes our aspiration as a leader in sustainability. We are enriched by our students, faculty and staff, and our commitment to preparing graduates as enlightened global citizens equipped for the sustainability challenges and opportunities of tomorrow.

I am proud to endorse Quinnipiac's PRME SIP Report on behalf of our School of Business.

Judy Olian, PhD
President, Quinnipiac University

A Message from Dean Raider



The mission of Quinnipiac School of Business is to prepare our students for careers and lives as global citizens. We do so with a vibrant and engaged community of faculty who equip our students to become responsible global citizens ready to lead in a world filled with grand challenges of our time and beyond, such as economic and social inequities, climate change, access to healthcare, and responsible governance. Our approach is holistic; we weave the principles of responsible management education in our curricular and extracurricular programming, faculty scholarship, student engagement, and physical environment, and the principles are at play in our culture and strategic plan.

Our first SIP report highlights how our purpose and values align with the concept of business as an agent of positive change through responsible education and action. Our approach to responsible management education includes teaching excellence in business acumen in our majors as

well as in our business core. Our students go beyond the comprehensive business core and develop depth of expertise in at least one of 17 majors. Each of our academic departments has faculty expertise in healthcare, for example, enabling us to provide rich curricular offerings that address one of the grand challenges of our times.

We ensure our Quinnipiac business students are prepared for the real-world work environments with hands on, experiential learning in the form of consulting projects, internships, capstone courses, and travel opportunities that create a deep understanding of our global interdependencies. For example, students examine the role of food and sustainability in our local area and separately in global emerging economies through our microlending courses in study abroad and immersive learning trips. Our students work with the community in preparing tax returns. These experiences, and many others like them, enrich students' understanding of markets, institutions, cultures, and organizations, enabling students to play critical roles in developing resilient business, nonprofit, and governmental organizations that will move us beyond business as usual.

Our faculty scholarship recognizes that humanity faces critical challenges for which business school research can inform how we leverage the power of markets to advance constructive, compassionate solutions. Our faculty engage in traditional conceptual and empirical research as well as interdisciplinary and transdisciplinary work that furthers our understanding of how organizations can create sustainable social, environmental, and economic value. Recent publications include development of a conceptual framework that extends the understanding of resilience in complex adaptive systems, such as supply chains. In other research led by Quinnipiac University, faculty ask the question whether the intelligence of machines and robotics with deep learning capabilities could create profound new disruptions for business, government and society. Their research draws implications for business leadership and the education of future business leaders. We involve students in our research endeavors to further strengthen their capacity for leadership in tomorrow's corporations.

In recognition of the interdisciplinary scholarship of our faculty and administrators, the School of Business at Quinnipiac University is part of a National Science Foundation award to a consortia of higher education institutions for a five-year, \$5 million grant. The research in this grant seeks to understand the

socioenvironmental and economic drivers affecting resilience to coastal hazards in North Carolina. This is a unique opportunity for our students to experience sustainability as a value driver for businesses, a vitally critical current theme. This research, funded as part of the Coastlines and People (CoPe) initiative, holistically integrates behavioral decision making, hydrological science, and systems modeling to help vulnerable coastal communities.

We are responsibly building for the future. We have committed to achieving LEED gold certification for our new School of Business building, and we are designing spaces that foster strong virtual, hybrid, and in-person connections and communities. We seek to celebrate and embrace our diverse community of faculty, learners, and staff by enabling engagement with issues from specific UN-SDGs, such as healthcare equity and gender equality, through multiple learning modalities, and expanding our programming through lifelong learning initiatives that include executives, high school students, and people seeking degree completion or certificate options.

Our community convenes important conversations that further advance the principles of responsible management. Through our clubs, organizations, student events, and speakers, we facilitate meaningful conversations and interactions among all stakeholders – educators, students, business, local and global community members – on current issues. Our M&T Bank Center for Women and Business, for example, offers programming for women and their allies to advance the success of women in organizations. Quinnipiac also hosts the world’s largest student-run finance conference – the Global Asset Management Education Forum. Known as the GAME Forum, this conference attracts over 1,500 students from around the world and includes global experts addressing topics such as financial risk, alternative investments, women in finance, valuation of cryptocurrencies, and more.

We have deep partnerships in our community that speak to our commitment to direct, positive impact in areas of social responsibility and sustainability. Our faculty and students collaborate with adult minority entrepreneurs as part of a university-community partnership with Connecticut Community Outreach Revitalization Program (ConnCORP), and our students are regular interns in our local government and businesses.

As part of Quinnipiac University, our school’s commitment to the principles of responsible management is at once intentional and organic. Our university has made a bold commitment to be the University of the Future, and to do so with a strategic plan whereby we prepare students for the careers and citizenship of tomorrow; create an inclusive, excellence-driven community; nurture and positively impact internal, local, and global communities; and foster lifelong connections and success. I am proud of our School of Business’ commitment to the principles of responsible management education and to share highlights of our work with you.

Holly Raider, PhD
Dean, School of Business

Executive Summary

This inaugural Sharing Information on Progress (SIP) report explains how Quinnipiac University’s institutional strategy to generate sustainable value for business and society aligns with the United Nations’ Principles for Responsible Management Education (PRME). PRME and the United Nations’ Sustainable Development Goals (SDGs) play an important role in Quinnipiac’s efforts to promote sustainability, a healthy regional ecosystem and purpose-driven business education.

Quinnipiac’s commitment to the PRME principles is organized along three pillars: learning, living and leading. Quinnipiac’s organizational practices and design for the future support sustainability in these three areas by maintaining sustainable practices, advancing environmental efforts, and creating sustainable learning and living spaces to promote the physical, emotional, intellectual, social and cultural well-being of the university and local communities.

This report highlights local, regional, national and global initiatives by Quinnipiac students, faculty, staff and alumni to positively impact our communities by promoting climate action, fostering research, supporting justice, and incorporating diverse populations and perspectives.

In particular, Quinnipiac brings together communities of women, people of color and their allies to achieve professional goals and share their experiences through skill-building workshops, motivational events and networking opportunities. Quinnipiac also has a distinct focus on educating the healthcare workforce of tomorrow. Leveraging our strategic alliances with healthcare providers in the state, we provide lifelong learning and upskilling programs for healthcare workers as well as coordinated on-campus services for students, faculty and staff. Our efforts also include advancing food security; managing a community garden; and facilitating educational, recreational and social services for local residents. We actively participate in mission-driven research supporting sustainability scholarship and support sustainable dining, biodiversity efforts and equity and inclusion coordination. Quinnipiac has earned a STARS Bronze Rating for sustainability efforts from the Association for the Advancement of Sustainability in Higher Education (AASHE).

This report further details our efforts, which will form the foundation of a sustainable future for Quinnipiac University, our local community and beyond.



Introduction

Quinnipiac is a private, coeducational, nonsectarian institution located 90 minutes north of New York City and two hours from Boston. The university enrolls 6,800 full-time undergraduate and 3,000 graduate and part-time students in more than 140 degree programs through its Schools of Business, Communications, Computing and Engineering, Education, Health Sciences, Law, Medicine, Nursing and the College of Arts and Sciences. Quinnipiac consistently ranks among the top national universities in U.S. News & World Report's America's "Best Colleges" issue. Quinnipiac also is recognized in The Princeton Review's "The Best 387 Colleges." In addition, Quinnipiac has been named a "Great College to Work For" as determined by a comprehensive industry survey. Please visit qu.edu for more information.

An education at Quinnipiac embodies the university's commitment to preparing graduates for 21st-century careers and citizenship, creating an inclusive, excellence-driven community; nurturing and positively impacting internal, local and global communities; and fostering lifelong connections and success. The university believes in educating a diverse student body to become valued and contributing members of their communities through vital and purposeful educational programs. Students engage with real-world issues through practice and the consideration of different perspectives. The university's innovative curriculum further prepares undergraduate and graduate students to understand their roles and responsibilities as members of the Quinnipiac community as well as the larger national and global communities.

The School of Business

The Quinnipiac University School of Business offers 13 undergraduate majors, five graduate degree programs, three graduate certificates, five-year BS/MBA or MS (4+1) programs and innovative accelerated BS/MBA or MS (3+1) programs. The School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and its accounting programs recently earned a separate AACSB accounting accreditation. Nationally, U.S. News & World Report consistently ranks the School of Business online MBA program at the top of online MBA programs in America — and above all peers in Connecticut. In 2021, we were ranked number 45 for our online MBA, number 29 for our Master of Science online graduate business program and number 14 for our Master of Science online graduate business for veterans program.

The school's 1,400 undergraduate and 510 graduate students are taught by 46 dedicated full-time business faculty who pride themselves on their practice-oriented, innovative and engaging teaching styles. High-quality academic programs, comprehensive internships and career development programs and extensive leadership and service opportunities mean that employers seek out Quinnipiac School of Business graduates.

School of Business Mission Statement

The School of Business is a student-centered educational community focused on preparing students for achievement and leadership in their professional careers. We provide instruction and guidance to help students gain the necessary knowledge, skills and attitudes to succeed in their chosen professions and in their communities. Recognizing that students have unique strengths and diverse backgrounds, the School of Business strives to help students develop and pursue their own individual passions and talents. To fulfill this mission, the School of Business fosters a vibrant learning environment by supporting faculty efforts to advance knowledge and inquiry through research and scholarship; develop effective and innovative pedagogies; and engage with the business community.

School of Business Values

- The development of our students as passionate learners and emerging professionals.
- The impact of alumni, students, and faculty in business and in the community.
- Applied learning that integrates the classroom with meaningful and impactful activities such as internships, student competitions, faculty-student research, student consulting and international opportunities (study abroad, student exchange, immersion experiences and internships).
- The active support of faculty scholarship that emphasizes contributions to practice and pedagogy.
- Mutually beneficial collaborations with the business community that advances the education of our students and the research of our faculty.
- A collegial, respectful and responsible environment where members of the community act with integrity, honesty, fairness and tolerance.
- Diversity in people and in ideas.



Quinnipiac University Business students working independently outside the classroom.



Principle 1: Purpose

School of Business Sustainable Development Purpose

We develop students' capabilities to generate sustainable value for businesses and society and to work for an inclusive and sustainable global economy.

UN PRME and Quinnipiac's Institutional Strategy

PRME is embedded in Quinnipiac's collective strategy to position itself as a model for sustainability, develop practices that promote a healthy regional ecosystem, and nurture current and future students, faculty and staff to embody sustainable practices in their personal and professional lives in a world increasingly influenced and threatened by environmental disruption.

Quinnipiac has earned a STARS Bronze rating in recognition of its sustainability achievements from the Association for the Advancement of Sustainability in Higher Education (AASHE).

STARS, the Sustainability Tracking, Assessment & Rating System, measures and encourages sustainability in all aspects of higher education. With more than 900 participants in 40 countries, AASHE's STARS program is the most widely recognized framework in the world for publicly reporting comprehensive information related to a college or university's sustainability performance.



The areas where Quinnipiac earned the most credit include:

- mission-driven research
- scholarship and support for sustainability research
- campus and public engagement
- sustainable dining
- biodiversity
- sustainability planning
- diversity and equity coordination

“Quinnipiac has demonstrated a substantial commitment to sustainability by achieving a STARS Bronze Rating and is to be congratulated for their efforts.”

-AASHE Executive Director
Meghan Fay Zahniser

Quinnipiac University's strategic priorities and operations are in alignment with PRME's Principle 1. We have made a commitment to achieve this principle through a framework that defines sustainability along three thematic and strategic dimensions: learning, living and leading.

Quinnipiac's design for the future provides learning and living spaces, green spaces and social hubs, which serve as a critical foundation for enhancing the intellectual, social, cultural and emotional well-being of faculty, staff, students and the communities we touch. Each of our campuses is expanding its open space and greenways to better connect learning and living spaces in the local community.

Students, faculty and staff are encouraged to embody sustainable practices in their personal and professional lives. We lead in the best way we know — by example. The vision of our strategic plan states that our community advances environmental sustainability by being a model steward of our own natural resources and by educating our students, faculty and staff to be proactive in their efforts to advance sustainability in their professional and personal lives.



This initial Sharing Information on Progress (SIP) report is built around our three pillars of sustainability: learning, living and leading. The pillars reflect our commitment to the six PRME principles and by fostering an environment for developing strategic and impactful partners internally and externally while incorporating the SDGs into these three pillars.



Wind turbines, Quinnipiac University York Hill Campus, Hamden, CT



Strategy



Learning

We promote a culture where students develop an understanding of environmental sustainability. Students learn about complex connections among natural environments and the social and cultural institutions that impact a sustainable global economy.

Living

In both physical presence and action, we serve as a responsible steward of our natural resources and support the long-term environmental sustainability of humanity on Earth. Our community members live and engage in sustainable practices and contribute to the creation of a more resilient and environmentally sustainable campus and community.

Leading

The presence of environmental sustainability in all pertinent practices is a central value. This value permeates our administrative and operational structures and provides the basis for external communication and internal execution of sustainable practices.

Purpose

We develop students' capabilities to generate sustainable value for businesses and society at large and to work for an inclusive and sustainable global economy.

Values

We 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.

Method

We create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Research

We engage in conceptual and empirical research that advances our understanding of the role, dynamics and impact of corporations in the creation of sustainable social environmental and economic value.

