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PRME/SIP DEPARTMENT OF BUSINESS REPORT

SUNY ONEONTA



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EXECUTIVE SUMMARY

Our Commitment to PRME: SUNY Oneonta is proud to have become a signatory to the UN framework *Principles for Responsible Management Education* (PRME) in 2019. The framework provided us with a way to organize work that was already underway in our Business programs that is closely related to PRME and the *Sustainable Development Goals* (SDGs). In addition, PRME has proven invaluable as it focuses our efforts and supports the progress we hope to achieve in shaping students as responsible citizens and members of their communities—both while they matriculate on our campus and long after they graduate.

Because we have also this year been writing our AACSB Continuous Improvement Report, we further developed the means to track our PRME activities and refine our learning assessment data. Our challenges include making the PRME program, its goals and components, more visible to students. We aspire to make every student aware of PRME learning expectations from their very first Business course to classes in their graduating semester. We are also working to encourage students to realize that PRME and SDG related work is a critical part of the story they will tell about their skills and dispositions when they begin their job searches and career planning.



When the SUNY Oneonta adopted Sustainability as one of its core values, our Business programs were well positioned to support and extend campus commitments in the field. Knowing that we had an AACSB accreditation review due in 2021, and that new accreditation standards included the need to demonstrate how we would focus our efforts in thought leadership, engagement, and societal impact, we took stock of what we were already doing and concluded that PRME and the SDGs would be very helpful in clearly demonstrating that aspect of our mission.

As a result, we focused on PRME goals at Business program retreats, inventoried faculty scholarship and teaching, and began a discussion about requiring our existing course, *Corporate Social Responsibility* (MGMT 354) for all Business students. Those discussions led to a newly refined and re-named major, *Business Administration*, that includes MGMT 354. We were delighted to find many excellent examples of PRME work in the classroom and that faculty utilized SDG topics in their research and service opportunities as well.

Our baseline report attached highlights current activities and successes, such as curricular changes and published research, but also plans that include a new hire in

Green Supply Chain Management and our anticipated fall 2023, move into a newly remodeled LEED certified building. We expect that our embrace of PRME frameworks will continue to bear fruit for the foreseeable future and are excited to be a part of this global effort.

The following report summarizes our departmental and campus activities to date and PRME focused plans for the future.

A handwritten signature in black ink, appearing to read "Dr. Alberto J.F. Cardelle". The signature is fluid and cursive, with a large initial "A" and "C".

Dr. Alberto J.F. Cardelle, President

Campus Overview

The State University of New York-College at Oneonta (the College) is one of thirteen comprehensive colleges in the SUNY system. The College is predominantly an undergraduate and residential institution. The College has an enrollment of 6,700 students and offers a blend of liberal arts majors and professional programs. Among other accolades, the College has been ranked No. 119 on Money Magazine's Best Colleges 2020 list and No. 21 on U.S. News and World Report's 2021 list of the "Top Public Schools" in the region. Known as an exemplary residential campus that values inclusion, service and sustainability, the College is a nurturing community where students grow intellectually, thrive socially, and live purposefully. Employees give SUNY Oneonta high marks for work/life balance and culture. The College's indeed.com and glassdoor.com ratings are 4.5 and 4.1, respectively. Beyond campus, Oneonta is known for its safe, friendly, small-town atmosphere, beautiful setting, and its genuine sense of community. In 2021, Microsoft News.com featured Oneonta as one of the "20 Most Picturesque Small Towns in America."

PRINCIPLE 1: PURPOSE

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

The School of Economics and Business (SEB) has been AACSB-accredited since 2011. SEB became a signatory to the United Nations (UN) Principles for Responsible Management Education (PRME) in 2019, indicating our long-term commitment to PRME. SEB also formed a PRME Task Force that is responsible for leading PRME initiatives in different areas. The task force includes faculty from different disciplines to foster diversity in PRME decisions. The taskforce allows us to pursue a systematic approach as we collect information on teaching, research, and service activities related to PRME.

SEB included PRME in its Strategic Plan to facilitate alignment of PRME with our mission and strategic goals. As our mission statement asserts, we expect “to engage students in a curriculum that values and promotes ethical behavior and instills in students an appreciation of responsible management principles and sustainability”.

PRINCIPLE 2: VALUES

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

Although SEB has now been reorganized as the Department of Business in the School of Liberal Arts and Business (SLAB), our commitment remains the same. We firmly endorse PRME and are working to incorporate many aspects of it into our programs and work. The new school is also solidly committed to supporting these goals. Sustainability is one of the three core values of our campus and PRME dovetails very well with broader efforts and initiatives.

SUNY Oneonta and SLAB actively promote the values of global social responsibility throughout our academic activities and curricula. Key goals of the Department of Business include engaging students in a curriculum that values and promotes ethical behavior through an appreciation of responsible management principles and sustainability. Our values support promotion and understanding of economics and business as necessary for informed citizens, consumers, business professionals, and educators; scholarship and professional development as complementary to and supportive of instruction; service activities that benefit the programs and reputation of the Department, School, the College, and the community; ethical decision-making, multicultural understanding; and responsible management education and overall sustainability.

Promotion and Understanding of Economics and Business as Necessary for Informed Citizens, Consumers, Business Professionals, and Educators

Concepts emphasized by international initiatives, including the United Nations Global Compact and the Sustainable Development Goals (SDGs) have been embedded into the academic activities and curricula of the business disciplines. Discussions across the curriculum have integrated different perspectives concerning concepts of corporate governance, corporate social responsibility, and sustainability. As part of their educational experiences, students have analyzed the commitments organizations make to their stakeholders including customers, employers, suppliers, communities, and shareholders. They've considered how environmental and social issues can be integrated into the business strategy of a firm and how value can be created when companies are sustainable. They have evaluated methods used by companies to produce, promote, and distribute goods and services while increasing profitability and meeting sustainability goals. Activities such as case analysis, presentations, and simulations provide students with opportunities to apply their theoretical knowledge to actual situations.

Scholarship and Professional Development as Complementary to and Supportive of Instruction

SLAB and the department support PRME and SDG related empirical and conceptual research. Faculty are encouraged to incorporate their findings into classroom discussions on these topics. The College also provides resources for faculty to attend and participate in conferences and professional development experiences and provides venues to highlight the results. Faculty often choose to seek funding related to their PRME projects.

