

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Feliciano School of Business

September 2026

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Feliciano School of Business, including key details and basic institutional data.

Mission

Feliciano School of Business - Mission

The mission of the Feliciano School of Business was initially ratified in May 2014 and has received continuous reaffirmation from our faculty and staff throughout every strategic planning iteration.

Our Mission:

We Develop Talent for a Changing World

Vision

Feliciano School of Business - Vision

To serve as a catalyst for social mobility through access to market-centered academic programs, collaborative research, and corporate and community engagement.

Strategy

Feliciano School of Business - Strategy

The Feliciano School of Business views its strategy as a dynamic roadmap that adapts to changes in the environment and marketplace. Our current strategic plan, endorsed by the faculty in 2019, is focused on four core outcome-based goals with a fifth foundational goal dedicated to strengthening our internal capacity.

Core Goals:

1. *Student Success*: We will graduate students who are agile and have the analytical, communication, general, and discipline-specific competencies to succeed in their business and professional careers
2. *Academic Program Vitality*: We will continuously improve the quality, relevancy, and flexibility of our portfolio of degree and professional programs
3. *Community, Business, and International Engagement*: We will strengthen our domestic and global networks to increase our visibility, enhance our reputation, and provide value to our stakeholders
4. *Scholarly Inquiry*: We will create and support initiatives that shape conversations and develop solutions around globally significant issues
5. *Cornerstone: Strengthening Internal Capabilities*: We will attract, support, and retain an active, engaged, diverse, and highly qualified faculty and professional staff

Final Strategic Plan 2019-2025 Feliciano School of
Business

View document  Download document 

Strategy Alignment

Feliciano School of Business - Strategy Alignment

FBS's strategic priorities align with advancing sustainable development, promoting the common good, and enhancing quality education through the following key connections:

1. Student Success

- By embedding career preparedness, strengthening mentorship, and supporting student engagement, the business school equips graduates with skills needed to contribute meaningfully to society and the economy. These efforts help ensure equitable access to quality education and foster professionals who are well-prepared for future careers.
- Initiatives such as revisions to the first-year experience, including adding MGMT 201: Social Impact of Business, and proactive academic advising help students develop analytical, communication, and discipline-specific skills that set students up for success in college. These initiatives align with the Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education.

2. Academic Program Vitality

- The integration of market-valued credentials and experiential learning enhances student success and strengthens their ability to address both societal and workplace challenges. By aligning new programs with industry needs, the college ensures students are prepared for careers that will continue to evolve as technology reshapes the workforce.
- Initiatives such as international experiences and interdisciplinary programs broaden students' perspectives, fostering innovation and global collaboration in support of SDG 17: Partnerships for the Goals.

3. Community, Business, and International Engagement

- The college's commitment to local and global partnerships, as well as community engagement, strengthens its social impact and contributes to overall community well-being.
- Participation in global partnerships and international collaborations promotes cross-cultural understanding and deepens awareness of the challenges facing the global community—highlighting how responsible business practices can help address these issues.
- These initiatives align with multiple SDGs that address the socio-economic challenges facing global communities, including SDG 10 Reduced Inequalities and SDG 17: Partnership for the Goals.

4. Scholarly Inquiry

- Support for research with a focus on globally significant issues directly aligns with advancing the United Nation's sustainable development goals (SDGs).
- Supporting faculty to engage in high-impact research elevates societal awareness of key challenges, including climate change, social inequality, and economic development, which also aligns with the United Nations SDGs.

5. Strengthening Internal Capabilities

- The focus on attracting and retaining diverse and talented faculty enhances the institution's ability to provide high-quality education and foster innovative thinking.
- By promoting strategic leadership development and celebrating faculty achievements, the college creates a positive learning environment that benefits students and the broader community.
- These initiatives align with SDG 4: Quality Education.