Partnerships

We 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.

Dialogue

We facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



Responsible Management Education at Quinnipiac

The United Nations General Assembly, in its declaration, “Transforming Our World: The 2030 Agenda for Sustainable Development,” boldly proclaimed its aspirations in the 17 included sustainable development goals (SDGs). Business leaders of the Business Roundtable, at Davos and within their communities, have applied these SDGs as the basis for organizational improvement.

At the end of 2020, Quinnipiac’s School of Business became a signatory to the United Nations Principles for Responsible Management Education (UN PRME). This has allowed us to focus on and make an explicit commitment to sustainability in our local community and beyond.

The School of Business Sustainable Development Strategy has been developed in alignment with UN PRME and the SDGs and strives to engage the business community to work for an inclusive and sustainable global economy.

Our mission at Quinnipiac is to build the University of the Future with a strategy propelling us from our storied past toward an ambitious, inclusive and innovative tomorrow. We prepare graduates as enlightened global citizens equipped for the challenges and opportunities of the future. We strive to create a diverse and inclusive community where each member is acknowledged and respected. We incorporate inclusive excellence to create a globally engaged, culturally rich and highly collaborative campus.

We have created a vision and goals for what sustainability means for Quinnipiac and have devised strategies that promote the most efficient and responsible use of resources into our operations to enhance sustainability. We have integrated sustainability principles across the academic curriculum and instituted approaches to embed sustainable practices into the daily experiences of students, faculty and staff.

We are a community that embraces positive change, inclusive excellence, kindness and generosity of spirit, with a commitment to lift the communities in which we live. Our students, faculty and staff are bold and curious, innovators and explorers. We partner with employers to understand their talent and technological needs and prepare graduates who meet these needs. We embrace lifelong learning, and we pursue learning and scholarship that asks and addresses significant societal and scientific questions.

Our strategic plan describes our ideals and articulates the present and future goals for academic programs, approaches to enriching equity and inclusivity, lifelong learning opportunities, ties to the communities we serve, alumni outreach and capital programs that advance these goals.

Our commitment to diversity and inclusion fundamentally embraces excellence as an essential value that defines who we are and where we are headed. Our policies and programs celebrate differences as sources of strength; we empower everyone to embrace who they are and to share their experiences, customs and beliefs. Our goal is to foster conversation, exposure and engagement with all people, thoughts and ideas. Inclusivity and diversity prepare students for life after graduation and for success in a highly competitive, creative and global workforce. Our objective is to develop informed and engaged citizens ready to do their part in creating a more just and equitable world.

The objective of the School of Business is to promote sustainability in business and society. Students pursue their interests and learn to be stewards of the Earth through study abroad, distinguished guest speakers, competitions, community service and internships. The remainder of this report will highlight some of these activities and the transformative impact they have on student learning, living and leading.



As our initial focus, we have identified seven SDGs that align most closely with our aspirations. These include:

- SDG 3 Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.
- SDG 4 Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- SDG 5 Gender Equality: Achieve gender equality and empower all women and girls.
- SDG 8 Decent Work and Environmental Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all.
- SDG 12 Responsible Consumption and Production: Ensure sustainable consumption and production patterns.
- SDG 13 Climate Action: Take urgent action to combat climate change and its impacts.
- SDG 17 Partnerships for the Goals: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.



Quinnipiac University Business, Nursing and Health Sciences students on study abroad trips to Nicaragua.



UN PRME Development Programs

To strengthen its work in sustainable development, the School of Business has collaborated with a variety of university offices and external organizations. These invaluable opportunities and partnerships have created learning experiences for students and expanded the knowledge of faculty. Students have gained problem-solving skills and increased their desire and capacity to act for sustainability and the SDGs.

Institutional Support for UN PRME-related Activities

Sustainable Development Goal Examples of Quinnipiac's Programming



Ensure healthy lives and promote well-being for all at all ages.

Through the QTHON dance marathon, the Quinnipiac student community has raised over \$1million over the past decade for patients and families at Connecticut Children's Medical Center.

Students interested in dementia can opt for training to become a Dementia Friend Champion, providing education sessions in their community.

Occupational therapy students spend two days with volunteers from AARP to learn about ageism and trends on aging in America, which strives to shape the mindsets of future healthcare providers who will work with older adults. Selected students live in apartments in the Masonicare community and provide 8 hours of service per week to older adults residing at Masonicare. Both students and Masonicare residents benefit from the sharing of wisdom and the intergenerational friendships that develop.

As part of [Master Facilities Plan](#), the university has invested in a new [Recreation and Wellness Center](#) on the Mount Carmel campus. The Recreation and Wellness Center advances student life and experience through activities programming and integration with academics that support student health, physical fitness, counseling and ongoing wellness and prevention education.



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

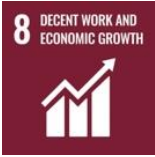
The Department of Cultural and Global Engagement advances the mission of creating a diverse and inclusive community through engaging learning experiences for students, staff, faculty and alumni.



Achieve gender equality and empower all women and girls.

The [M&T Bank Center for Women and Business](#) is dedicated to bringing together an internal and external community of women and their allies through skill-building workshops, motivational events and networking opportunities.

Girls who Code is a free, 10-week program for girls and women to teach coding in a fun and friendly way several hours a week. The program's mission is to close the gender gap in technology and change the image of what a programmer does and looks like while valuing diversity, equity and inclusion.



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

The School of Business has partnered with Alianza Americana in Nicaragua and the Good Samaritan Hospital in the Dominican Republic to develop microlending programs. Local entrepreneurs receive business consulting services while creating transformative learning experiences for our students.

The [M&T Bank Center for Innovation and Entrepreneurship](#) operates the [Innovation Hub](#), a space for innovative ideas to bloom into entrepreneurial ventures, on the premise that ideas for growth and opportunity come from all academic areas of the university and all sectors of society.



Ensure sustainable consumption and production patterns.

Through social and racial justice work, our students drive positive environmental efforts, work to increase access and equity for all populations, and strive to reduce food insecurity and homelessness.

At the end of the semester, students are encouraged to donate non-perishable foods. Donated items are distributed to partnering nonprofit organizations. This food drive annually collects four to five tons of food.

Students from the Catholic Chaplaincy volunteer annually at the Connecticut Food Bank to sort donated food.

The women's lacrosse team works with the Ronald McDonald Foundation to cook breakfast for families staying at the Ronald McDonald House in New Haven while their children receive medical treatment in the nearby hospital.



Take urgent action to combat climate change and its impacts.

The Albert Schweitzer Institute conducts programs that link education, ethics and voluntarism to create a more peaceful and sustainable world.



Partnerships for the Goals

We connect with corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Our partnerships allow us to acquire knowledge, connect with experts in their fields and develop areas of social and environmental responsibility.

Quinnipiac's recent partnerships include: Carlton Highsmith, ConnCAT (Connecticut Center for Arts and Technology) and ConnCORP (Connecticut Community Outreach Revitalization Program), M&T Bank and Hartford HealthCare.



Collecting and Tracking Information on UN PRME-related Activities

In fall 2020, Quinnipiac University issued its first Sustainability Report, and in spring 2021, Quinnipiac issued its first Equity and Inclusion Report. In spring 2022, the university submitted its first Sustainability Tracking, Assessment and Rating System (STARS) report to the Association for the Advancement of Sustainability in Higher Education (AASHE) and earned a STARS Bronze rating in recognition of its sustainability achievements.

In order to support key initiatives to build a culture of inclusive excellence, the university tracks its progress and spotlights the students, faculty and staff who bring this important work to life. Metrics have been put in place that enable us to measure our progress against the university's sustainability vision and objectives.

View the latest reports here:

[Sustainability Report, Winter 2022](#)

[Equity and Inclusion, Spring 2022](#)

This SIP report outlines a roadmap for the future of sustainable development at Quinnipiac and the School of Business.



Quinnipiac students volunteering at a local food bank as part of the Hamden Hunger Project.



UN PRME Signatory Team

The School of Business and the broader Quinnipiac community have collaborated to form a UN PRME Signatory Team. In 2021, the School of Business appointed Dr. Margaret A. Goralski as Champion of Quinnipiac's UN PRME Signatory Committee. Associate Dean Poonam Arora joined her in leading the committee.

The team includes liaisons from across the university and faculty representatives from each discipline in the School of Business.

- Iddrisu Awudu, Management
- Charles Brooks, Marketing
- Sean Duffy, Executive Director of the Albert Schweitzer Institute
- Mohammad Elahee, International Business
- Hanna Hejmowski, Director of Operations for the School of Business Centers and Institutes
- Patrice Luoma, Director of the M&T Bank Center for Innovation and Entrepreneurship
- Stephanie Miller, Accounting
- Matthew O'Connor, Finance
- Erin Sabato, Director of Global Learning
- Don C. Sawyer III, Vice President for Equity, Inclusion and Leadership Development
- Becky Spalthoff, Senior Director, Marketing & Communications
- Tamilla Triantoro, Business Analytics and Information Systems
- Xuewu (Wesley) Wang, Finance
- Tracy Van Oss, Occupational Therapy

At Quinnipiac, our mission is to create a diverse and inclusive community where every member is acknowledged, respected and has the necessary resources to thrive, both individually and together. We incorporate inclusive excellence in everything we do to create a globally engaged, culturally rich and highly collaborative campus. The Department of Cultural and Global Engagement advances this mission through engaging learning experiences for students, staff, faculty, and alumni.

The Albert Schweitzer Institute conducts programs that link education, ethics and voluntarism to create a more peaceful and sustainable world. A dynamic presence at Quinnipiac University, the institute has drawn notable humanitarians, including Nobel Peace Prize Laureates, to campus to give faculty, staff, students of all majors, and alumni the chance to engage in important conversations that affect the local community as well as the broader international community.

The School of Business and the M&T Bank Center for Women and Business brings together women at all stages of work and life with varied backgrounds to learn from and support each other. The Center offers virtual and in-person events focused on topics such as hope, resilience and healing during adversity. These events focus on ways to increase skills, improve self-awareness and build strength while preparing for the future.

The School of Business and the M&T Bank Center for Innovation and Entrepreneurship operates the Innovation Hub, which provides students with a uniquely collaborative and interdisciplinary opportunity by bringing together the university's innovation ecosystem. The Innovation Hub serves as a runway to the workplaces and jobs of tomorrow, a place where students work with their peers from diverse backgrounds and interests toward a common goal. These shared experiences and relationships prepare our students to work with colleagues in locations across the world.



The UN PRME Signatory Committee is charged with three objectives:

- Integrate responsible management, ethics, sustainability, and the UN SDGs into the curriculum and research goals.
- Nurture relationships within the university and with the community around us to facilitate sustainable development.
- Foster an environment that enables students, faculty and staff to be enlightened global citizens and leaders equipped for the challenges and opportunities of a 21st-century world.

The Path Forward

At the School of Business, our goals for a sustainable future are to:

- Align curricula and research to the SDG commitments and agenda.
- Insert new content, learning methods, transformative approaches such as experiential and interdisciplinary learning, and bold problem-solving skills into the curricula.
- Conduct more research around the SDGs that can create solutions to help businesses be more effective and sustainable.
- Engage with students to commit to and act in support of the SDGs.
- Act as leaders of public opinion, advisers, suppliers of knowledge and solutions, and mediators among businesses, government and civil society in support of the SDGs.
- Continue to partner with the Department of Cultural and Global Engagement and other Quinnipiac stakeholders to advance the mission of creating a diverse and inclusive community through engaging learning experiences for students, staff and faculty.





Principle 2: Values

We incorporate into our academic activities, curricula and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Quinnipiac has a long and active commitment to the values espoused in PRME's Principle 2: Values. We are a community that embraces positive change, inclusive excellence, kindness, and generosity of spirit, with a commitment to lift the communities in which we live. Our students, faculty and staff are bold and curious, innovators and explorers.

All four pillars of [Quinnipiac's Strategic Plan](#) engage sustainability as a central value:

- Sustainability-mindedness as an essential element of 21st-century careers and lives.
- The concept of sustainability as an intentionally inclusive way communities experience the environment and environmental disruptions.
- Personal and institutional care for the environment as a central way that Quinnipiac contributes to the communities in which we are embedded.
- Dedication to nurturing a healthy campus community and promoting environmental sustainability in all our practices in balance with the available resources and great diversity of our local and regional ecosystems.

Sustainability has different meanings to different people and communities. Quinnipiac follows the definition promoted by the United Nations World Commission on Environment and Development: Environmental sustainability entails the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs.

[Quinnipiac's 10-point plan](#) for racial justice defines an ambitious agenda for institutional strengthening as we work to advance racial justice through a plan of action. At the same time, we will work to advance environmental equity and justice into our identity and actions locally, regionally and globally as we advocate for our planet and our people.

Statement of Inclusive Values

At Quinnipiac University, we believe excellence is inclusive and built upon equity; all groups should feel welcome to fully participate in and contribute to our mission. Achieving this level of excellence requires creating a sense of belonging for all individuals — especially historically marginalized members of society — by affirming the worth, dignity, legitimacy and equality of everyone in the Quinnipiac community.

Quinnipiac University's 10-Point Plan to Advance Racial Justice

In the summer of 2020, we introduced Quinnipiac's "Actions to Advance Racial Justice." The actions outlined in this plan were informed by statements, pledges and ideas from both faculty and student groups. The 10-point plan is intended to be a long-term roadmap to advance racial justice for all communities.