Our annual campus Life of the Mind event spotlights teaching, scholarship, creative activity, service, and integrated contributions made by faculty to the intellectual life of the college community and beyond. The College supports applied learning and awards grants for independent projects conducted by students with faculty sponsorship. An annual Student Research and Creative Activity Day showcases the results of these collaborative efforts. Often these events include faculty work in PRME or SDG projects.

Service Activities That Benefit the Programs and Reputation of the School, the College, or the Community

Business and Economics faculty serve as advisors for several student clubs and organizations. Together with discipline-specific clubs, chapters of honor societies Beta Gamma Sigma and Omicron Delta Epsilon plus the American Marketing Association and Startup Grind (a global community for entrepreneurs) sponsor outreach activities on campus and in the community that reflect PRME values. Of particular note, the Accounting program has been a community partner in the IRS' Volunteer Income Tax Assistance (VITA) program, offering free basic tax preparation to qualified individuals. This year, we are seeking to be the sponsoring organization. Since the

number of people in Otsego County living below the poverty line is higher than the national average, service provided by the students is substantial. Faculty are encouraged to volunteer their expertise in the local communities. And we are in the early stages of discussions with the local Chamber of Commerce about how to better support businesses in the area who want interns, along with other initiatives.

Ethical Decision-Making and Multicultural Understanding

The UN Global Compact asks companies to first do business responsibly and then pursue opportunities to solve societal challenges through business innovation and collaboration. Ethical decision-making and multicultural understanding are embedded in the curriculum across the business disciplines. Students are encouraged to provide solutions to ethical dilemmas often encountered by managers in organizations. Case study analyses and presentation by students on such topics as globalization, business ethics, cross-cultural marketing and the ethical use of information technologies provide additional avenues to examine the application of these international principles. Ethical decision-making learning outcomes are also assessed on a regular basis.

Responsible Management Education and Sustainability

The mission of SUNY Oneonta, “We nurture a community where students grow intellectually, thrive socially and live purposefully” is supported by three core values — inclusivity, service, and sustainability. The on-going commitment of the College to the Principles of Responsible Management (PRME) and the Sustainable Development Goals (SDGs) aligns closely with its mission and values. Members of the School of Liberal Arts and Business have participated in the College-wide SDG Spotlight Series and discussed how they have integrated the SDGs into their teaching, service and scholarly activities, others serve on the President’s Advisory Council on Sustainability, teach courses with a sustainability designation, and actively promote both PRME and the SDGs. This fall, Academic Affairs has proposed a tenure track cohort hire in sustainability that includes a green supply chain management position along with seven other proposed faculty positions. Our investment in sustainability and PRME will benefit and be sustained for many years to come.

PRINCIPLE 3: METHOD

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

The Department of Business delivers responsible management and sustainability education increasingly organized around the frameworks provided by PRME and the SDGs throughout our programs. These frameworks are often discussed at our retreats and faculty meetings. When our new Business Administration (BSAD) degree program is implemented Fall 2022, Corporate Social Responsibility (MGMT 354), currently required for students in the Accounting major, will be required of all BSAD students. MGMT 354 addresses multiple SDGs with significant coverage of environmental sustainability, corporate governance, professional responsibilities, and economic/financial sustainability.

Faculty increasingly and intentionally incorporate the principles and goals of PRME into classroom learning. Lectures and discussion topics in Management classes that relate to PRME include reduced power consumption and green system design, privacy in the workplace, information security, fairness, gender issues, diversity (including Hofstede's cultural dimensions) in the workplace, understanding globalization, well-being that results from identity with a group, maintaining work life balance, and ethical challenges.

Other Business classes require that students discuss fairness issues as they pertain to corporate databases, for example, the right to know and ability to decide about use of personal data. When studying database storage, we cover knowledge and control; when looking at database usage, we discuss notice and consent. Through course-based projects, students practice decision-making supported by information systems while considering wide-ranging ethical implications of decisions. In all management courses, we emphasize that organizations do not operate in an isolated environment but an open system in which corporate behaviors not only matter to the firm's profits but also to global natural environments. Organizations should take environmental impacts into account when developing corporate strategies so that the lives of future generations will not be threatened.

Accounting faculty incorporate coverage of the PRME principles and goals in many courses as well. In addition to MGMT 354, PRME plays a role in Governmental & Nonprofit Accounting (ACCT 333); students analyze governmental performance with a focus on proper stewardship of resources and assessing governmental financial stability and program effectiveness. In the Federal Taxation courses (ACCT 322 and 323), faculty use PRME frameworks to engage students in understanding taxpayer compliance, the ethical responsibilities of paid tax preparers, and how the system of taxation supports economic and societal goals. Accounting faculty they teach students how as accountants they should help protect the public interest by recording the

activities of business organizations fairly and accurately, and they learn to present information in accordance with prescribed rules and regulations of various government agencies and other governing bodies.

Introduction to Business (BUS 111) includes focus on a textbook chapter pertaining to ethics and social responsibility in business. Section titles within the chapter include Encouraging Ethical Behavior, The Evolution of Social Responsibility in Business, Public Responsibilities in Business, and Implementing Programs of Social Responsibility.

Case studies in Business (BUS 300) incorporate discussions about SDGs 8 (Decent Work and Economic Growth), 9 (Industry, Innovation, and Infrastructure) and 16 (Peace, Justice and Strong Institutions). One of the Harvard Business School cases discussed in this class considers Apple and the monitoring of its suppliers for violations of internationally accepted labor standards. The Apple case emphasizes international business, labor laws, supply chain management and business ethics. As part of the discussion, the instructor reviews personal research on the implementation of the international labor standards using supply chains. Students also pursue a group project where they analyze a company from several perspectives including the organization's performance concerning corporate social responsibility and sustainability.

Several Business Law courses utilize SDGs, particularly related to Peace, Justice, and Strong Institutions. Two courses address specifically Gender Equality, Decent Work & Economic Growth, Industry, Innovation & Infrastructure, and Peace, Justice, and Strong Institutions. Legal Environment of Law (LAW 222) and Commercial Law (LAW 326) presume the Rule of Law, a foundational element of all SDGs. They focus on Peace, Justice, and Strong Institutions through instruction in ethics, contract law, intellectual property law, business organizations, antitrust and consumer protection, employment law, and environmental law.