Conclusion: The college's strategic priorities collectively support sustainable development by fostering equitable access to quality education, promoting social impact, and enhancing community well-being. Through its focus on academic innovation, research, and partnerships, the institution advances the common good while preparing students to become responsible global citizens.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1342
Faculty & Staff at the University	3971
Faculty & Staff at the Institution	245
Student Enrollment at the University	23586
Student Enrollment at the Institution	5234
Undergraduate Attendance	4320
Masters-Level Postgraduate Attendance	914
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	36

Degrees Offered

Bachelor Programs

-  Bachelor of Science (B.Sc. or B.S.)
-  Bachelor of Arts (B.A.)
-  Bachelor of Science (BS) in Business Administration

Masters Programs

-  Master of Science (M.Sc. or M.S.)
-  Master of Business Administration (M.B.A.)

Undergraduate Degree Programmes

-  Accounting (B.S.)
-  Business Analytics (B.S.)
-  Hospitality, Sports, Events and Tourism
-  Economics
-  Finance
-  Management
-  Entrepreneurship
-  International Business
-  Marketing
-  Management Information Systems
-  Real Estate
-  Strategic Human Capital Management

Masters Degree Programmes

-  Master of Business Administration
-  Accounting (M.S.)
-  Business Analytics & Artificial Intelligence (M.S.)
-  Digital Marketing Analytics
-  Human Resource Analytics

Certificates, Professional Development, or Associate Programmes

-  Certificate in Project Management
-  Certificate in Supply Chain Management
-  Certificate in Business Analytics and Artificial Intelligence
-  Certificate in Accounting
-  Certificate in Entrepreneurship
-  Certificate in Innovation Design
-  Certificate in Neuroinclusive Practice and Leadership Interdisciplinary
-  Certificate in Professional Selling & Sales Management
-  Certificate in Digital Marketing
-  Certificate in Forensic Accounting
-  Certificate in Human Resource Management
-  Certificate in Professional Accounting



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

MONTCLAIR STATE UNIVERSITY

Dean's Message

I am pleased to reaffirm the Feliciano School of Business at Montclair State University's commitment to the Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice, and Share. As a signatory to PRME since 2019, we remain committed to preparing students to become responsible leaders who can contribute meaningfully to an increasingly complex and changing world.

The mission of the Feliciano School of Business - *We Develop Talent for a Changing World* - reflects our responsibility to develop not only the knowledge and skills needed for professional success, but also the ethical awareness, social responsibility, and global perspective necessary to lead responsibly. Through our academic programs, research, partnerships, and engagement with our communities, we seek to integrate these principles into the educational experience and the broader life of the School.

This Sharing Information on Progress (SIP) report provides an opportunity to reflect on our continued progress in advancing responsible management education. It highlights activities and accomplishments within the Feliciano School of Business, as well as relevant initiatives taking place across Montclair State University that contribute to our shared commitment to the values reflected in PRME and the United Nations Sustainable Development Goals.

We recognize that responsible management education is an ongoing commitment. As the challenges facing business and society continue to evolve, we will continue to examine our practices, strengthen our educational offerings, expand meaningful partnerships, and identify new opportunities to prepare our students to lead with purpose, integrity, and a commitment to positive impact.

We are pleased to share our progress through this SIP report and look forward to continuing our work as a member of the global PRME community.

Dr. Kimberly Hollister

Dean, Feliciano School of Business
Montclair State University

Definition of Purpose

The Feliciano School of Business reaffirms our purpose to advance responsible management education through experiential learning, cross-sector partnerships, and public service—empowering our students to lead with purpose and equipping them to make a meaningful difference in the world.

Institutional Engagement

0% - 25% of faculty at Feliciano School of Business actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

The business school reaffirms and supports Montclair's mission of social mobility by preparing students for meaningful careers that not only align with their own goals, but also benefit and contribute to a more sustainable global society. Our responsibility to our students is to foster lifelong learning, build professional expertise, and promote lasting connections with peers, the community, and the University.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school
- ❖ Centralized sustainability office
- ❖ Interdisciplinary efforts across parent organization

Values Voices

Values: TEDx Montclair: Montclair State University Students Lead Event to Champion Social Mobility

The following article, published on Montclair's website in June 2025, demonstrates student leadership and a commitment to responsible management. Feliciano School of Business MBA students Katarina Rodriguez and Nova Pierre Louis organized **TEDx Montclair: The Domino Effect**, an event that explored how individual actions can create meaningful social change. By applying the skills developed through their business education, the students created a platform for diverse voices to share ideas that inspire action, promote social mobility, and encourage positive community impact—reflecting Montclair's commitment to responsible leadership and the Principles for Responsible Management Education (PRME).