Collectively, we are unwavering in our focus to bring about change in our own communities — and within our own institution — by advancing equity, inclusiveness and antiracism as cornerstones of who we are at Quinnipiac.

The plan is multifaceted, transparent and designed to hold the university accountable for making progress in 10 key areas: curriculum review, bias reporting, student training, faculty and staff training, data access,



affinity groups, Indigenous recognition, support for QU's Department of Cultural and Global Engagement, civic engagement, and recruiting and retention of underrepresented faculty, staff and students.

Each quarter, the university releases a new Action Plan Progress Report so the QU community can access, review and engage with the latest updates. Some of these key initiatives include Belonging, Empowering, Educating and Partnering. Quinnipiac's Equity and Inclusion Heroes website features students who take on specific projects for the betterment of the QU community. Some examples of these transformative Equity and Inclusion projects are:

- Advocating for gender-inclusive housing
- A student-developed video series, "Curl Talk," that empowers underrepresented women and creates a safe space where voices can be heard and valued
- A student-launched magazine, "For the Culture," that celebrates multiculturalism
- Awareness projects led by members of Greek life, including "How to Be a Better Ally to Women" and "The Clothesline Project" to educate the university community on Title IX issues and sexual assault

Learn more: qu.edu/10-point-plan/

"It is our hope that by nurturing inclusive values during the formative years that students spend with us, Quinnipiac graduates leave our university with greater humility, empathy, compassion, and respect for others. They will become global citizens prepared to lead change for the good of society."

— Quinnipiac President Judy Olian



Quinnipiac University Sustainability

In May 2014, an ad-hoc committee for sustainability with an external contractor delivered three reports outlining Quinnipiac’s sustainability. Together, they made recommendations for leveraging student interest in the environment by creating strategic direction and administrative oversight of sustainability on campus. In addition, the merits and mission of sustainability were integrated into the curriculum and the university’s essential learning outcomes (ELOs).

President Olian appointed a Sustainability Committee in 2019 to set forth a vision and goals of what sustainability means for Quinnipiac as the University of the Future. Membership was drawn from administration, faculty, staff and students. Through a series of town hall forums educating input from the community and drawing on previous efforts to assess our direction forward in sustainability, the committee settled on a vision and framework that defines sustainability in three thematic and strategic areas: learning, living and leading.

QU’s strategic goals were formulated in May 2019 to promote the most efficient and responsible use of resources in our operations to enhance sustainability. Opportunities were identified to embed sustainable practices into the daily experiences of students, faculty and staff. Principles of sustainability were implemented across the academic curriculum and processes to measure our progress against the university’s vision, values and goals were set in place. Quinnipiac has been working to advance ecological learning, living and leading while remaining cognizant of the implications for the social and economic systems in which we are embedded.

“As the University of the Future, Quinnipiac will advance environmental sustainability by being a model steward of our own natural resources, and by partnering with local and regional communities in achieving outcomes that support the long-term sustainability of our planet. A campus sustainability plan and execution structure will be developed to advance the responsible stewardship of environmental resources on campus, and to model in our behavior the ideals for others.”

— Quinnipiac University’s Strategic Plan, May 2019



School of Business Sustainability

The School of Business has a sustainability strategy that aligns with the broader strategy of the university. We share UN PRME's goal to "equip business students with the understanding and ability to deliver change for tomorrow." By implementing its sustainability strategy, the university ensures that we are working within the vision and framework of learning, living and leading. This approach provides a foundation for us to integrate PRME's principles and the UN SDGs into our institutional and educational structure.

School of Business Values

- To promote a collegial, respectful and responsible environment where members of our community act with integrity, honesty, fairness and tolerance.
- To embrace diversity in people and ideas.
- To actively support faculty scholarship that emphasizes contributions to practice and pedagogy.

As a School of Business, we hope to inspire students to transform business into a force for good worldwide. We are dedicated to excellence in teaching, research and service. We prepare the next generation of business leaders through innovative academic and professional degree programs. Organization and business leaders are actively involved with our students, faculty, staff and alumni through speaker engagements, case competitions, internships, career placement and professional education programs.

The School of Business is actively involved in global learning as part of its undergraduate and graduate programs and alumni relations efforts. Through our partnership with the Department of Cultural and Global Engagement, students participate in semester and short-term programs, internships, community-based global learning, clinical, research and faculty-led programs abroad in various communities around the world. Programs are offered in Argentina, Barbados, Bolivia, Costa Rica, the Dominican Republic, Ecuador, England, Germany, Guatemala, Iceland, Ireland, Italy, Japan, Kenya, Mexico, Morocco, Niger, Poland, Peru, Singapore, Spain, Switzerland and Uganda. These programs provide the opportunity to develop empathetic and engaged citizens by cultivating their cultural awareness and humility as well as skills and knowledge necessary to participate respectfully in the global community. International internships are available with opportunities to study and participate in business competitions in Poland through our Central European Institute.

Quinnipiac alumni are "Bobcat's for Life." Alumni share the privilege of continuing and broadening their relationship with Quinnipiac through participating in online career webinars, getting together with friends at alumni events, mentoring students and offering support to the community. The relationships that they have built at school stay relevant and important. Quinnipiac University and its strong heritage pull them back time and time again. The camaraderie, friendship and sense of community holds them together through shared experiences and campus memories. Through Bobcat Connect students have a direct line to mentoring and alumni support.

"Pride in our school, our friendships and a sense of community hold us together for today, and for tomorrow."



Mapping QUs initiatives against the UN SDGs

- QTHON is Quinnipiac's 10-hour dance marathon that brings together students, alumni, faculty and staff to raise funds and awareness for Connecticut Children's Medical Center (CCMC), which provides lifesaving treatments and healthcare services for local children and their families. In 2022, 52 student teams combined to raise \$125,039.67 for patient care, technology and research. Over the last decade, QTHON has raised more than \$1 million for CCMC. This community initiative maps to SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities).



- Quinnipiac's occupational therapy students spend time at the North Haven Senior Center leading a photography class for senior citizens to help them build their digital literacy skills and better share their experiences. In addition to teaching seniors about the camera features on their mobile phones, students teach them how to send the photos they take to their friends and family via text or email. The students conducted three pilot program classes dedicated to 1-on-1 tutorials. They also held a photo scavenger hunt where seniors went outside to practice taking photos with their phones. The program culminates with an art show where members of the senior center hang their photos to share with others. The art show includes nature scenes and selfies, which give the seniors a rewarding opportunity to share their experiences and creations with their friends and families. Students use the knowledge from previous courses at QU to ensure their handouts and presentations are accessible to people of all abilities. The students also gain a new perspective by working with older adults. Likewise, the seniors find the sessions both educational and fun. This community initiative maps with SDG 3 (Good Health and Well-Being), SDG 4 (Quality Health) and SDG 10 (Reduced Inequalities).
- Quinnipiac's Volunteer Income Tax Assistance (VITA) program offers free income tax preparation services to taxpayers with annual household incomes of \$57,000 or less. Envelopes containing information about the program and the forms needed for tax preparation are made available at the Keefe Community Center in Hamden, Connecticut, and can be returned to a lock box at the Keefe Center for pickup. QU students prepare the tax returns, which are reviewed by professors from the School of Business. Once the taxpayer has reviewed the tax return, it is e-filed with hard copies mailed directly to the taxpayer. VITA gives accounting students the opportunity to serve the community and apply what they have learned in the classroom. The program also relieves the stress of tax preparation for local residents who would not be able to afford these services. Quinnipiac's VITA program is part of the United Way of Greater New Haven's VITA coalition. This community initiative maps to SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities).



Change for Climate Action

- The university has increased the energy efficiency of the M&T Bank Arena. The 185,000-square-foot athletic facility houses twin basketball and hockey arenas, offices, locker rooms, a premium seating space with a dining room, meeting and conference rooms, storage and a weight training facility. By upgrading the water heating system to two consolidated units, space and energy are saved and carbon emissions are reduced. The new Intellihot system also improves health and safety while making mechanical issues easier to remedy with remote monitoring and notifications. This community initiative maps to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
- The Albert Schweitzer Institute’s Rain Garden and Pollinator Garden are the result of more than two dozen members of the university community coming together to support environmental and sustainability initiatives for a positive impact on the region. Students, faculty and staff rolled up their sleeves to install a rain garden and berm to help absorb water runoff before it reaches the Mill River and storm drains. The rain garden was designed in an ecological engineering class at QU. Ten native plants that do well in both wet and dry conditions were handpicked for the 170-square-foot garden. The plants are expected to bloom gold and blue — Quinnipiac’s school colors — throughout the year. In addition to the local effect that the garden is expected to have on the Mill River watershed, rain gardens in general can play a role in building climate resilience in the region. The rain garden was designed to capture one inch of rainfall at a time, which encompasses 90% of storms in the area. The plants will capture the rainfall, and the water will evaporate and transpire back into the atmosphere to restore the green infrastructure and prepare the Earth for the next rainfall. This community initiative maps to SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education) and SDG 13 (Climate Action). A new pollinator garden is also underway at the Schweitzer Institute. It will be a teaching space committed to protecting biodiversity, pollinator health, and therefore, the ecosystem health in our area. This initiative maps to SDG 15 (Life on Land).
- Cultivating green skills for a transforming economy is our objective for Earth Day and every day. Climate change demands that we adopt a transformative cycle of the way we work and live. Green skills — or the skills needed to assist us in becoming a green economy — are critical. Quinnipiac has introduced three sustainability-focused bachelor’s degrees: a B.S. in environmental science, a B.A. in sustainability and environmental policy, and a co-major B.A. in environmental studies. These degrees are one way the university is moving toward its goal of creating Earth-conscious citizens and becoming the University of the Future. Sustainable fashion is another in-demand green skill in today’s global economy. The Eco-Fashion Design course at Quinnipiac teaches students how to turn trash such as expired pasta, coffee filters, trash bags and surgical cloth into fashion treasures. The course concludes with a fashion show on Earth Day where students display their upcycled creations. The course allows students to identify new ways of becoming more environmentally conscious in their daily lives, promotes creativity in repurposing items instead of purchasing them new and sparks a greater curiosity about sustainability. Earth Day events were created and organized by the Students for Environmental Action (SEA). This initiative maps to SDG 4 (Quality Education), SDG 6 (Decent Work and Economic Growth) and SDG 13 (Climate Action).

Quinnipiac is a special place that has always supported its students, faculty, staff and alumni in the pursuit of their passions. In an exploratory analysis of the issues most material to our academic institution, a notable alumnus, businessperson and member of the Board of Trustees said, “The sustainability strategy at Quinnipiac is better than anything else I have ever seen. It is centered around learning, living and leading. For the Rain Garden project, students are learning how to take care of our environment, and we are leading an effort to protect the Mill River watershed, which is a pristine place for our surrounding communities. It encompasses all three elements of our strategy so well.”



The initiatives highlighted in Principle 2: Values are epitomized by faculty, staff and alumni sharing knowledge with students and students bringing this knowledge into the community to share with others. They then bring that enlightened knowledge back to QU to share in the ecosystem of learning, living and leading.

We have surveyed students about what they want to learn, faculty about what they want to teach, and alumni and industry leaders about what knowledge students must possess to succeed in the future. Knowledge is continually being shared, revised, transformed and enlightened with input from friends, family and the community.

We can see that the QU values, stated at the beginning of Principle 2 — “to embrace positive change, inclusive excellence, kindness, and generosity of spirit, with a commitment to lift the communities in which we live” — are values that we share with each other and the community around us. PRME-related topics are being integrated across the institution and into the core of our professions: “Our students, faculty and staff are bold and curious, innovators and explorers.”





Principle 3: Methods

We create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Within each course offered in the School of Business, faculty provide experiential learning proficiencies to enhance the undergraduate, graduate and professional graduate programs. Periodic review of each course module assures compliance with the School of Business Learning Outcomes: Business Knowledge, Communication, Business Analytics, Critical Thinking, Business Ethics, Cultural Adaptability and Professionalism. In addition, our capstone courses must also adhere to the University Undergraduate Curriculum Essential Learning Outcomes: Knowledge and Literacies, Critical & Creative Thinking, Effective Communication, Inquiry and Analysis, Social and Emotional Intelligence, and Intercultural Citizenship and Responsibility. While some of the learning objectives might overlap, the courses themselves are assessed both internally within the school, more widely by the university curriculum assessment committee and by an external assessment entity.

We have just begun to map our teaching with the UN SDGs. However, each course aligns with various SDGs that are covered within the coursework and through class discussions. By placing the SDG alignment within the syllabi for each course, students will be able to experience the entire business process from creation, through incorporation of sustainability, and the social impact that each of the SDGs have within the environment of a given organization and community. In addition, students will be able to follow the path of a business, such as Apple or Amazon, as it incorporates more of the SDGs into its business practices and becomes more successful by giving back to the community.

As the School of Business begins to write the next chapter for our continued AACSB accreditation report, Dean Raider and Associate Dean Arora, as well as faculty within the school, have begun to review our mission, vision and values to assure that our message aligns with the message of Quinnipiac University. But even more importantly, we want to ensure the message is accurate and depicts the education that students receive in our university and school.