Currently, we are assessing students' ethical reasoning skills in the Fundamentals of Management (MGMT 241). Management faculty selected topics (e.g., ethical principles including utilitarianism, human rights, justice and caring) to be taught in MGMT 241. Individual students are assigned an ethical dilemma case (UNOCAL case) and assessed on five dimensions of ethical reasoning skills from the written report. The skills assessed are: Ethical Self-Awareness, Understanding Different Ethical Perspectives/Concepts, Ethical Issue Recognition, Application of Ethical Perspectives/Concepts, Evaluation of Different Ethical Perspectives/Concepts. These principles are further embedded in those courses for which MGMT 241 is a prerequisite, and faculty continue to emphasize ethics in all required upper-division courses by facilitating discussions on ethical issues.

Organizational Behavior (MGMT 343) incorporates discussions of several aspects outlined in SDG 8, including policies for job creation and growing enterprises; full employment and decent work with equal pay, and diversifying, innovating, and upgrading for economic productivity. We explore these topics, for example, in our review of corporate culture and change management. Areas from SDG 9 also considered include, developing sustainable, resilient, and inclusive infrastructures; promoting inclusive and sustainable industrialization; universal access to information and communication technologies. For example, classes examine the implications of technological change (including robotics) in the workplace. Students write a paper analyzing an organization in terms of its organizational culture or its approach to change and incorporate several SDG topics into their discussions. In MGMT 343, students discuss in detail the ethical problems identified in the documentary “Enron: The Smartest Guys in the room” and analyze the possibility of reoccurrence of such a massive scandal. SDG 16 topics discussed in this course include promoting and enforcing non-discriminatory laws and policies. Topics of diversity, equity and inclusion are incorporated into discussions throughout the course.

In Strategic Management (MGMT 345), we cover resource scarcity and the importance of sustainability. Students study several business cases and write a comprehensive paper. When discussing opportunities for improvement within organizations, students propose ways to pursue sustainability and work toward more socially responsible practices. Ethics, sustainability, and social responsibility are embedded in all aspects of course. We also discuss how company commitment to a broad range of stakeholders, including customers, employees, suppliers, communities, and shareholders has become important in organizational culture.

Increased awareness of social, governmental, and consumer attention on the broader impact of corporations, makes companies to realize that authentic sustainability efforts bolster a company’s long-term success. Students learn that companies benefit from sustainability in many ways including, facilitating top-line growth, reducing costs, minimizing regulatory and legal interventions, increasing employee productivity, and optimizing investment and capital expenditures. They learn how companies can create value in multiple ways by being sustainable. We also discuss different aspects of corporate governance issues, and students conduct a teamwork analysis for a case study that discusses the ethical aspects of corporate governance in a non-profit organization.

Human Resource Management (MGMT 341) focuses on topics that include: equal employment opportunity, recruitment and selection, talent management, compensation, labor, and employee relations. It incorporates case studies and discussions utilizing SDG 8 (Decent Work and Economic Growth), including promoting policies for job creation and growing enterprises; full employment and decent work with equal pay; protecting labor rights and promoting safe work environments; diversifying, innovating, and upgrading for economic productivity. Promoting and enforcing non-discriminatory laws and policies (one of the targets for SDG 16) includes

ending marginalization of people with disabilities. Diversity, equity, and inclusion are key topics reviewed in this course.

Management Information Systems (MIS 351) covers sustainability topics that include low power consumption principle (value) and correlated system design and scenarios; green retiring scenarios for hardware and equipment, general security principles, information security, computer security, network security, physical security, BYOD (bring your own device) BYOD centers on the practice of allowing people to bring their smartphones, laptops, or other technology into a facility for the purpose of performing work or school responsibilities. Variations include: BYOA (bring your own application), BYOC (bring your own cloud), BYOT (bring your own technology), CYOD (choose your own device). Security and legal compliance concerns must be sufficiently addressed in clearly defined BYOD policies as well as privacy in the workplace and ethical challenges. Activities include class discussions, assigned cases, and presentations.

In marketing classes such as Fundamentals of Marketing (MKTG 261), faculty include group discussions about corporate social responsibility (CSR) in general but also CSR activities exemplified by Target and P&G. Concepts such as cause-related marketing (cause marketing) are explained using several examples, such as Toms' shoes "Give back, one for one" slogan and "pink ribbon" products from American Cancer Society. In Consumer Behavior (MKTG 364), students participate in conversations about the importance of a company's environmental consciousness practice. Students learn that many companies have begun utilizing more recycled materials to make their products. For example, Adidas now pursues a more sustainable and eco-friendly approach in their sportswear design. They seek to avoid plastic bags, micro beads, and virgin plastic in their supply chain. Adidas also teamed up with a non-profit organization named Parley to design high-performance footwear made from ocean debris. Their new products were well received by the consumers as the company reported that over 1 million eco-friendly shoes sold in 2017.

In Marketing Management (MKTG 361), we cover a dedicated chapter on Corporate Social Responsibility, sustainability, cause-related marketing, social marketing, and global marketing. In Advertising Management class (MKTG 363), we discuss cross-cultural as well as ethical challenges related to marketing and advertising.

The College's Sustainability-Related (SUSR) designation applies to three Economics courses often taken by BSEC majors. In Principles of Microeconomics (ECON 111), which is required for BSEC, students learn about pollution controls, including carbon taxes and tradable emissions permits. Environmental Economics (ECON 227) and Natural Resource Economics (ECON 327) also have the SUSF designation. All three courses include strong links to SDGs. Topics include

the minimum wage, price ceilings, and international trade issues; pollution controls; efficiency wages (Good Health & Well-Being); Solow Growth Model and Human Capital; organizing economic mechanisms; maximizing social welfare; and employment income inequality. Environmental Economics partnered with Political Science to conduct a Problem-Based Learning project in which the students examined a transportation problem on campus from economic, environmental, and political perspectives. Additionally, the Department of Economics offers courses in Labor Economics, and recently ran a Special Topics course in health policy that incorporated a trip to Washington, D.C. Faculty in the Economics Department, partnered with 4 other faculty outside of the department to perform a series of class activities on sustainability education.