Montclair State University MBA students Katarina Rodriguez and Nova Pierre Louis believe that meaningful change doesn't happen all at once. It starts with a single idea, a single story – a single domino.

That's why they brought TEDx Montclair: The Domino Effect to life on Tuesday, June 24, 2025, at Montclair Mezzanine, an event space on Bloomfield Avenue in Montclair.

“It’s about the small things that lead to something bigger,” says Rodriguez. “Everything that happens in our lives, good or bad, can come from a small action.”

The TEDx Montclair event brought together thought leaders, creatives and changemakers to explore how small actions can spark powerful, lasting change – in individuals, families and entire communities.

A Domino Starts It All

Rodriguez and Pierre Louis applied what they’ve learned at Montclair’s Feliciano School of Business to elevate the voices and ideas. Their vision for The Domino Effect is grounded in lived experience and a shared commitment to making opportunity more accessible.

Both Rodriguez and Pierre Louis earned their bachelor’s degrees in Business Administration from Montclair and their MBAs in 2025.

Rooted in the belief that social mobility is a shared responsibility, TEDx Montclair invites audiences to consider new perspectives on progress – and who has the power to shape it, Rodriguez and Pierre Louis say. The event featured speakers sharing personal stories, ideas and solutions that challenge the status quo and encourage action.

The conference is volunteer-driven, with Montclair students leading efforts in merchandise, media, design and logistics.

“Planning TEDx is like running a business,” says Pierre Louis. “I’m using both what I’ve learned in class and what I’ve done in previous jobs.”

While TEDx Montclair is independently organized under license from TED, the values woven into it reflect Montclair State University’s mission to broaden access and opportunity.

“In many ways, the University influenced us as people,” Rodriguez adds. “It’s shed light on what this word – social mobility – really means. And it doesn’t always look a certain way.”

Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

Values: Workshops that Reflect Montclair State University's Values

Throughout the year, Montclair State University offers workshops and lectures that reflect the values of the University and its commitment to academic excellence, inclusive engagement, social responsibility, and the pursuit of knowledge that addresses real-world challenges. The Feliciano School of Business engages with these university-wide offerings, and in 2025 also hosted its own workshops, as part of its ongoing commitment to the Principles for Responsible Management Education (PRME).

In 2025, these workshops advanced the Principles for Responsible Management Education (PRME) by fostering dialogue on complex global challenges and preparing faculty, staff, and students to become informed, ethical, and socially responsible leaders. These university and school-level programs explored topics such as the governance and ethical implications of artificial intelligence, climate change and Indigenous knowledge, immigration and support for international students, human trafficking and modern slavery, and the perspectives of youth navigating an uncertain future shaped by climate change and migration. Collectively, the workshops promoted interdisciplinary learning, global citizenship, human rights, diversity and inclusion, environmental sustainability, and ethical decision-making while encouraging participants to consider collaborative, equitable, and sustainable solutions to today's most pressing societal challenges.

The following is a sample of workshops and webinars from 2025 in which School faculty, staff, or students participated.

Event #1:

Immigration 101- Faculty and Staff Workshop

This university-wide workshop explored how immigration policies affect international students and how faculty and staff can best support their academic success and compliance. Feliciano School of Business faculty and staff participated in this session.

Hosted by Adrienne Gigantino, Director of International Student and Scholar Services, the session provided key insights into essential immigration rules and regulations, strengthening the University community's collective understanding and support for international students..

Event #2:

Masters or Servants? The Struggle to Govern AI

As artificial intelligence continues to reshape our world, the challenges of governing this transformative technology have become increasingly urgent. This webinar, sponsored by Research on Interdisciplinary Global Studies (RIGS) and the CHSS Dean's Office, was led by Jimena Viveros Álvarez —renowned international lawyer and UN advisor on AI governance—and explored the ethical, legal, and global implications of AI for peace and security. Feliciano School of Business faculty and staff were among those who attended.