We have begun to identify areas in need of further development, and we will address each issue through a deeper and more integrated manner at the course and school level. Through increased internal communication between the deans, chairs, faculty, staff and students, we will further identify the SDGs that are embedded in our core and highlight courses that specifically focus on the SDGs and any ethical dilemmas that might present themselves through increased usage of technology.

School of Business faculty use a combination of experiential learning activities, authentic case studies, simulations, debates, industry guest speakers and critical analysis of sustainability-related incidents to promote global responsibility, sustainability, the SDGs and responsible leadership.

Although we are at the very beginning of our mapping phase, the School of Business has identified gaps in alignment of the SDGs with courses and is developing a curriculum to address those gaps. As an ongoing initiative, we believe that all courses and teaching will be mapped by the time we write our 2024 SIP report and submit our social impact mapping for Standard 9 to AACSB.



PRME in Practice: Selected Courses

SB125: Sustainable Fashion in an International Setting

Professor Hanna Hejmowski

Students in this undergraduate elective course learn about sustainability in the fashion industry. Topics include sustainable business operations, fair trade, ethical labor practices, circular business models, the fashion production cycle, innovations in sustainability and international perspectives on sustainable business practices. The course features company visits to global ethical and sustainable clothing brands and a creative fashion project as a requirement.

Students in this course are introduced to various aspects of sustainability in the fashion industry through practical hands-on projects and theoretical knowledge. Sustainable fashion is derived from recycled, repurposed and environmentally friendly materials. Research is conducted on ethical and sustainable clothing brands using environmentally friendly fabrics and their specific niche within the sustainable fashion industry.

During the semester, students work on a creative fashion project to learn the basics of refashioning and repurposing design techniques. At the completion of their research, students collect suitable fabrics, second-hand clothing and other materials to use as they create their own refashioned designs. Two pre-recorded virtual company visits are currently included in the course, but as we move into a post-Covid environment, students will visit ethical and sustainable clothing brands worldwide.



Quinnipiac students wearing refashioned designs from SB125.



SB420: Strategic Integrated Management Seminar

Professors Henry Adobor, Margaret A. Goralski, David Hartman and Andrea Luoma

This undergraduate capstone course takes a top management perspective in formulating, implementing and evaluating business and corporate strategy. The course integrates critical concepts from the business functions including accounting, finance, economics, marketing, operations and others. Students study core strategic management concepts and apply this knowledge by implementing strategy into a computerized business simulation. In addition, the course serves as a university capstone in which students create a signature work incorporating strategic theory and concepts.

Teams of students in this course compete with each other, as well as with thousands of students from hundreds of universities worldwide, to run successful organizations. They make approximately 146 decisions per week in each decision round. Students then debrief, analyze the data, review their decisions and make better decisions in the next weekly decision round.

In addition, students write an organizational analysis Signature Work, which is a culmination and summation of the knowledge gained throughout their university experience. They begin by defining the organization's mission, vision and values, then define the organization's external and internal environments, culminating in a reflection on the organization's position in the industry and student lessons learned. Not only must students identify the organization's strategies and activities for sustainability, but they must also identify how those strategies and activities align with the UN SDGs. This allows students to explore all of the UN SDGs and determine for themselves which are most aligned with their organization of choice. They incorporate 10-K annual reports, research, Capital IQ and a wealth of additional data into their paper.

UN Sustainable Development Goals (SDGs) aligned with SB420

The UN Sustainable Development Goals (SDGs) that align most closely with this course include but are not limited to SDG 4: Quality Education, SDG 5: Gender Equality, SDG 8: Decent Work and Economic Growth, SDG 9: Industry Innovation and Infrastructure, SDG 12: Responsible Consumption and Production and SDG 16: Peace, Justice, and Strong Institutions. For more SDG information follow this link: <https://sdgs.un.org/goals>

MBA625: Authentic Leadership within Organizations

Professor Amy Paros

In this experiential graduate course, students consider their individual leadership styles and determine their unique preferences for leadership, motivation, emotional intelligence and achievement. Additionally, students experience how communication occurs in organizations to utilize organizational networks, negotiate workplace politics, embrace change and lead team execution. Students begin to recognize that inclusive organizations contribute responsibly by keeping legal, ethical, social and human duties at the forefront of decision-making.

Learning in this course is primarily driven by engagement in the experiential classwork and a cumulative individual presentation developed at the end of the semester. Students move through the course within a cohort of fellow students who are all experiencing the same process, which helps to enhance and reinforce learning. Team-based learning communities (LCs) of four to six students are formulated within the course and flow along together during the semester. Students within these LCs develop common interests and address certain needs within their community. The LCs enable students to discuss the course materials and assist each other in the application of learning. A proof of "life" report allows students to explain how



they are building this learning community and who among them is responsible for each of the deliverables of the course.

Students interact with two Harvard Business simulations within the semester. One pertains to change management: power and influence, and the other focuses on organizational design: evolving structures. Student-led presentations at the end of the semester outline team collective learning, current business happenings and the concepts and skills associated with learning and engagement in the course.



Amy Paros and Quinnipiac students speaking to attendees from the Cheshire Chamber of Commerce.



MBA639: Sustainable Supply Chains

Professor Iddrisu Awudu

Students in this graduate course learn to understand how organizations solve sustainability problems by looking closely at global supply chains and the interconnections among the various entities within a supply chain. For a firm to thrive, it is increasingly important that the firm be aware of the economic, environmental and social dimensions of the entire supply chain. Also, the supply chain must be adaptable in the face of disruptions to determine if the organization would need to be proactive or not. Organizations that incorporate efficient and effective sustainable solutions into their supply chain are important not only for shareholders, but also for the many stakeholders who are impacted by organizational decisions.

MBA639 aims to provide insights into what sustainability means in supply chains and how organizations can incorporate the three thematic areas of economics and social and environmental parameters into their supply chain planning while the organization is still adaptable to disruptions.

Dr. Awudu incorporates “The Case of Saica: Connecting supply and demand markets in a circular economy” into his course. Students read the words of the author, Dr. Knoppen, from the Eade Business School in Barcelona, Spain, and discuss the case among themselves and then within the larger class audience. The case refers to “regenerative and restorative” economic systems to optimize resource usage and reduce waste. It allows students to explore the creation of a balance and harmony within the economy, the natural environment and society. The conversation includes topics such as governmental mandates, alternate agendas and objectives of various stakeholders, as well as the importance of considering the interconnections between stakeholders in order to consider optimal decisions within a circular economy. The case learning outcomes include locating decisions in a wider perspective, understanding sustainable logistics strategy, and emerging sustainability practices and dynamic routing opportunities for sustainable planning.

MBA690: Strategic Management

Professor Margaret A. Goralski

In this graduate strategic decision making course MBA students learn concepts and theory relevant to the field of strategic management as well as review and integrate their accumulated business knowledge from other MBA core courses. The course covers topics such as internal and external firm analysis, industry analysis, value chain, competitive strategy, corporate and functional strategy, top management leadership and firm performance evaluation, sustainability and the SDGs. Emphasis is placed on developing decision-making skills through company and case analyses.

The course is offered in seminar format with active participation on the part of students. They not only present cases, but must also handle the question-and-answer portion of the course for their respective case presentation. Students must come to class well prepared to lead class discussions and to explore the internet and report their findings back to the wider audience of their classmates for further conversation.

Cases are presented in eight of the class sessions by eight individual teams of students. The cases themselves encompass all phases of business, from making entrepreneurial decisions in the Forked River Brewing Company case to encouraging customers to invest in carbon removal in the Stripe case, investor demands of the board in the Sustainability at the Dollar Store case, creating a new Blue Ocean market space in The Marvel Way: Restoring a Blue Ocean case and involving marginalized people into business strategy in the Sustainability at IKEA case.

In an additional assignment, teams of students must construct a Blue Ocean Strategy for Quinnipiac University and the School of Business. They must create a strategy canvas, a four-action framework:



eliminate, reduce, raise, create grid, and define the three characteristics of good strategy: focus, divergence and a compelling tagline. Their presentations are recorded and shared with the provost, deans and faculty.

As part of their final presentation, students must analyze an organization, delineate whether the organization has a framework for sustainable development, define the organization's sustainable development goals, align those goals with the UN SDGs and write their conclusions from the study as well as their reflections.

Re-envisioning business education to create a better world

The challenges of Quinnipiac University and the School of Business cross disciplines, national borders and cultures. We are educating the next generation of leaders to take on complex global challenges by bringing together leaders across sectors to exchange ideas with students and generate new ways of thinking.

We are committed to re-envisioning business education to create a better world by encouraging students to study abroad, debate world issues and embrace conversations about future endeavors. We are partnering with businesses for positive change within our community as well as in our expanded environs and across the globe.

School of Business students have multiple opportunities for experiential learning by devising solutions to challenging problems, discussing student-driven ideas and entrepreneurial pursuits, hackathons, scholarships and creation of a path to engage with various levels of society. In addition, Quinnipiac University offers expanded experiences by engaging with other students to fully explore one's rights through Title IX, launching a magazine, creating gardens to fuel a food bank, traveling the world, meeting Nobel Peace Laureates and building bridges between the U.S. and Central Europe. Students are actively engaged in scholarship and activities that provide insight into the role and alignment of the UN SDGs to add sustainable social, environmental and economic value to their education.

We reached the threshold of this new adventure by incorporating the UN 17 SDGs as our center. Principle 3: Method encompasses education, materials for learning and processes implemented to help students absorb knowledge. The end result will be an environment that enables students to learn effectively and efficiently through experience and responsible leadership.

Currently, Quinnipiac University offers a B.S. in environmental science, a B.A. in sustainability and environmental policy and a co-major B.A. in environmental studies. According to a Global Green Skills Report on LinkedIn, green talent increased from 9.6% to 13.3% from 2015 to 2021. The number of American renewables and environmental jobs increased by 237%. We are in the process of adding a major and minor in Sustainability to the School of Business core as well as a Sustainability Certificate for the larger community of scholars. (See Appendix I for additional student opportunities and experiential learning.)



Principle 4: Research

We engage in conceptual and empirical research that advances our understanding of the role, dynamics and impact of corporations in the creation of sustainable social, environmental and economic value.

Quinnipiac promotes a world-sized classroom. Constant academic innovation, along with faculty who possess deep industry experience, deliver market-driven research that enhances students’ immersive in-class instruction with real-world, hands-on experience. The School of Business is committed to active support of faculty scholarship and seeks to support SDG awareness in the next generation of business leaders.

In 2022, a review of the School of Business research was conducted. It examined studies produced between 2020 and 2022 on topics related to our three pillars — learning, living and leading — and alignment of published research with the 17 UN SDGs. In the future, we will collect data through Quinnipiac’s website, social media channels and press releases.

A snapshot of some of the research publications follows. For a more complete list of research publications and presentations, please refer to Appendices II and III.



Faculty and students planting a pollinator garden at the Albert Schweitzer Institute. Students researched pollinator health and nutrition in native bee populations. This research is part of Quinnipiac University's Interdisciplinary Program for Research & Scholarship (QUIP-RS).



PRME in Practice: Selected Research

Using the Adaptive Cycle Approach to Explain Supply Chain Resilience

Professor Henry Adobor

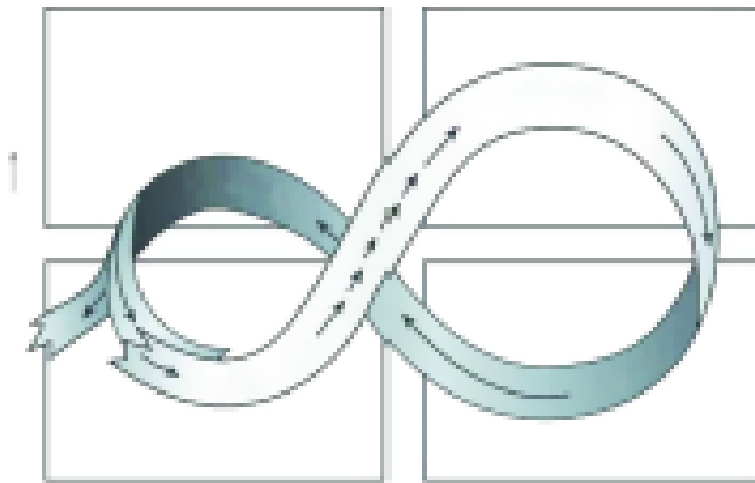
Dr. Henry Adobor's recent research develops a conceptual framework for extending the understanding of resilience in complex adaptive systems (CAS) by using an adaptive cycle framework. He utilizes the framework to explain supply chain resilience (SCRES).

This research applies an important concept from social ecology to a business process. The concept of adaptive cycles emphasizes the issues of change, adaptation and transformation — all cross-scale issues. Sustainable development similarly reflects cross-scale issues.

Adaptive cycles suggest that the resilience of complex adaptive systems such as supply chains and social-ecological systems are not fixed but expand and contract over time. Resilience requires such systems to navigate each of the cycles' four stages successfully. Resilient social-ecological systems, much like resilient supply chains, need capabilities for navigating multiple change regimes.

The key findings of the research indicate that the adaptive cycle concept can lead to a broader understanding of system resilience beyond focal scales to include cross-scale resilience. Sustainable development includes cross-scale issues as intergenerational and environmental.