We completed the SDG mapping for our courses. Please see the table in the attachment.

PRINCIPLE 4: RESEARCH

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

SLAB actively encourages research within of PRME and the SDGs. We conducted a retrospective review on research outputs by the faculty members, and the results below are organized by faculty member (in alphabetical order) and disciplines.

Accounting

- **Dr. Juan Wang** published three journal articles related to these areas. His paper titled “Long horizon institutional investors and the relation between missing quarterly analyst forecast and CEO turnover” investigates the effect of long horizon institutional ownership on CEO career concerns to meet the short-term earnings benchmark. Long-horizon institutional investors provide more patient capital and focus on long-term growth of invested firms. Hence, they reduce the pressure on managers to engage in myopic behavior (e.g., cutting research and development expense) in order to meet short-term earnings goals. Long-horizon institutional investors encourage a more sustainable growth pattern for firms to grow in the long-run.
- The second article, “CEO employment contract horizon and financial reporting discretion” focuses on the ethics of CEOs. Specifically, the paper examines the effect of employment contract horizon on managers’ discretion in financial reporting. Using a sample of initial employment contracts for the CEOs of S&P 500 firms, the authors found more (less) aggressive earnings overstatement during the earlier (later) stage of the first contract horizon. This strategic earnings management behavior helps managers to inflate the chance of their contract renewal. Evidence suggests that the CEO employment contract horizon has a significant impact on managerial discretion in financial reporting.

- “Government Stimulus Programs and the Persistence of the Accrual Component of Earnings” examines the impact of government stimulus programs on earnings quality, in particular, the persistence of accruals (accruals are non-cash earnings). This paper examined two big stimulus packages – one in 2008 intended to help the economy recover from the global financial crisis and the other recent stimulus package in 2020 expected to help the economy recover from the effects of covid-19. This paper finds that while government stimulus programs can help economic growth or recovery from the crisis, stimulus programs have the intended adverse consequence of reducing earnings quality. Earnings quality is important for the regulators who prefer firms with high earnings quality for more efficient capital allocation.

Management

- **Prof. Barbara Durkin** focuses on SDGs 8, 9, and 16 Since 2017, she has published four book chapters and six articles related to these areas.
- Publications and presentations in collaboration with Dr. Izabella Lokshina from Information Systems and Dr. Cees Lanting analyze the business opportunities and strategic implications of the Internet of Things (IoT) and Big Data. SDG 9 areas considered include developing sustainable, resilient, and inclusive infrastructures; promoting inclusive and sustainable industrialization; and universal access to information and communication technologies. For example, the authors examine the implications of technological change (including robotics) in the workplace. Professor Durkin also produced publications and presentations addressing the technological, ethical, and legal issues of employee health care monitoring.
- SDG 8 related research includes promoting policies for job creation and growing enterprises; full employment and decent work with equal pay; protecting labor rights and promoting safe work environments; diversifying, innovating, and upgrading for economic productivity. Prof. Durkin developed a model for implementing the international labor standards in the United States. Her working papers also explore topics related to decent work including implicit gender bias, workplace bullying, and the use of wearable technology in the workplace.
- She has supervised the research efforts of four students. Three students worked on topics related to SDG 8, and one student explored a topic related to both SDGs 8 and 9.
- **Dr. Hua Zhong’s** research incorporates topics related to green supply chain and reverse logistics. A green supply chain is achieved by successfully integrating environmentally responsible principles and benchmarks into supply chain management. This includes product design, materials sourcing, manufacturing, logistics, and end-of-life product management. He has published papers in reverse logistics. In one of his papers, he discussed how companies can recycle and re-use shipping containers to minimize waste and increase the profitability.
- **Dr. Liyao Pan** authored a journal publication that explores the empirical redundancy between organizational justice and contributes to our understanding of corporate sustainability. His research focuses on the role of leaders in executing fairness by ensuring that decision-related information flows smoothly, by treating employees fairly, and so on, which contributes to

developing a sustainable firm in a long term. Another stream of his research focuses on job design. This work contributes to our understanding of corporate sustainability by focusing on the impact of job design on work outcomes such as employee well-being and performance, which relates to the continuous development of a firm.

- **Dr. Mine Ozer** has two journal publications related to these topics. Her paper titled “Can Companies Buy Legitimacy? Using Corporate Political Strategies to Offset Negative Corporate Social Responsibility Records” argues that a firm’s corporate political strategies can be very effective in shaping legitimacy norms and offsetting a negative public image. This paper draws on institutional theory and proposes that firms with negative corporate social responsibility records consider investing in political strategies necessary to construct new legitimate standards in line with their strategies. She finds that firms with high corporate social responsibility concerns invest more in corporate political strategies. Her results indicate that organizational visibility and organizational slack positively moderate this relationship.
- Dr. Ozer’s paper titled “The Effect of Creative Culture on Corporate Social Responsibility” examines how creative culture affects the corporate social responsibility (CSR) records of companies. To measure local creative culture, she uses the fraction of the local creative class—including intellectuals and artists—working in knowledge-intensive industries. She argues that companies located in areas densely populated by the creative class should exhibit better CSR records to maintain their legitimacy. She finds firms in areas with strong creative cultures have higher levels of CSR engagement.

Marketing

- **Dr. Jie Feng** deals with word-of-mouth effect and what factors drive and affect the volume and valence of word of mouth and include two journal publications related to these topics. He developed a series of statistical models to forecast word of mouth behavior and interpret how and why they occur. His empirical research advances understanding about the impact of corporations in the creation of sustainable economic value.
- **Dr. Lambrianos Nikiforidis** focuses on consumer behavior; specifically, personal financial decisions and family spending decisions. He co-authored (as first author) “Do mothers spend more on daughters while fathers spend more on sons?”, published in the prestigious *Journal of Consumer Psychology* (a *Financial Times* top 50 publication). This research examined gender biases in parental spending, their causes, and potential contributions to inequality. The article received coverage in *Newsweek*, *Yahoo!*, *NPR*, and other media in six countries.
- **Dr. Wilson Lin** published a paper entitled “The Effects of Temperature Cues on Charitable Donation”, which suggests that non-profit organizations incorporate “cold” cues into advertisements to increase monetary donations. In addition, he has pursued two research projects on cause marketing. His paper “When and with Whom to Ally? The Effects of Cause-Related Marketing Strategic Alliances on Consumer Purchase Behavior” suggests that a within-industry alliance may elicit perceptions of high entitativity group with strong commitment to the cause and thus increase customer preferences to a firm’s cause marketing

products. He has supervised three student-faculty research posters on cause marketing related topics.