Event #3:

The Climate Crises and How Indigenous Ecological Calendars Help Us Adapt

Hosted by Research on Interdisciplinary Global Studies (RIGS), this event examined how Indigenous ecological calendars—systems of timekeeping grounded in the relationships between people, place, and seasonal change—help communities adapt to the ongoing climate crisis. Dr. Karim-Aly Kassam, the International Professor of Environmental and Indigenous Studies at Cornell University's College of Agriculture and Life Sciences, drew on his research with Indigenous peoples across the Arctic, Asia, and North America to show how these calendars function as living knowledge systems that synchronize ecological rhythms with social practices, strengthening community resilience in the face of environmental uncertainty. He emphasized that effective climate adaptation requires moving beyond one-size-fits-all approaches toward locally grounded strategies that value Indigenous ecological knowledge. Through this perspective, ecological calendars emerge as "methodologies of hope," reconnecting humanity to the natural world and inspiring inclusive, place-based practices for sustainable and ethical climate action.

Event #4:

Global Efforts in Dealing with Human Trafficking: A Focus on Child Trafficking

This talk at the university explored Sustainable Development Goal (SDG) 8.7, which sets an ambitious target: eradicating forced labor, modern slavery, and human trafficking while eliminating the worst forms of child labor by 2025. Yet, as this deadline approaches, significant gaps remain, raising critical questions about the feasibility of this goal. Was SDG 8.7 overly ambitious, or have global efforts fallen short? In 2022, estimates from the IOM, ILO, and Walk Free Foundation indicated that 50 million people were living in conditions of modern slavery. In response, governments and international organizations have introduced legislative and trade regulations to enforce due diligence across global supply chains. But have these measures effectively curbed trafficking and exploitation? This talk examined the impact of these policies, the challenges in implementation, and the lessons learned in the global fight against modern slavery.

About the series: This talk, given by Kingsley Kwame Gyamera Abrokwa, is part of the Lecture Series on Perspectives on Global Human Trafficking, which examines the complex dynamics of modern slavery, the effectiveness of international policies, and the evolving strategies to combat human trafficking in a rapidly globalizing world. Kingsley Kwame Gyamera Abrokwa is a child labor specialist at the Food and Agriculture Organization of the United Nations's Regional Office for Africa.

Event #5:

A Reverse Time Capsule: What Unpacking Youth Futures Tells Us About Our Present

This university workshop explored how young people in the Global South envision their futures in the context of the social challenges posed by climate change. Based on preliminary multimethod research with Ecuadorian youths, findings indicate that many foresee adverse societal impacts from a changing

climate and doubt the government's capacity to respond effectively to intersecting crises. Although group dialogues generated more optimistic and collaborative visions, individualistic strategies—especially migration—predominated. These results suggest an urgent need for educational and civic spaces where young people can engage in collective reflection and envision shared pathways toward more just and sustainable futures.

Speaker: Stephen Ruszczyk, Associate Professor at Montclair.

Values: Peer Connection Program

Providing students with a mentor program aligns with one of the Feliciano School of Business's core goals – Student Success. The Peer Connect Program at the Feliciano School of Business connects new students with experienced student mentors to encourage academic and personal growth. Business student mentors guide mentees through navigating business studies, balancing academic demands, and exploring major opportunities and offerings. Participants build lasting relationships through one-on-one mentoring, group workshops, and leadership development events. Mentors will support students in developing professional skills and enhance preparation for academic success and personal development. This program promotes an inclusive and innovative learning environment that defines the Feliciano School of Business.

Continue telling your story

Values: New Neuroinclusive Practice & Leadership Certificate

The Feliciano School of Business launched a new Neuroinclusive Practice & Leadership Certificate in the Fall 2025. This new certificate equips students with the skills to create supportive work environments, champion neurodivergent individuals, and promote collaboration and belonging, a valuable skill across any career path. The program addresses barriers faced by neurodivergent individuals, promotes equal opportunities for meaningful employment, and provides leaders with the knowledge and skills needed to implement neuroinclusive practices. In doing so, the program contributes particularly to SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), and SDG 4 (Quality Education).