Adaptive cycles allow us to create concepts for change, adaptation and transformation, while at the same time identifying disruption as an opportunity for innovation and renewal — an opportunity to build more resilience into supply chains.



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Valence-Instrumentality-Expectancy Model Of Motivation as an Alternative Model for Examining Ethical Leadership Behaviors

Professors Emmanuel Osafo, Amy Paros, and Robert M. Yawson

Leadership character failures in organizations have been well documented: Enron, Exxon, Johnson & Johnson, WorldCom, Barclays, among many others. There is a need to intensify research into ethical leadership behaviors (ELBs).

By utilizing a multidisciplinary integrative literature review, Dr. Osafo (Washington State University), and Drs. Paros and Yawson (Quinnipiac University) present Vroom's Valence-Instrumentality-Expectancy (VIE) Model of Motivation as an alternative model to those used in the past to examine ethical leadership behaviors.

The VIE model may bring clarity about how leaders can be motivated to behave ethically. The ideas from the VIE model, when combined with Starratt's Three-Step Approach, create a unique framework for examining ethical leadership behaviors. The model stresses the importance of leaders' values in the development of an organization's ethical values. It could eventually translate into professional ethical values.

Three factors of the VIE model include motivation as a consequence of the psychological value people place on a desired outcome of their action (valence), the effort people put into tasks or behaviors they believe have the ability to accomplish certain means (instrumentality) and intensified effort when people expect to receive a reward for their behaviors (expectancy).

The VIE model and Starratt's Three-Step Approach present a new framework that seeks to inspire ELBs through motivation. It highlights the importance of a leader's values in the creation of ethical values for the entire organization and, eventually, how those factors translate into a professional set of ethical values.





Artificial Intelligence and Sustainable Development

Professors Margaret A. Goralski and Tay Keong Tan

The research of Drs. Goralski (Quinnipiac University) and Tan (Radford University) recognizes that the intelligence of machines and robotics with deep learning capabilities could create profound new disruptions for business, government and society. They question whether artificial intelligence (AI) will accelerate our progress on the United Nations (UN) Sustainable Development Goals (SDGs) or lead us down a path of greater economic uncertainty, environmental collapse and social upheaval.

The research analyzes the impact of AI in three case studies and draws implications for business leadership and the education of future business leaders. AI has been incorporated in many forms into the SDGs — first through experimentation, and later, in sustainable management and leadership programs.



This body of research presented smart water management systems powered by AI that could replicate the way that humans learn in environments that are ever-changing. AI is making profound decisions in the water management infrastructure.

Penn State University and the Swiss Federal Institute of Technology joined forces in a project that diagnoses plant diseases through an app installed on an inexpensive smartphone. The team built a database that can recognize and identify plant diseases by using transmitted mobile phone images submitted by farmers in any country.

Obtaining clean water where billions of people are affected worldwide by waterborne disease is a critical problem. Through a hackathon, and inexpensive technology, AI can test the water and remedy the situation.

AI can serve as a game-changer in the pursuit of sustainable development. It will involve multiple actors from different cultures, sectors and countries. The world has been called to play a role in achieving the SDGs. AI can be a powerful enabler of sustainable development.



Vision, Motivation and Impact of the National Science Foundation CoPe Grant 2021-2026 awarded to School of Business Associate Dean Poonam Arora — \$4,999,056.00

Stakeholders in coastal communities interact with each other to construct opportunities or to create obstructions to resilience. There is a need to understand these interactions since social capital creates a critical structure for communal resilience. There is a well-established research history regarding the disproportional impact of coastal hazards on communities of people who are marginalized and disempowered. Without understanding how these marginalized groups are impacted, it would be difficult to integrate and prepare a viable coastal resilience plan.

This project focuses specifically on coastal hazards in the Pamlico Sound, i.e., the estuary of the Tar River, and a part of the Albemarle-Pamlico Estuary System (APES). APES is one of two recognized global biodiversity hotspots in North America, along with Chesapeake Bay. Between Florida and Maine, these two areas represent half of the juvenile fish habitat with an estimated value of \$6-7 billion per year in benefits — agricultural, ecosystem, fisheries, forestry, tourism, etc.

Nutrient, sediment and fecal coliform loads to the Pamlico River and Sound are exacerbated by an accumulation of agricultural releases, rural and urban residential waste discharges, and urban runoff. These loads add to the sensitivity of the waters to episodic perturbations from drought, flood and resuspension of sediments caused by wind. According to the EPA, a majority of the Pamlico River and locations along the Sound contain impaired waters exceeding safety standards. Harmful algal blooms (HABs) and marine habitat degradation threaten the ecosystems and economic activities that coastal communities rely on.

Figure 1 illustrates a traditional pattern of interaction of stakeholder interests and needs. When environmental impairments are caused by various contributors to coastal hazards, they are then mediated through regulatory actions to protect impacted and vulnerable communities. An alternative paradigm might be one that addresses the social context of stakeholders in a cooperative approach toward mitigation of hazards.



Figure 1: Traditional approaches use regulatory mechanisms through policies, programs and penalties to change the behavior of populations contributing to environmental degradation. We focus on an alternative social pathway where cooperation between contributing and impacted populations is used to regulate environmental effects, both of which may be located within vulnerable communities.

Community collaborations must be formed to facilitate co-production of research to identify the drivers that impact social and environmental resilience to the coastal hazards that most often and disproportionately affect populations that are marginalized. Research is one tool that can be utilized to advance and achieve basic science and community empowerment.

In this NSF CoPe Grant, Associate Dean Arora will pursue four overarching project objectives:

- (1) **System Mapping:** Identify and characterize key natural, built and socio-economic factors and interdependencies affecting impacts on tourism, fisheries and mariculture in the Pamlico Sound.
- (2) **Vulnerability Assessment:** Understand how increased intensity of droughts, hurricanes and sea level rise are likely to enhance vulnerabilities, particularly within the local social context (e.g., trust and cooperative norms among stakeholders), environmental risks (e.g., flood and water quality) and perceptions of control over adaptive actions.
- (3) **Community Adaptation:** Identify opportunities for locally appropriate cooperative adaptation and mitigation strategies that build community and regional resilience.
- (4) **Coastal Environmental Justice Institute:** Support community dialogue, understanding and participatory research in coastal science through stakeholder forums, an online communication and data sharing portal, and a community-embedded internship program.



The project focus on environmental justice necessitates inclusion of diverse socioeconomic, cultural and racial populations in the area. Resilience in a complex socio-engineered-ecological-system (SEES), like the Tar-Pamlico basin, is centered on the necessity to achieve and maintain a state of dynamic equilibrium.

This proposal takes a SEES approach to a problem in which stakeholders must decide to act even when outcomes depend on substantial environmental uncertainty, thus pointing to the need for integration of social and environmental science approaches to understanding the system.



Although QU civil engineering major Connor Becerril's research (2021) is not associated with Arora's grant, he is part of an Urban Waters Initiative chaired by Kimberly DiGiovanni, for the Connecticut Department of Energy and Environmental Protection. Three civil engineering students are helping to promote water quality in the Mill and Quinnipiac rivers.

Both of these areas of research align with SDG 14: Life Below Water and SDG 15: Life on Land.



Principle 5: Partnership

We 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.

Partnerships established at Quinnipiac and by the School of Business include internal and external relations that cross disciplinary boundaries. Our outreach extends to local, regional, national and international firms and organizations that engage with students and faculty. These partnerships allow us to acquire knowledge, connect with experts in their fields and develop areas of social and environmental responsibility. We have an opportunity to meet with people individually to provide business expertise and share perspectives. We begin these partnerships on the Quinnipiac campus coming together with others with like or diverse interests and opinions. We reach outward locally to our wider community in Hamden and North Haven, Connecticut, where our campuses are located and further afield within Connecticut. We are a national university, so our intent does not end there. Our outreach extends to the global community in hopes for a better, more equitable tomorrow for people and the planet.

Collaboration within the university community is an effective way to connect School of Business faculty and students to others with expertise that differs from our own. When entrepreneurship students design a new product and coordinate with students in mechanical engineering to produce a prototype, students in the business and engineering schools learn from each other and perfect their areas of expertise through the fusion of conceptual design, experiment, thought and practice.

When students of the finance department participate in internships, they gain an understanding of the use of artificial intelligence and information systems in financial advising. They bring knowledge into the workforce and gather additional knowledge to share with colleagues and professors in their discipline.

Quinnipiac's Office of Diversity and Inclusion is a member of the Global Partners Program, a peer support program for new international students at the university. Members of the program help to ease new students' transition to the U.S. and the Quinnipiac community. They serve as ambassadors for a global community on campus. Everyone benefits from the incorporation of talented international students, faculty and staff. Their inclusion allows us to foster conversations and engage people from various communities around the world. Knowledge knows no borders. <https://www.qu.edu/student-life/diversity-and-inclusion/>

Faculty, students and staff work jointly with partners such as the Rotary Club of Hamden, Junior Achievement and Project Come Up, Habitat for Humanity, Columbus House, the Keefe Center, Peace Island Institute and Alianza Americana. They additionally work with other partners during The Big Event, a spring cleanup project between Quinnipiac and the broader community in Hamden; the Hamden Hunger Project to help alleviate food insecurity; and through the student-run Global Asset Management Education (GAME) forum with financial leaders on Wall Street in New York City.

The Quinnipiac Rotaract Club, which is sponsored by the Hamden Rotary Club, has participated in various projects, both locally and globally, that allow our students to develop an understanding of global issues. The Rotaractors have raised money for flood victims in Bangladesh and Pakistan, Rohingya refugees in Bangladesh and Syrian Refugees in Turkey. They also raised money for funded meal programs supporting people in greater New Haven during the early days of the pandemic. But even more important than raising funds for people in need is having our students learn about what is going on in the world and how every individual can help in some way to make things a little bit better.

The School of Business faculty and students are actively engaged with Junior Achievement to teach financial literacy and entrepreneurship principles to primary and secondary students across Connecticut and with Project Come Up to provide financial education and investment opportunities to



underrepresented minority communities. In this way, we can share knowledge and also learn what is important to these younger students who may eventually enter the university.

For over 20 years, students have volunteered to build houses for those in need through an ongoing partnership with Habitat for Humanity of Greater New Haven and Sleeping Giant Build, a group of Hamden residents who raise donations to help Habitat construct houses in Hamden. Students gain a better understanding of the needs of the immediate area in which we reside by volunteering to staff charity events, host fundraisers on campus, and work together with other Habitat volunteers to assist on house construction. In spring 2022, six students traveled to North Carolina during their spring break to volunteer with Habitat for Humanity of the Charlotte Region. Other Habitat efforts include building homelessness kits for distribution through Columbus House in New Haven, Connecticut.



Quinnipiac student works on a Habitat for Humanity project.

Columbus House is a shelter for people who are experiencing or are at risk of experiencing homelessness. School of Business students have partnered with Columbus House to launch a micro-lending program designed to help clients gain economic stability and independence through small business ownership.

Occupational therapy students have surveyed clients and provided self-management guidance related to health topics for groups in permanent supportive housing sites. Hearing clients' life stories and interacting with them on an individual basis has inspired all involved to be more active members in their own communities.



The partnership between Quinnipiac University and the Keefe Center in Hamden enhances the lives of Quinnipiac students, faculty and staff as well as children, adults and seniors at the Keefe Center, which provides educational, recreational and social services for town residents.

A few examples include:

- The university bookstore organized a collection drive to benefit residents who were displaced by a fire at a local apartment complex.
- Food, clothing, toiletries and toys were collected and distributed to at least 50 people who were forced from their homes.
- During summer 2022, graduate occupational therapy students completed some of their fieldwork at the Keefe Center.
 - Students ran mental health groups for individuals who sought services at the Keefe Center, promoted utilization of the food bank, and held weekly sessions that focused on topics such as health and well-being, stress management, diabetes management and how to read food labels for nutrition.
 - Students also had an opportunity to assist with the diaper bank, where they gave parents information on child safety and occupational therapy.

Through the experiences of those students, the Keefe Center has gained insight into the people who utilize its services and implemented new practices accordingly. Those include weekly groups and enhanced signage to make the building and food bank more accessible.

- Quinnipiac faculty and students collaborate to design and oversee different activities for young people in the garden. The School of Business VITA (Volunteer Income Tax Assistance) program discussed in Principle 2 is also conducted through the Keefe Center.
- The community garden at the Keefe Center is managed by Quinnipiac's Albert Schweitzer Institute to provide fresh produce to the food bank. It is also the site of bi-weekly gardening activities for the Keefe Center's Sleeping Giant Daycare.
- The food recovery initiative collects food from the QU dining facilities for local food banks.





Several School of Business faculty are involved with the Peace Island Institute of Connecticut in an advisory capacity and play a significant role in shaping its various activities. Those include organizing an annual friendship dinner and recognizing professionals who contribute to building global peace through journalism, teaching, public service and ethical business leadership.

The School of Business partnership with Alianza Americana, a Leon, Nicaragua-based language and business training school and agency, allowed business students, pre-pandemic, to travel annually to Nicaragua to provide micro-lending and business consulting services to Alianza Americana's clients. Since the start of the pandemic, business students have continued the program through virtual, Zoom-based interactions and meetings. Collaborations with small business owners in Nicaragua have allowed students to gain a whole new perspective on business in a country where small amounts of money can make a huge difference to an individual, family and community. It is not easy for students to make decisions about micro-lending after hearing each person's story. There is much deliberation.