Information Systems

- **Dr. Alsius David** engages in empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social environmental and economic value, including a paper entitled “The Formation of Initial Trust by Potential Passengers of Self-Driving Taxis”. This paper looks at the influence of perceived societal benefits due to self-driving taxis on trusting beliefs towards riding in self-driving taxis. The findings provide insights to taxi service providers and ride-sharing companies, which are working on deploying self-driving taxis, on the value of ensuring that their self-driving taxis have positive social and environmental impacts, and the value of informing potential customers about these benefits.
- **Dr. Izabella Lokshina** completed several publications related to PRME and SDG topics. “Redesigning the Healthcare Model to Address Obesity Problem Using the Integration of Processes and Mobile Technologies: Facing a Worldwide Epidemic in an Innovative Manner” (2017), published in Wireless Personal Communications, proposes an effective new healthcare model to prevent obesity in the youth population, incorporating the development of an innovative multi-dimensional, cross-disciplinary ICT framework. Sophisticated game mechanics are used to motivate behavior changes towards healthier lifestyles. System development is based on user-centered design, social and networking games as well as online education. Support is provided by a wide ecosystem of stakeholders including health authorities and research institutions, industries and academia from the ICT and healthcare sectors, as well as food companies and SMEs.
- “Addressing Ethical Concerns of Big Data as a Prerequisite for a Sustainable Big Data Industry” (2018), published in International Journal of Interdisciplinary Telecommunications and Networking, analyzes Big Data both as a technology and an industrial activity and identifies the points of weakness and ethical concerns and challenges created by current business practices. Potential solutions for these concerns are proposed in order to build and maintain business practices respecting ethical standards as a prerequisite for a sustainable Big Data industry.
- “IoT- and Big Data-Driven Data Analysis Services for Third Parties, Strategic Implications and Business Opportunities” (2018), published in International Journal of Social Ecology and Sustainable Development, addresses issues of sustainable development in advancing and transitioning economies through eco-innovation and eco-entrepreneurship-driven ideas and solutions.
- “Application of Integrated Building Information Modeling, IoT and Blockchain Technologies in System Design of a Smart Building”, published in Procedia Computer Science, proposes system design of a smart building that employs the blockchain technology as a measure to secure and control the framework that involves integrated IoT and BIM technologies. The paper concludes that proposed system design is generic and applicable in numerous building

categories. For instance, it can be implemented in the ongoing Alumni Hall renovation project at SUNY College at Oneonta.

- Dr. Lokshina's book chapter, "A Qualitative Evaluation of IoT-Driven eHealth: Knowledge Management, Business Models and Opportunities, Deployment and Evolution", published in *Data-Centric Business and Applications: Lecture Notes on Data Engineering and Communications Technologies*, investigates IoT-driven eHealth and its adoption, required to achieve increased ambulant and remote medical care, increased quality, reduced personnel needs, and reduced costs potential in healthcare. The paper considers associated knowledge management issues and contributions of IoT to eHealth, along with requirements, benefits, limitations, and entry barriers. She also attends to security and privacy issues. The paper confirms that IoT-driven eHealth can happen, however, more needs to be addressed to bring it back in sync with medical and general technological developments in an industrial state-of-the-art perspective and to recognize and get timely benefits.
- Another chapter, "Evaluation of Strategic Opportunities and Resulting Business Models for SMEs: Employing IoT in Their Data-Driven Ecosystems", published in *Research Anthology on Small Business Strategies for Success and Survival*, explores knowledge-based management practices, strategic opportunities, and business models for third-party data analysis services.
- "Study on Wide-Ranging Ethical Implications of Big Data Technology in a Digital Society: How Likely Are Data Accidents in the COVID-19 Reality?", published in *Developments in Information & Knowledge Management for Business Applications*, analyzes the ethical implications of Big Data technology. This book chapter confirms that strategies behind Big Data technology produce business ecosystems that leave them vulnerable to accidents associated with its commercial value and known as data accidents, which raise important concerns about data privacy during the COVID-19 pandemic. She proposes successful risk mitigation strategies.

Economics

- **Dr. Christine Storrie** explained a novel teaching technique as an example of how to improve teaching methods and provide quality education to students in her paper "The Economics of Cupcakes". She has been working on a series of other papers dedicated to the gender wage gap, including have two working papers: "The Gender Wage Differential in the New Millenia: An Analysis of the United States 2000-2017" and "A State and Regional Analysis of the Gender Earnings Differential". Additionally, she has supervised several student research papers utilizing PRME frameworks. One student focused on reduction of inequalities and two papers looked a responsible consumption. Three other papers considered gender equality.
- **Dr. Philip Sirianni** supervised twelve student research projects with SDG connections. He has four journal publications with SDG connections. Two of them had student-coauthors. One was a pedagogical work on incorporating the PRME into undergraduate student research.

- Going forward, it is important that we track and highlight our PRME related research more systematically. We plan to conduct annual collection of data on research publications from faculty annual reports and have devised drop down menu indicators for Digital Measures. Publications will then be mapped against specific goals of SDGs. The Department of Business plans to regularly report selected PRME related research through our website, social media channels, and press releases.

PRINCIPLE 5: PARTNERSHIP

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

BAC: We meet with the Business Advisory Council (BAC), whose members include alumni and business leaders in our service region, regularly and discuss our PRME initiatives with them. At our spring meeting, we discussed the modifications to supply chain management—both curricular and in terms of our then proposed new hire—that would highlight the sustainability as part of our modifications. In order to make sure we are serving our community appropriately, we have also consulted with the BAC about appropriate and useful ways to convert our 150 credit accounting program that leads to sitting for the CPA exam, to a 4+1 program that will include a masters level degree. Connecting the BAC to our students is also a regular part of our PRME efforts, for example, our Student Advisory Council presents regularly about their activities and concerns. The connection works both ways. Alumnus and BAC member Andrew Schwenk (Executive Director, JP Morgan) has been instrumental in continuing the JP Morgan internship program for Business students.