The School of Business's Global Asset Management Education (GAME) Forum is the largest, student-run financial conference in the world. It offers participants the rare opportunity to discuss and debate financial best practices with world-renowned Wall Street leaders. The March 2022 event took place virtually and offered speaker panels that explored the following topics: portfolio management, equity analysis, asset allocation, financial technology alternative investments, investment banking and Environment Social Governance (ESG) investing. For students from around the globe to have access to these dynamic figures in the world of finance on a 1-to-1 basis is a phenomenal experience.

<https://qgame.qu.edu/>





A glimpse into Quinnipiac’s business partnerships include the following: Carlton Highsmith, ConnCAT (Connecticut Center for Arts and Technology) and ConnCORP (Connecticut Community Outreach Revitalization Program), M&T Bank and Hartford HealthCare.

Carlton Highsmith — retired vice chairperson of PaperWorks Industries, the third-largest integrated recycled paperboard company in North America, and vice chairman of the Quinnipiac Board of Trustees — provided sponsorship in 2012 to accelerate innovations in the entrepreneurship program of the School of Business. Quinnipiac matched Highsmith’s gift to create a \$2 million endowed fund, allowing for an expansion of entrepreneurship across the university, in the local community and throughout the state and region. It has led to the development of educational experiences for students and a commitment to ethical, sustainable and socially responsible businesses and organizations.

Concurrently, Quinnipiac partnered with ConnCAT (<https://conncat.org>) to establish the ConnCAT Entrepreneurial Academy, where inner-city youth learn how to launch their own business. Young entrepreneurs begin to understand what it takes to turn a great idea into a successful business by working alongside business leaders in greater New Haven in conjunction with Quinnipiac University faculty. In August 2022, U.S. Senator Richard Blumenthal of Connecticut announced that Quinnipiac had been awarded a U.S. Small Business Administration grant of \$406,000 to support small businesses and minority entrepreneurs in greater New Haven in partnership with ConnCORP, which through investment activities supports ConnCAT programs to further its mission to transform the New Haven urban landscape and provide broader economic opportunities for all New Haven citizens.

M&T Bank partnered with the School of Business to sponsor the M&T Bank Center for Innovation and Entrepreneurship, a versatile and collaborative incubator for students, staff and faculty across all of Quinnipiac’s academic disciplines. The Center allows students an opportunity to pursue and evolve their own entrepreneurial ventures. It provides advisory services and workshops to help promising entrepreneurs learn how to turn their ideas into practical solutions. Relationships with successful entrepreneurs and business owners outside the Quinnipiac community enable students to connect with the broader entrepreneurial ecosystem. The Center is a place where students work with peers from diverse backgrounds and interests toward a common goal. qu.edu/innovation

The M&T Bank Center for Women and Business is dedicated to bringing together a community of women focused on achieving their professional goals and sharing their experiences through skill-building workshops, motivational events and networking opportunities. qu.edu/business

In 2022, the Eileen Peters Farley Endowed Speaker Series was established. Hang Black was the inaugural recipient of this impact award for her passionate advocacy of women in the workplace. As a Vietnamese immigrant, Black began her career as a process engineer at AMD, where she secured multiple patents in semiconductor manufacturing. Black currently serves as vice president of revenue enablement at Juniper Networks. She is the best-selling author of “Embrace Your Edge.”

The Women of Color Professional Development Series is aimed at creating a safe and comfortable environment for women of color to engage in professional development.

The three-part series includes:

- A salary negotiations training workshop presented in partnership with the Department of Cultural & Global Engagement and with support from the Office of Development and Alumni Affairs, the College of Arts and Sciences Advising Center and the Collaborative for Interdisciplinary/Integrative Studies,
- An authenticity in the workplace workshop hosted by the Department of Cultural & Global Engagement; and,



- A webinar on leadership presented in collaboration with the Association of Women in Surgery, the American Medical Women’s Association, the Inclusion and Diversity Council, the Student National Medical Association and the Latino Medical Student Association.



Quinnipiac and Hartford HealthCare have created a strategic partnership to build the healthcare workforce of tomorrow by growing a student pipeline across a wide range of professions to address the long-term talent needs for Connecticut and beyond. The partnership includes lifelong learning and upskilling programs and coordinated on-campus services for students, athletes, faculty and staff. The Governor’s Workforce Council identified a demand for healthcare-related jobs in Connecticut that exceeds 7,000 employees a year. This partnership will play a key role in growing and retaining talent and jobs in Connecticut by evolving academic programs rooted in the most recent marketplace needs. It also recognizes and addresses sectors experiencing or anticipating talent shortages. Quinnipiac’s School of Business has created a leadership development program to educate Hartford HealthCare’s developing leaders.

PRME-related activities

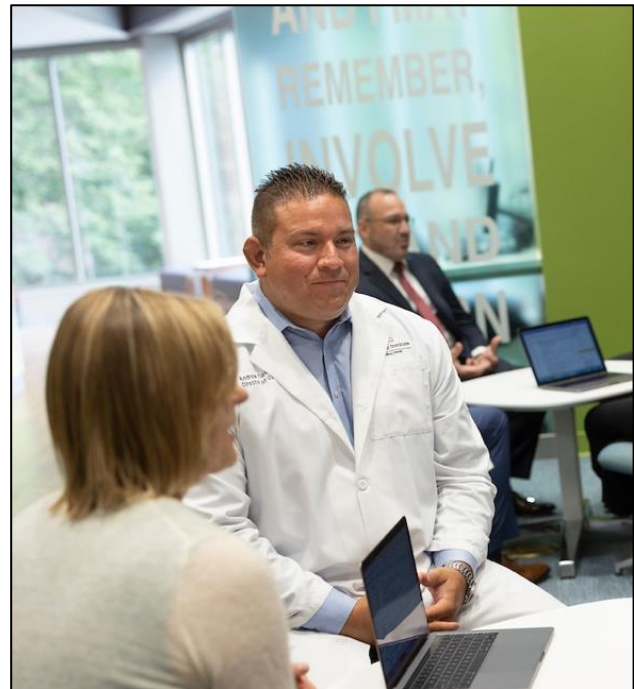
Quinnipiac faculty are involved in the UN PRME North America (NA) Chapter, which includes the U.S. and Canada. Dr. Margaret Goralski serves on the UN PRME NA steering committee and as the Global Working Group Liaison. She works directly with Dr. Elizabeth Collier, chapter chair of UN PRME NA, to form alliances between PRME signatories and the nine working groups of PRME: Business and Human Rights, Business for Peace, Climate Change and Environment, Gender Equality, Humanistic Management, Poverty, Sustainable Finance and Sustainability Mindset. For more information, please visit the [PRME Working Group website](#). Three members of Quinnipiac, Margaret Goralski, Charles Brooks, and Sean Duffy presented at the UN PRME Biennial held at George Mason University, Arlington Virginia campus, in 2022. Additional QU faculty have been involved in various working groups, including Business for Peace, Gender Equality, Sustainability Mindset and others. We are looking forward to becoming a PRME Champion in the future.

The Albert Schweitzer Institute holds Special Consultative status with the Economic and Social Council of the United Nations for conferences and other open dialogues concerning the social, political and



economic issues facing various world regions today. Those issues include sustainable development, women's participation and welfare, and nuclear disarmament. Additionally, the Schweitzer Institute hosts Quinnipiac's Global Engagement Fellowship, a group of faculty and students who work together for community-engaged action to address challenges in food security, immigration, prisoner re-integration and other topics where global awareness can confront local reality and challenge us to act.

The partnerships we have highlighted in Principle 5 are just a glimpse into Quinnipiac University's partnerships with business, the community, the government and UN PRME. Individuals in the College of Arts and Sciences, School of Business, School of Communication, School of Computing and Engineering, School of Education, School of Health Sciences, School of Law, School of Medicine and School of Nursing put their scholarship into practice and utilize their critical thinking capabilities to provide professional expertise that extends far beyond our physical borders.



Quinnipiac students and Alumni at Hartford Healthcare.



UN PRME Principle 6: Dialogue

We facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

When members of the UN General Assembly set forth the 17 Sustainable Development Goals, they opened a dialogue among government, business, academia and society. There was an expectation that together we would work toward alleviating poverty (SDG 1), providing the world with cleaner air and energy (SDG 7), reducing inequalities (SDG 10) and more. These Sustainable Development Goals set forth a plan of action that, despite recognizing a myriad of challenges, began the dialogue that has been taken up worldwide in pursuit of a better, more equitable planet. Several Quinnipiac events and programs support this need for dialogue and an exchange of ideas.

At Quinnipiac, the dialogue begins with President Judy D. Olian's Distinguished Speaker Series, which brings leaders of the Business Roundtable, an association of chief executive officers of America's leading companies, to our campus to discuss the importance of sustainability in business today. Insights from these civic leaders allow us to understand how government can and cannot affect change and what we, as individuals in a society, must pursue for change to occur.

When Russia invaded Ukraine, the Quinnipiac Office of the Provost and the Albert Schweitzer Institute hosted several panel discussions to disseminate information, discuss the possibilities of a negotiated cessation of hostilities, and create an opportunity for members of the campus community to come together and discuss ending military hostilities.

- A panel of Quinnipiac academics including Gedeon Werner, Central European Institute; Mohammad Elahee, professor of international business; Anat Biletzki, Albert Schweitzer distinguished professor; and Sean Duffy, professor of political science and executive director of the Albert Schweitzer Institute, began the thoughtful conversation and were joined by members of the campus community.
- A subsequent panel was convened by student organizations for further discussion.

The M&T Bank Center for Women and Business invited Lauren Garrett, the newly elected mayor of Hamden, Connecticut, to participate in a campus conversation. Garrett, President Olian and School of Business Dean Holly Raider discussed evolving leadership challenges and opportunities. An audience of students, faculty, staff and members of the surrounding communities attended the event.

A panel of women led by Connecticut Lt. Gov. Susan Bysiewicz brought a powerful message of support and encouragement to Quinnipiac University's Women in Leadership discussion. The panel included Dr. Sujata Gadkar-Wilcox, associate professor of legal studies, and Dr. Kiku Jones, professor of computer information systems, as well as students Ana Allen '22, Ohidiani Imevbore '22 and Ámbar Pagan '22. Jones is co-director of the M&T Bank Center for Women and Business. This blend of students and academics conversing with a government official elicited some lively discussion.

At the beginning of 2022, interdisciplinary members of Quinnipiac University, the surrounding community and industry gathered for the grand opening of a new space to house the Innovation Hub. An introduction of the design and evolution of the Hub concept was presented by Quinnipiac Provost Debra Liebowitz. Dr. Patrice Luoma, professor and director of the M&T Bank Center for Innovation and Entrepreneurship (CIE), presented highlights of the past year's innovation and entrepreneurship events leading up to this celebratory grand opening. They noted the new opportunities that will be offered in the future. Attendees included pitch competition participants, faculty, staff, administrators, faculty fellows, alumni, business owners, corporate partners and more.



With cannabis becoming a viable product in the U.S. market, the M&T Bank Center for Innovation and Entrepreneurship presented *The Cannabis Industry: Opportunities for Employment and Start-Ups*. Students were joined by Leah Bailey — chief business development officer for AUSA, a publicly traded, multi-state cannabis company — and John Volkmann, vice president of marketplace at Eaze Technologies, California’s largest cannabis delivery business, to discuss start-up ventures and employment opportunities in the cannabis industry.

The installation of the rain garden at Quinnipiac brought together students, faculty and staff from the School of Engineering, the College of Arts and Sciences, and the Albert Schweitzer Institute. The concept was conceived by Michael Ciacciarella '21, a civil engineering major. He designed it in his ecological engineering class with hopes of bringing it to fruition. Chuck Saia '91, MBA '93, a member of the Quinnipiac's Board of Trustees, funded part of the project in partnership with the Albert Schweitzer Institute through the sale of his book, “You Got This, Kid!: Words of Advice for Young Leaders.” Saia stated, “It feels incredible getting to see so many people come out today. One of the reasons I created the foundation and chose Quinnipiac to receive the funds is because I know the university has a passion for environmental sustainability and a commitment to philanthropic initiatives in the world. To bring together this foundation, the university, the Mill River Watershed Association and our students is so wonderful.”

Professor Sujata Gadkar-Wilcox, in collaboration with the Oxford Consortium of Human Rights, organizes a workshop on human rights every year. The workshop brings many luminaries and human rights activists to campus and allows our students to gain a nuanced understanding about human rights across the globe.

Students also engage in dialogue within fraternities and sororities. They take the lead in running these organizations, serve in prominent positions, invite guest speakers and facilitate discussions with community and industry leaders in pursuit of their organizational values.

Quinnipiac Rotaract Club, sponsored by the Hamden Rotary Club, organizes global community service projects and often works with various associations and institutions in other countries. It promotes various projects that foster global peace, development and understanding among nations.

Quinnipiac students work globally with partner organizations. For example, Quinnipiac students take part in service learning projects in Guatemala in cooperation with the Rigoberta Menchu Foundation and experiential learning programs in Nicaragua in collaboration with Alianza Americana.

Constructive dialogue among the members of our community allow us to learn from one another, appreciate diverse perspectives and find our own voices. Although we have only recently become a UN PRME Signatory, we have fostered dialogue on many PRME-related topics across the university in various forums. The alliance that has facilitated the writing and sharing of this report has itself fostered interdisciplinary cooperation and new interdisciplinary collaborations.

Conclusion and Future Directions

Quinnipiac University and the School of Business have made progress in their effort to embed the principles of social and environmental responsibility, the UN sustainable development goals and the university pillars of learning, living and leading into our teaching, research and community outreach. The school has a strong established foundation on which to build our future as a signatory of PRME. In this initial SIP report, we affirm our commitment to implementing the Six Principles of PRME and to advancing the UN SDGs. This SIP Report has become a roadmap by which we can review our ethical responsibility to the environment and implement sustainability and social impact into our educational, research and societal engagement.

Our progression for the future will involve a systematic review of curricular programs and analysis of research as well as a commitment to connect with our colleagues from across the entire university. Preparing this report has been a first step forward on this collegiality as we have included key players in various fields of interest.

Our 2022 SIP report is truly an initial assessment of where we are now. Prior to our 2024 report, we will focus on collecting data, collating, analyzing and mapping our goals with those of the SDGs in more detail. We will continue to develop and maintain connections with multiple stakeholders internally and externally. Dialogue to create excellence in all that we do and teach is regenerative.

Future plans include a new Leeds-certified School of Business building, which is slated to open during the 2024-25 academic year; SDG mapping of our teaching, research and service; and a heightened awareness of sustainability and the interdependency of humanity and the environment. We look forward to continuing our collaboration with partners and fostering a spirit of caring in the next generation of leaders.

“We go beyond business as usual: we equip future entrepreneurs, marketers, financiers and other professionals with the tools, practical experiences and insights they will need to thrive in a quickly evolving business landscape.”

-School of Business Dean, Holly Raider



The future home of the Quinnipiac University School of Business.

QU & School of Business mapping with the UN SDGs 2020-2022

UN SDGs	Teaching	Research	Presentations
SDG 1 No Poverty	1	2	3
SDG 2 Zero Hunger	1	2	1
SDG 3 Good Health & Well-Being	5	5	4
SDG 4 Quality Education	19	8	8
SDG 5 Gender Equality	5	5	3
SDG 6 Clean Water & Sanitation	2	1	1
SDG 7 Affordable & Clean Energy	3	1	
SDG 8 Decent Work & Economic Growth	5	8	1
SDG 9 Industry, Innovation & Infrastructure	4	5	
SDG 10 Reduced Inequalities	9	4	5
SDG 11 Sustainable Cities & Communities		3	
SDG 12 Responsible Consumption & Production	5	3	
SDG 13 Climate Action	3	3	1
SDG 14 Life Below Water		1	
SDG 15 Life on Land	1	1	
SDG 16 Peace, Justice & Strong Institutions	10	1	
SDG 17 Partnerships for the Goals	11	4	5

Key objectives for the next 24-month period

- Map Quinnipiac University School of Business initiatives with the UN PRME and AACSB impact areas: Teaching, Research, Partnership, Dialogue, & Organizational Practices.
- Engage with students to commit to and act in support of the SDGs.
- Act as leaders of public opinion, advisers, suppliers of knowledge and solutions, and mediators.
- Continue to partner with interdisciplinary stakeholders to advance the mission of creating a diverse and inclusive community through engaged learning experiences for students, staff, faculty and alumni.

Appendix I

Sustainable Development Goals – Student Opportunities & Experiential Learning

Student Opportunities & Experiential Learning	SDG Alignment
<p>The School of Business celebrated a grand opening of the QU Innovation Hub in Spring 2022, a dedicated space that encourages interdisciplinary thought across our campuses. It is a space that sparks exciting new ways to create 21st-century solutions, and an incubator for student-driven ideas and entrepreneurial pursuits.</p> <p>qu.edu/ihub</p>	<p>SDG 3: Good Health & Well-Being</p> <p>SDG 4: Quality Education</p> <p>SDG 8: Decent Work and Economic Growth</p>
<p>The 2022 pitch competition was a highlight of the M&T Bank Center for Innovation and Entrepreneurship. Students from all disciplines presented their business ideas to win up to \$3,000 in prize money. Each of the finalists had five minutes to describe their business and provide an overview of the fundamental concept before diving into market analysis, competitive landscape and revenue projections. The competition for the first time included social impact.</p>	<p>SDG 4: Quality Education</p> <p>SDG 5: Gender Equality</p> <p>SDG 8: Decent Work and Economic Growth</p> <p>SDG 9: Industry, Innovation and Infrastructure</p> <p>SDG 10: Reduced Inequalities</p>
<p>ENT350 Social Entrepreneurship. The social entrepreneurship undergraduate course examines the practice of identifying, starting, and growing successful mission-driven for-profit and non-profit ventures, i.e. organizations that strive to advance social and/or environmental change through innovative solutions. This course provides a socially relevant academic experience that enables students to gain in-depth insights into economic, social, and environmental value creation across a number of sectors/areas including, but not limited to poverty alleviation, food security, health, education, energy and environmental issues.</p>	<p>SDG 1: No Poverty</p> <p>SDG 2: Zero Hunger</p> <p>SDG 3: Good Health and Well-being</p> <p>SDG 7: Affordable and Clean Energy</p> <p>SDG 12: Responsible Consumption and Production</p> <p>SDG 13: Climate Action</p>
<p>STR610 Business Sustainability. This graduate course provides students with a comprehensive conceptual and applied understanding of the sustainability challenges and opportunities facing corporations on a global scale, with a primary emphasis on environmental sustainability. Students are exposed to a variety of pressing sustainability issues and to frameworks, techniques and approaches for successfully dealing with each issue.</p>	<p>SDG 7: Affordable and Clean Energy</p> <p>SDG 9: Industry, Innovation, and Infrastructure</p> <p>SDG 12: Responsible Consumption and Production</p>

	SDG 13: Climate Action
<p>The MBA students in the School of Business work on a variety of professional consulting activities with regional businesses and not-for-profit organizations and agencies. In the past year, MBA students supported projects for YMCA, Junior Achievement and United Methodist Homes. As part of their MBA695 course, our MBA students worked on projects for Quinnipiac (School of Communications, College of Arts and Sciences, School of Health Sciences, School of Business, Career Development, Alumni and Development, Athletics and Student Affairs), Project Access (a Yale-New Haven Health affiliate), Hartford Hospital, the Town of Hamden and a project that partnered with Deloitte and the Lupus Foundation of America.</p>	<p>SDG 4: Quality Education</p> <p>SDG 16: Peace, Justice & Strong Institutions</p> <p>SDG 17: Partnerships for the Goals</p>
<p>The CIS4Good Hackathon The CIS4Good is a semester-long hackathon for students in the Computer Information Systems (CIS) Capstone course. The Hackathon focuses on creating digital solutions for social problems. Students work autonomously in Scrum teams and integrate everything they learned in the CIS program to build production-ready web or mobile applications. The theme of the CIS4Good Hackathon 2021 was “Hack the Crisis.” Students had to ideate and develop digital solutions for some of the most pressing health, social and economic problems caused by the COVID-19 pandemic. The theme of the CIS4Good Hackathon 2022 was “Hack the New Normal.” As the COVID pandemic has caused massive changes in everyone’s daily lives, many people have found themselves struggling to adjust. Students were asked to ideate and develop digital solutions to help people cope with living in this new normal.</p>	<p>SDG 3: Good Health & Well-Being</p> <p>SDG 4: Quality Education</p> <p>SDG 8: Decent Work and Economic Growth</p> <p>SDG 10: Reduced Inequalities</p>
<p>The International Business Society organizes an international food fest every fall, introducing diverse cultures to the Quinnipiac community through cuisine. The Society also brings in speakers who raise awareness about global issues such as refugees and their living conditions, human trafficking, climate change, cybercrime and more.</p>	<p>SDG 4: Quality Education</p> <p>SDG 10: Reduced Inequalities</p> <p>SDG 16: Peace, Justice & Strong Institutions</p> <p>SDG 17: Partnerships for the Goals</p>
<p>FOR THE CULTURE – A student-launched magazine to celebrate multiculturalism. Students from diverse backgrounds and communities came together to produce a magazine to celebrate multiculturalism at Quinnipiac. The objective was to highlight the unspoken heroes within the QU community. It is a vehicle to spark conversation and create a path for the larger student body to engage with students from across the Quinnipiac community.</p>	<p>SDG 4: Quality Education</p> <p>SDG 5: Gender Equality</p> <p>SDG 10: Reduced Inequalities</p>

<p>Fraternity/Sorority Life Highlights Title IX Rights. Students joined forces to highlight Title IX and the rights it guarantees under federal law in an interfraternity council program titled, “How to Be a Better Ally to Women.” Students stated that educating the university on Title IX issues would allow a greater understanding among every individual on campus.</p>	<p>SDG 4: Quality Education SDG 5: Gender Equality SDG 10: Reduced Inequalities</p>
<p>The Albert Schweitzer Institute at Quinnipiac has addressed food security and environmental concerns on campus and beyond. It has spearheaded on-campus initiatives such as food recovery from dining facilities and the establishment of an herb and vegetable garden on the institute’s premises. In 2020, the institute began managing a community garden in the surrounding community of Hamden, Connecticut, which provides fresh produce to the local food bank. Students are offered paid internships during the summer and academic year to run these programs and to develop new initiatives that promote Schweitzerian values around food and the environment. https://www.qu.edu/academics/centers-and-institutes/albert-schweitzer-institute/</p>	<p>SDG 4: Quality Education SDG 10: Reduced Inequalities SDG 16: Peace, Justice & Strong Institutions SDG 17: Partnerships for the Goals</p>
<p>The Department of Cultural and Global Engagement at Quinnipiac. Programs our students participated in during 2021 and 2022:</p> <ul style="list-style-type: none"> • A health science research course in Costa Rica • An education course in Guatemala • Engineering courses in Italy, Germany and Switzerland • A communications course in England • An occupational therapy/physical therapy capstone course in Guatemala • An environmental studies course in Morocco • Students in the global public health minor traveled to Costa Rica, England, Germany, Kenya and Switzerland for internships and to present at conferences • Psychology graduates interned in Indonesia <p>Students have participated in global learning opportunities including in-place and virtual internships; semester abroad and short-term programs; faculty-led courses; exchanges and global solidarity programs. We celebrate the fact that the world is composed of people from many different cultural backgrounds and belief systems. https://www.qu.edu/student-life/diversity-and-inclusion/global-education/</p>	<p>SDG 3: Good Health and Well-Being SDG 4: Quality Education SDG 6: Clean Water and Sanitation SDG 10: Reduced Inequalities SDG 15: Life on Land SDG 16: Peace, Justice & Strong Institutions SDG 17: Partnerships for the Goals</p>

<p>Quinnipiac University and the Albert Schweitzer Institute are members of the Oxford Consortium of Human Rights. The consortium offers opportunities for students to attend workshops focused on human rights at the United Nations, Oxford University in the United Kingdom and other sites around the world.</p>	<p>SDG 4: Quality Education</p> <p>SDG 16: Peace, Justice & Strong Institutions</p> <p>SDG 17: Partnerships for the Goals</p>
<p>The Albert Schweitzer Institute joins Quinnipiac students together with thousands of others from the international community in the periodic World Summits of Nobel Peace Laureates. The summit gives participating students the opportunity to meet and listen to past individual and institutional winners of the Nobel Peace Prize as well as other activists who have put their lives on the line to address critical issues of the day and effect change worldwide. Thirty Quinnipiac students were selected to attend the 2019 summit in Mérida, Mexico. Students from schools and universities around the world were able to interact with Nobel Laureates in the cultural capital of the Yucatan while engaging in the summit’s Leading by Example youth program.</p>	<p>SDG 4: Quality Education</p> <p>SDG 16: Peace, Justice & Strong Institutions</p> <p>SDG 17: Partnerships for the Goals</p>
<p>The Central European Institute (CEI) at Quinnipiac works university-wide to build bridges between the U.S. and the nations of Central Europe by fostering relationships in three principal areas: academics, business and culture. In academics, the institute is an umbrella organization with country-specific endowed chairs established to develop relations between the U.S. and their respective countries. Academically, the CEI organizes study abroad programs, exchange programs, scholarships and foreign lecture series. Business activities focus principally on networking events and student-consulting projects, which include the annual Zebegény Executive Networking Retreat and Quinnipiac Alumni Reception in Zebegény, Hungary, and the annual Mielzyński Executive Networking Retreat and Alumni Reception in Warsaw, Poland. Cultural programs include the Art as Ambassador project and the Artist in Residency program. CEI at Quinnipiac works with Central European-American community members in Connecticut and the Honorary Consulate of Hungary.</p>	<p>SDG 4: Quality Education</p> <p>SDG 10: Reduced Inequalities</p> <p>SDG 16: Peace, Justice & Strong Institutions</p> <p>SDG 17: Partnerships for the Goals</p>
<p>The Hungarian American Business Leaders Scholarship enables students from Hungary to gain work experience in the U.S. and earn a master’s degree at Quinnipiac. It provides a unique opportunity for international students to learn about American business through a distinctly hands-on approach.</p>	<p>SDG 4: Quality Education</p> <p>SDG 17: Partnerships for the Goals</p>