Co-Curricular: In 2020, the SUNY Oneonta Entrepreneurship Club continued enhancing entrepreneurial activity on campus. The purpose of the Club is to investigate the components, tools and practices of entrepreneurship; improve personal skills and the understanding of key entrepreneurial concepts; develop and strategically plan business models; come up with and work on different ideas as a group; cultivate new venture opportunities; compete as a group in business competitions; and encourage viable networking opportunities. The Club emphasizes the development of business plans and creative business concepts and strives to create an environment for all majors to come together in an energized environment to achieve entrepreneurial success. It brings together twenty active members who attend meetings regularly.

The Club established of a local chapter of Startup Grind. Startup Grind is the largest independent startup community, actively educating, inspiring, and connecting more than 1,500,000 entrepreneurs in over 500 chapters. The club members nurture startup ecosystems in 125 countries through events, media, and partnerships with organizations like Google for Startups.

The cornerstone of a global community are monthly events featuring successful local founders, innovators, educators and investors who share lessons learned on the road to building great companies. Founded in Silicon Valley, Startup Grind has helped millions of entrepreneurs build their businesses, connect with strategic partners, and secure funding. Business-Economics student, who is President of the Entrepreneurship Club, and a faculty member, who is advisor to the Club, are the Chapter's Director and Co-director.

In 2020, the Club held its first Startup Grind event. The Club began with a “fireside chat” which hosted Al Rubin as their inaugural speaker. Also, the Club continued further discussions with Michelle Caton with the Small Business Development Center and with local businessman and alumnus Al Rubin from the Otsego County Chamber of Commerce. By doing this, the word for Innovation Center at SUNY Oneonta was distributed in local business community to generate interest in our students and their abilities among local business owners. The Club also held discussions on a number of topics. Among the topics under discussion was the development of a program operating along the lines of the series “Shark Tank” which will give students access to funds from local venture capitalists for their educations, to develop promising entrepreneurial ideas, and to invest in the local economy.

In 2021, Dr. Alsius David became the faculty advisor of the Entrepreneurship Club. The Club plans to conduct fireside chats this semester, where we interview entrepreneurs in front of a student-audience and ask them relevant questions about their experience and practices as Entrepreneurs. They plan to ask guest entrepreneurs about their challenges in meeting social and environmental responsibilities, particularly during the COVID-19 pandemic, and about their approaches to meeting these challenges.

Internships: Our internship program allows for our students to work closely with business leaders as well as the business aspect of a variety of entities. The Coordinator of Internships and Career Development is a faculty member with reassigned time from teaching who helps students secure internship placements by providing one-on-one career counseling, critiquing résumés and cover letters, and identifying placement opportunities. We have long-term relationships with several firms such as ABM and JP Morgan and local organizations such as the Oneonta School Board and the New York Small Business Development Center.

The Business Department strives for internships that provide students the opportunity to apply the tools and concepts learned in courses to practical settings. Each intern is required to write a paper summarizing the internship experience and highlighting the course work that was most relevant to the internship. In addition to the application process open through the College Foundation's financial support for applied learning (e.g., several endowment funds are earmarked for such purposes), generous gifts from Mr. Kent Newhart '77 created a fund, described above, that led to an innovative first for Business and SUNY Oneonta: a student-

managed investment portfolio that began in spring 2019. It has made an immediate and significant impact upon teaching and learning in finance.

Our annual review of the EBI SKYfactor Benchworks Undergraduate Exit Assessment reveals that up to 50% of graduates in a given year had completed an internship or other applied learning activity through SEB, providing students with applied learning experiences that are the path to full-time employment placement with specific firms and strengthen our connections to the communities we serve. Business students who have completed internships with ABM, British Telecom, Ernst & Young, JP Morgan and KPMG, among others, have received offers of employment.

Distinguished Alumni Series: The Office of Alumni Engagement has the great pleasure to invite alumni back to the SUNY Oneonta Campus as part of the Distinguished Alumni Lecture Series. This series affords alumni who have distinguished themselves in their field an opportunity to give back to their alma mater by sharing practical advice with their fellow graduates as well as current students. Lectures are tailored to the speakers' interests and availability, and can include speaking with students about their career, navigating the graduate school process, strategies for finding employment and networking advice, addressing a class in their specialty area, and interacting with faculty. In recent years the following alumni have visited us:

2021 – Ben Schoolsky

2020 – Tom Kane

2019 – Robert Klein, Bianca O'Brien, Scott Salmirs

2018 – James Ajello, Lisa Ferrero, Tom Kane

Backpacks to Briefcases: Each fall, the Economics Club, in cooperation with the Office of Alumni Engagement, sponsors Backpacks-to-Briefcases, a networking event in New York City. Alumni of the College and the SEB welcome current students to their places of employment. Nineteen alumni, representing firms such as ABM, Alliance Bernstein, Bloomberg, Citibank and Ernst & Young, host some 50 to 80 students each year. Alumni mentor students in understanding the job search process and career advancement. Backpacks-to-Briefcases is a regular source of placement and internship leads for participants.

PRINCIPLE 6: DIALOGUE

We will facilitate and support dialog 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.

Several student advisees have participated in SRCA (Student Research and Creative Activity) Day and had their posters designated as sustainability focused, and faculty often present sustainability-related projects at Life of the Mind event on campus.

Dr. Philip Sirianni served as chair of the President's Advisory Council on Sustainability (the Dean currently sits on the Council). During this term, we completed the College's first Sustainability Master Plan which was endorsed by Senate. He also served on the Search Committee for the College's Sustainability Coordinator. He also served on Sustainability Subcommittee for the Facilities Master Plan. He gave a convivium lecture on sustainability commitments in higher education. He served as panelist or presenter at several sustainability-related events on campus, including the SDG Spotlight Series; Owning Our Impact; Small Acts, Big Environmental Change; ODE; Economics Club

SUNY Oneonta Marketing Club (OnMark) students have utilized their marketing skills to improve our campus, local, national, and international communities as positively and enduringly as possible. OnMark provides its members with diverse chapter-organized opportunities to make a positive impact by volunteering for on-campus and off-campus activities. In November 2020, SUNY Oneonta Marketing Club (OnMark) hosted its 9th annual AMA Regional Conference with attendance of 31 members. One guest speaker was Kelly Smith Aceituno. She has many years of experience in the public and media relations field and her current position is the Senior Vice President of Prosek Partners. In her speech, she talked about the challenges that many companies are facing today in response to social justice issues such as the Black Lives Matter movement. The idea is to promote social justice to ensure that everyone has physical security, education, healthcare, and employment. Students also contributed their opinions on this subject. In the Q&A session, we facilitated the dialog among professors, students, and business professionals on critical issues related to global social responsibility.