<p>Corvinus University of Budapest and Quinnipiac have formalized a partnership to create greater cooperation between the two universities. Both are undergoing changes to enable graduates to flourish amid the challenges of the 21st century. The international partnership allows students and faculty to learn and cooperate in ways that would not be available regionally. Policy-oriented students will be able to secure internship opportunities at research institutes and explore topics such as migration, international human rights, minority rights and environmental policy in Hungary.</p>	<p>SDG 4: Quality Education SDG 17: Partnerships for the Goals</p>
<p>The Start-Up Academy is a collaborative effort between Quinnipiac and Kozminski University. This inaugural start-up competition, sponsored by the Central European Institute and the M&T Bank Center is an exciting experience that gives Quinnipiac students the opportunity to partner with students at Poland’s premier business school. Student teams create and develop business start-up concepts that are presented to a panel of international judges.</p>	<p>SDG 4: Quality Education SDG 17: Partnerships for the Goals</p>

APPENDIX II

Sustainable Development Goals – Research Publications

Publication	SDG Alignment
<p>Goralski, Margaret A., & Tay Keong Tan, 2022, November, Artificial Intelligence and Poverty Alleviation: Emerging Innovations and their Implications for Management Education and Sustainable Development. <i>The International Journal of Management Education</i>, 20(3). https://doi.org/10.1016/j.ijme.2022.100662</p>	<p>SDG 1: No Poverty SDG 2: Zero Hunger SDG 4: Quality Education SDG 13: Climate Action SDG 15: Life on Land</p>
<p>Lang Guido, & Tamilla Triantoro, 2022, Upskilling and Reskilling for the Future of Work: A Typology of Digital Skills Initiatives, <i>Information Systems Education Journal</i>, Vol. 20, No. 4, 97-106, https://www.isedj.org/2022-20/n4/ISEDJv20n4.pdf#page=97</p>	<p>SDG 4: Quality Education SDG 8: Decent Work and Economic Growth SDG 10: Reduced Inequalities</p>
<p>Sendall Patricia, Alan Peslak, Wendy Ceccucci, & Scott Hunsinger, 2022, The COVID-19 Pandemic’s Impact on Information Technology Employment, Salaries, and Career Opportunities, <i>Journal of Information Systems Applied Research</i>, Vol. 15, No. 2, 30 –38, https://jisar.org/2022-15/n2/JISARv15n2.pdf#page=30</p>	<p>SDG 8: Decent Work and Economic Growth</p>
<p>Peslak Alan, Wendy Ceccucci, Scott Hunsinger, & Patricia Sendall (2021), Equity and satisfaction in IT: A current analysis, <i>Issues in Information Systems</i>, Vol. 22, No. 4, 231-243, https://iacis.org/iis/2021/4_iis_2021_249-262.pdf</p>	<p>SDG 5: Gender Quality SDG 8: Decent Work and Economic Growth</p>
<p>Peslak Alan, Wendy Ceccucci, & Patricia Sendall, 2021, Jobs and Career Satisfaction of Software Engineers, <i>Journal of Information Systems Applied Research</i>, Vol. 14, No. 1, 14-23, https://jisar.org/2021-14/n1/JISARv14n1p14.html</p>	<p>SDG 5: Gender Quality SDG 9: Industry, Innovation & Infrastructure</p>
<p>Chang Victor, Yian Chen, Zuopeng Zhang, Qianwen Ariel Xu, Patricia Baudier, & Ben S.C. Liu, 2021, The market challenge of wind turbine industry-renewable energy in PR China and Germany, <i>Technological Forecasting and Social Change</i>, Vol. 166, May 2021, https://doi.org/10.1016/j.techfore.2021.120631</p>	<p>SDG 7: Affordable and Clean Energy SDG No. 11: Sustainable Cities and Communities SDG 12: Responsible Consumption and Production</p>

<p>Jones Kiku, Saulnier Bruce, Fullick-Jagiela Julia, & Leonard Lori, 2021, The importance of faculty/staff support during times of crisis, <i>Information Systems Education Journal</i>, Vol. 19, No. 3, 38 – 46, https://eric.ed.gov/?id=EJ1301237</p>	<p>SDG 3: Good Health & Well-Being SDG 4: Quality Education</p>
<p>Lang Guido, & Jason Sharp, 2021, Curriculum? Shmurrriculum! The Relationship Between Major Curriculum Characteristics and First-Year Earnings for Information Systems Graduates, <i>Information Systems Education Journal</i>, Vol. 19, No. 4, https://files.eric.ed.gov/fulltext/EJ1310040.pdf</p>	<p>SDG 4: Quality Education SDG 8: Decent Work and Economic Growth</p>
<p>Lang Guido, & Jason Sharp, 2021, Coding Bootcamp Satisfaction: A Research Model and Survey Instrument, <i>Information Systems Education Journal</i>, Vol. 20, No. 2, 49 – 60, https://www.isedj.org/2022-20/n2/ISEDJv20n2.pdf#page=49</p>	<p>SDG 4: Quality Education</p>
<p>McKee D’Lisa, Amy Lewis, Julia Fullick-Jagiela, & Rebecca Long, 2021, Shared Identity, trustworthiness, and social distance in online training, <i>Journal of Organizational Psychology</i>, Vol. 21, No. 3, https://doi.org/10.33423/jop.v21i3.4308</p>	<p>SDG 4: Quality Education</p>
<p>Osafo Emmanuel, Amy Paros, & Robert Yawson, 2021, Valence–Instrumentality–Expectancy Model of Motivation as an Alternative Model for Examining Ethical Leadership Behaviors, <i>Sage Open</i>, https://doi.org/10.1177/21582440211021896</p>	<p>SDG 8: Decent Work and Economic Growth</p>
<p>Paros Amy, 2021, How participative management influences the female millennial knowledge worker, <i>Leadership and Organization Development Journal</i>, Vol. 42, No. 4, 606-616, https://doi.org/10.1108/LODJ-09-2020-0388</p>	<p>SDG 5: Gender Equality SDG 8: Decent Work and Economic Growth</p>
<p>Schramm Mary, Tilottama Chowdhury, Myra Odenwaelder, & Eunice A Lisk, 2021, Patient participation: the impact of diagnosis and individual characteristics, <i>The Service Industries Journal</i>, https://doi.org/10.1080/02642069.2021.1902993</p>	<p>SDG 3: Good Health & Well-Being SDG 8: Decent Work and Economic Growth</p>
<p>Sharmelly Rifat, & Pradeep Kanta Ray, 2021, Managing resource-constrained innovation in emerging markets: Perspectives from a business model, <i>Technology in Society</i>, Vol. 65, May 2021, 101538, https://doi.org/10.1016/j.techsoc.2021.101538</p>	<p>SDG 9: Industry, Innovation & Infrastructure</p>

<p>Goralski, Margaret A., & Tay Keong Tan, (2020, March). Artificial intelligence and sustainable development. <i>The International Journal of Management Education</i>, 18(1). https://doi.org/10.1016/j.ijme.2019.100330</p>	<p>SDG 1: No Poverty SDG 2: Zero Hunger SDG 3: Good Health & Well-Being SDG 6: Water & Sanitation SDG 9: Industry, Innovation & Infrastructure SDG 10: Reduced Inequalities SDG 11: Sustainable Cities and Communities SDG 12: Responsible Consumption and Production SDG 13: Climate Change SDG 14: Life under Water SDG 17: Partnerships for the Goals</p>
<p>Adobor, H. (2020). Supply chain resilience: an adaptive cycle approach. <i>The International Journal of Logistics Management</i> 31(3), pp. 443-463. https://doi.org/10.1108/IJLM-01-2020-0019</p>	<p>SDG 9: Industry, Innovation & Infrastructure SDG 12: Responsible Consumption and Production SDG 17: Partnership for the Goals</p>

Sustainable Development Goals – Book & Book Chapter

Publication	SDG Alignment
<p>Felsberger, S., & Subramanian, R. (Eds.). (2021). <i>Mobile Technology and Social Transformations: Access to Knowledge in Global Contexts</i>. Routledge.</p>	<p>SDG 3: Good Health & Well-Being SDG 4: Quality Education SDG 8: Decent Work and Economic Growth SDG 9: Industry, Innovation & Infrastructure SDG 10: Reduced Inequalities SDG 16: Peace and Justice SDG 17: Partnerships for the Goals</p>

Goralski, M. A. (2020). Using Our Time on The Planet to Make a Difference – The Sustainability Mindset. In T.K. Tan, M. Gudić, and P. M. Flynn, Eds., *Struggles and Successes in the Pursuit of Sustainable Development*, pp. 23-33. New York, NY: Greenleaf/Routledge Publishing.

<https://www.routledge.com/Struggles-and-Successes-in-the-Pursuit-of-Sustainable-Development/Tan-Gudic-Flynn/p/book/9780815351757>

SDG 3: Good Health & Well-Being

SDG 4: Quality Education

SDG 5: Gender Equality

SDG 10: Reduced Inequalities

SDG 13: Climate Change

SDG 17: Partnerships for the Goals

APPENDIX III

Sustainable Development Goals – Research Presentations

Presentations	SDG Alignment
<p>Brooks, C., & Duffy, S. (2022, April 21-23). <i>Innovations in Experiential Learning</i> (Paper Presentation). UN PRME Biennial Conference, Arlington VA, United States.</p>	<p>SDG 5: Gender Equality</p> <p>SDG 8: Decent Work and Economic Growth</p> <p>SDG 10: Reduced Inequalities</p> <p>SDG 17: Partnerships for the Goals</p>
<p>Goralski, M. A., Wasieleski, D. M., Rosenbloom, A., & Hanssen, B. (2022, April 21-23). <i>How Can the PRME Working Groups (WG) Deepen Collaborations and Academic Networks for PRME Signatories?</i> (Panel presentation). UN PRME Biennial Conference, Arlington VA, United States.</p>	<p>SDG 1: No Poverty</p> <p>SDG 3: Good Health and Well-Being</p> <p>SDG 4: Quality Education</p> <p>SDG 13: Climate Action</p>
<p>Goralski, M. A., & Falk, L. K. (2022, April 6-9). <i>Preparing for Disruptions: Teaching Across Modalities</i> (All academy presentation). International Academy of Business Disciplines, 33rd Annual Conference, Conway AR, United States (Virtual).</p>	<p>SDG 4: Quality Education</p> <p>SDG 17: Partnerships for the Goals</p>
<p>Goralski, M. A., & Tan, T. K. (2021, October 19-21). <i>Artificial Intelligence and Poverty Alleviation</i> (Paper Presentation). Responsible Management Education Research Conference, 8th Annual Conference, Suzhou China (Virtual).</p>	<p>SDG 1: No Poverty</p> <p>SDG 2: Zero Hunger</p> <p>SDG 3: Good Health & Well-Being</p> <p>SDG 4: Quality Education</p> <p>SDG 10: Reduced Inequalities</p>
<p>Meixell, M. J., & Goralski, M. A. (2021, March 26-27). <i>Mapping One University's Path to Sustainability in Higher Education: Aligning the UN Principles of Responsible Management Education and UN Sustainability Development Goals with AACSB Accreditation</i> (Paper Presentation). Northeast Decision Sciences Institute, 50th Annual Conference, Harrisburg, PA, United States (Virtual).</p>	<p>SDG 3: Good Health & Well-Being</p> <p>SDG 4: Quality Education</p> <p>SDG 5: Gender Equality</p> <p>SDG 10: Reduced Inequalities</p> <p>SDG 17: Partnerships for the Goals</p>

<p>Goralski, M. A., Falk, L. K., Fisher, J. R., & Fadil, P. (2021, March 25-27). <i>The Challenges of Professing during COVID-19: On Campus, Remote</i>, (All academy presentation). International Academy of Business Disciplines, 32nd Annual Conference, Jacksonville FL, United States (Virtual).</p>	<p>SDG 4: Quality Education SDG 17: Partnerships for the Goals</p>
<p>Parks, R., Paros, A., & Yakubu, M. (2021, November 12). <i>Addressing digital resilience, inclusivity, and equality: The impact of COVID-19 on education</i>. (Paper presentation). Middle East & North Africa Conference for Information System, Morocco Africa (Virtual).</p>	<p>SDG 4: Quality Education SDG 5: Gender Equality SDG 10: Reduced Inequalities</p>
<p>Goralski, M. A., & Tan, T. K. (2020, October 19-21). <i>Artificial Intelligence and World Poverty</i> (Paper Presentation). Responsible Management Education Research, 7th Annual Conference, Chur Switzerland (Virtual)</p>	<p>SDG 1: No Poverty SDG 3: Good Health & Well-Being SDG 4: Quality Education SDG 10: Reduced Inequalities</p>
<p>Goralski, M. A., Falk, L. K., & Fisher, J. R. (2020, October 22-23). <i>University Professing in a COVID-19 Environment: Using Engagement to Build Bridges in Learning</i> (Panel All Session presentation). Emerson-Blanquerna Global Pre-Summer – “Building Bridges through Civic Engagement, Boston MA, United States (Virtual)</p>	<p>SDG 4: Quality Education SDG 17: Partnerships for the Goals</p>

SUSTAINABLE DEVELOPMENT GOALS



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