In 2019, two OnMark students, sponsored by a member of the Marketing faculty, studied how acquisition modes (i.e., purchasing a computer program vs. renting a computer program) affects brand roles preference (i.e., brand as a leader vs. partner). The project was awarded \$500 by the Student Grant Program as the Research/Creative Activity Shadowing Track. These student researchers found that renters prefer a servant brand to work for them whereas purchasers with a high-performance goal prefer a partner brand to work with them. The student-faculty team participated the Student Research Poster Competition at the 2019 AMA International Collegiate Conference and the 2019 SUNY Oneonta Student Research and Creative Activity Day (SRCA).

In 2020, two OnMark students, sponsored by a member of the Marketing faculty, worked on a project to examine how money anthropomorphism affects consumer financial risk taking. The student-faculty team participated with a poster presentation at the Student Research Poster

Competition at the 2020 AMA International Collegiate Conference. Additionally, a team of SUNY Oneonta's OnMark students attended 2021 Virtual American Marketing Association (AMA) International Collegiate Conference on April 8-10, 2021. OnMark was selected as one of the Top 15 Collegiate Chapters among 400 competing colleges and universities, making this the sixth consecutive year that OnMark has placed as the Top AMA collegiate chapter. In this competition, schools are judged based on their accomplishments. Each chapter submits an annual report detailing the fundraising events, membership drives, community service events, career development workshops, and other activities in which the club participated throughout the year.

OnMark participated several AMA competitions and received significant recognitions:

- Dr. Hugh G. Wales Faculty Advisor of the Year (Second Place)
- PODs AMA Case Competition (Honorable Mention)
- Chapter Website Competition (Honorable Mention)

Students have been encouraged to attend the Common Read lectures each year and participate in discussions concerning the topics. Recent topics of the Common Read have focused primarily on SDG 8 (Decent Work and Economic Growth) and SDG 16 (Peace, Justice and Strong Institutions). *Hidden Figures: The Story of the African American Women Who Helped Win the Space Race* by Margot Lee Shetterly, was required reading in MGMT 341 (Human Resource Management). Students were encouraged to attend the 2017 Mills Distinguished Lecture presented by the author. The topics explored in this book included decent work for equal pay, racial and gender discrimination, diversity, equity, and inclusion.

Students who are members of Beta Gamma Sigma, the international honor society, are encouraged to participate in activities affecting the community. Several members have participated in the Global Leadership Summit where issues of corporate social responsibility and sustainability are discussed.

Dr. Lambrianos Nikiforidis attended the 2018 **Collaborative Online International Learning (COIL)** Conference, hosted by SUNY on the Fashion Institute of Technology campus in New York City, to learn more about COIL. This is a program designed to get students from universities in different countries work with one another on class modules that faculty incorporate into the coursework. Later, faculty discussed the possibility of a COIL collaboration between our students and students from the American College of Thessaloniki in Greece. However, this collaboration has not taken place yet due to, among other reasons, the global pandemic.

Throughout our curriculum and co-curricular activities, we are all engaged in an ongoing dialogue addressing contemporary issues of global social responsibility and sustainability. In addition, our teaching has expanded beyond our domestic borders to include a partnership with

the JAMK School of Applied Sciences in Jyväskylä, Finland, with the goal of providing quality education, foster partnerships, and to promote dialogue.

PRINCIPLE 7: ORGANIZATIONAL PRACTICES

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students and the campus overall includes many aspects of the SDGs in the curriculum, institutional planning in places like facilities, and student activities. Our commitment to PRME is viewed very positively as part of that overall commitment.

SUNY Oneonta named sustainability as one of its three core values in 2018. This means that along with inclusivity and service, sustainability is something that is infused into all aspects of the college- in academics, operations and engagement. You can see evidence of our commitment to sustainability in small spaces like the student run Red Closet Thrift Shop, broad projects such as courses with sustainability designations in more than half of the academic departments, and the President's Advisory Council on Sustainability. As a campus, we have made an overall commitment to supporting a community that is socially just, environmentally healthy and economically stable. The faculty hiring plan approved for 2021-22 includes 8 positions across all three schools (Green Supply Chain Management is one) designated as a sustainability cohort who will help us further embed sustainability into our curriculum and campus culture. This follows the hiring of 4 liberal arts faculty last year with common interests around diversity, equity, and inclusion in a global context.

The campus utilizes a President's Council on Diversity to maintain best practices, heighten awareness of several SDG related initiatives, and advise the president. It's many subcommittees include faculty, and the Dean currently sits on this Council as well. Recently an ad hoc committee that focuses on the SDGs began operation and ran a series of faculty lectures on each of the SDGs. They are currently in discussion with other sustainability-related groups who are interested in further embedding the SDGs in the overall campus culture.

More info on Institutional efforts can be found at <https://suny.oneonta.edu/sustainability>

In 2018, the SUNY Oneonta received external recognition from two organizations for its commitment to sustainability: The American Association of State Colleges and Universities (AASCU) awarded SUNY Oneonta an Excellence and Innovation Award for the college's commitment to and success in integrating sustainability across the curriculum. The awards program, now in its fifth year, honors AASCU member institutions for excellence and innovation in several areas, including sustainability and sustainable development. For the second time, SUNY Oneonta earned recognition as a Tree Campus USA. Tree Campus USA is an Arbor Day Foundation program that honors colleges and universities and their leaders for promoting healthy trees and engaging students and staff in the spirit of conservation. To obtain this distinction, SUNY Oneonta met the five core standards for sustainable campus forestry required by Tree

Campus USA — the establishment of a tree advisory committee, evidence of a campus tree-care plan, dedicated annual expenditures for a campus tree program, an Arbor Day observance, and the sponsorship of student service-learning projects.

Future Plans:

Beginning with the 2021-2022 academic year, all new students in the business-related programs will be required to successfully complete a course in Corporate Social Responsibility as a requirement in the Business Administration major as well as Professional Accounting. We will continue to monitor our assessments for strong indication that students excel in the learning outcomes around the SDGs. We look forward to the impact that a new faculty member with expertise in Green Supply Chain Management will have on our programs.

We also recognized the need to better highlight PRME and the SDGs and this year made additional efforts to include them explicitly in syllabi. We hope to make a short video that explains the use of the SDGs that faculty can use in their classes.

This year, the SDGs surfaced as much more commonly used by faculty across the campus than was previously known. Individuals outside of the traditional areas of environmental sustainability found their way to the UN frameworks and were using them in their classrooms and as part of their research planning. Because of the cohort hire, this rumble of activity emerged with far more energy than prior to the COVID years. Our completely remodeled Alumni Hall, which will house all Business programs, will be LEED certified and stand as a physical reminder to our faculty that we must continue to play an important role in these campus efforts. As the institutional commitment to the SDGs deepens and broadens, Business will build out its own impact in this area.

Table: Sustainable Development Goals - Business Economics, Economics and Professional Accounting courses

Major Course Requirements	No Poverty	Zero Hunger	Good Health & Well Being	Quality Education	Gender Equality	Clean Water & Sanitation	Affordable & Clean Energy	Decent work & economic growth	Industry, Innovation & Infrastructure	Reduced Inequalities	Sustainable Cities & Communities	Responsible consumption & Production	Climate Action	Life Below Water	Life on Land	Peace, Justice & strong institutions	Partnerships for the goals
ACCT 100								M								M	
Topics/ Activities								Internal control; Ratio analysis								Internal control; Long-term assets; Depreciation	
ACCT 122									M			M					
Topics/ Activities									Budgeting; Variables; Job order & process order costing; Cost estimation			CVP; contribution; margin vs gross margin; ABC					
ECON 111	L		L					L		L		L	L				
Topics/ Activities	Price ceilings/floors		Optimal outcomes; Externalities					Min wage; Free trade		Price ceilings/floors; Specialization & trade		Externalities; Corrective actions	Externalities; Corrective actions				
ECON 112			L					H	L	L						L	
Topics/ Activities			GDP; Effective wage					Econ growth	PPF; Econ growth	Employment income inequality						GDP; Types of economies	
ECON 212			L	L				H	M	L						L	
Topics/ Activities			Solow growth model; Effective wages	Solow growth model					Solow L.R.model	Employment income inequality						-GDP	
FINC 231								L				H					
Topics/ Activities								Financial markets institution				Capital budgeting; Cost of capital; Financial statement analysis					
LAW 222					L	L			L	L				L	L	H	
Topics/ Activities					Employment law	Environmental law			Contract	Ethics				Environmental law	Environmental law	Ethics; Contract; Intellectual property; Business entities & antitrust /competition; Employment law; Environmental law	

Major Course Requirements	No Poverty	Zero Hung	Good Health & Well Being	Quality Education	Gender Equality	Clean Water & Sanitation	Affordable & Clean Energy	Decent work & economic growth	Industry, Innovation & Infrastructure	Reduced Inequalities	Sustainable Cities & Communities	Responsible consumption & Production	Climate Action	Life Below Water	Life on Land	Peace, Justice & strong institutions	Partnerships for the goals
LAW 326					L			L	L	L						H	
Topics/ Activities					Employment law			Employment law	-Intellectual property -Business entities & antitrust / competition	Ethics						-Ethics -Contract -Intellectual property -Business entities & antitrust / competition -Employment law -Environmental law	
MGMT 241					L			L	L	L							
Topics/ Activities					workplace diversity; career management; human resource management; global diversity			workplace diversity; global business; foreign trade; corporate social responsibility	operations, quality and productivity; external environment of business; technology; technological innovation; managing innovation; change management	global business; foreign trade; external environment of business							
MKTG 261					L							L					
Topics/ Activities					Gender Role in different cultures; gender ads; segmentation based on gender							Marketing ethics; green marketing; sustainability; CSR; Stakeholders; Cause related					
MGMT 343			L	L	M			H		M							
Topics/ Activities			Stress and well being at work; Career management	Learning & Performance Management; Career Management	Diversity in the workplace; Gender Equality; Sexual harassment; ethics			Job design; alternative work patterns; equal pay; diversity in the workforce; employee rights; ethics		Ethics; Globalization							
MGMT 345									L			L				L	
Topics/ Activities									Industry analysis; suppliers			Corporate social responsibility; sustainability				Corporate governance	

Major Course Requirements	No Poverty	Zero Hung	Good Health & Well Being	Quality Education	Gender Equality	Clean Water & Sanitation	Affordable & Clean Energy	Decent work & economic growth	Industry, Innovation & Infrastructure	Reduced Inequalities	Sustainable Cities & Communities	Responsible consumption & Production	Climate Action	Life Below Water	Life on Land	Peace, Justice & strong institutions	Partnerships for the goals
MGMT 353			L						M			H					L
Topics/ Activities			Quality management						Process strategy; location strategy; enterprise resource planning			Lean system; inventory management; resource management; linear programming					Supply Chain Management
MIS 351				M					M		L	L					L
Topics/ Activities				technology agility; application programs; databases; SAP; organizing information resources in organizations; ergonomics; antivirus; computer & network security; privacy; ethical issues; social implications; computer crime; code of ethics					hardware; telecommunication & networks; databases; data warehouses & data marts; system development technology for competitive advantage; ERP(SAP)		IoT; case studies; team projects	Decision support systems; case studies; team projects					ERP (SAP)
Concentration capstone																	
MKTG 361									L			M					L
Topics/ Activities									Developing and managing new products; innovatoin for product success			Corporate social responsibility; sustainability; cause-related marketing; social marketing					Responsible global marketing; managing channel conflict; legal and ethical issues in channel relationships
MIS 361				M					M			H					L
Topics/ Activities				Business intelligence & analytics; integrtd business processes					Data warehouse; client/server technology			Procurement process; materials management; production planning and execution; sales & distribution					Supply chain integration