2025 ROI Influencers in Higher Education

Granter: ROI NJ

Grantee: Kimberly Hollister and Elizabeth Rich

Award Description:

Kimberly Hollister, the Dean of the Feliciano School of Business, and Elizabeth Rich (Director of Strategic Partnerships and Initiatives at the Feliciano School of Business Center for Entrepreneurship + Innovation) were named to the 2025 ROI Influencers in Higher Education list. The honor recognizes their leadership in strengthening academic programs, supporting student success, and fostering partnerships that advance research and talent development in New Jersey.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

Academic Program Vitality is one of the goals of the Feliciano School of Business. The integration of market-valued credentials and experiential learning enhances students' ability to address societal challenges and economic growth. By aligning new programs with industry needs, the college support sustainable employment pathways and lifelong learning opportunities.

Courses that support RME

Feliciano School of Business reports 5 courses in 2025 that support responsible management education and sustainable development goals.

MGMT 201: Business Ethics and Social Impact | MGMT 201

This course provides students with a basic understanding of contemporary business ethics as well as the social impact of businesses including, but not limited to, stakeholder management, sustainability, and environmental, social, and governance (ESG). Students will examine ethical dilemmas and decision-making frameworks and approaches to the individual and structural levels. Students will examine ethical theories and perspectives (e.g., utilitarianism, deontology, libertarianism, justice theory) and apply these to real-world situations through case analysis.

As part of one section of MGMT 201: Business Ethics and Social Impact, 10 students traveled to Panama for an immersive learning experience led by Gabriel Jung (Management) and Mariella Hernandez (Global Programs & Partnerships). The trip provided a firsthand look at global business ethics and sustainability efforts, including a macroeconomic overview from EY, insights into Sustainable Development Goals initiatives at Cervecería Nacional and a career perspectives discussion with the CFO of Citibank Panama. Beyond business, students explored the Panama Canal, the Biodiversity Museum, the Metropolitan Nature Park, and even learned to make traditional tamales. This marks the first iteration of a new study abroad model integrated into a required course, expanding global learning opportunities for our undergraduate students.



MGMT 250: Introduction to Neurodiversity and Neuroinclusive Practice

| MGMT 250

Students explore the concept of neurodiversity—the full range of human neurocognitive variation—discovering its benefits to individuals, organizations, and society. Students learn the history of the neurodiversity movement which rejects assumptions of pathology and fosters the emerging

neurodiversity paradigm. The course shares neurodivergent voices, experiences, and perspectives, and encourages critical analysis of what is considered “normal” in school, at work, and in life. Students consider the implications of these concepts in business, education, clinical practice, employment, public policy, and other spheres of society. They also imagine what neuroinclusive practice could be within their own careers.



ECON 322: Health Economics and Policy | ECON 322

This course focuses on the economics of healthcare services including hospitals, pharmaceutical companies, physicians, and health insurance companies. It explores the unique features of the healthcare market, and shows how the price and consumption of healthcare products are determined by the interactions between physicians, hospitals, insurance companies, and patients. In addition, students examine a wide range of economic concepts that explain the unique nature of the healthcare industry, and discuss methods that aim to improve the healthcare system.



MGMT 300: Integrated Core Management | MGMT 300

Management is viewed as a skill that goes into every function within organizations that involve people, be it marketing, finance or operations. Whether supervisory level management or top-level management, students need to understand how organizations work, how to lead, work with, and motivate people within organizations, and how to integrate and manage the dynamic interrelationships among the functional areas of business such as marketing, finance, and operations. The course also stresses current management issues such as workplace diversity, globalization, and digitization of today's firms, and how these forces influence the manager's functions. Topics to be discussed will include managerial functions of planning, organizing, communicating, motivating, leading, controlling and managing change.

Sustainability is injected at every juncture of this course.

As part of this semester class activities and homework assignments, all students learn the 17 UNSDGs and how they can contribute and align as many of the 17 UNSDGs as possible while researching the companies they have chosen to work with in the beginning of the semester. These experiences bring forth exceptional managers when they leave the university to be employed in the real world.

Beyond the textbooks, students explore ways and means of thinking out of the box to contribute to each of the seventeen UNSDGs as this model integrates into this required course, expanding sustainability erudition opportunities for our undergraduate students.



MGMT 436: Strategic Project Management | MGMT 436

This course focuses on:

1. Effectively analyzing the project environment and determine the risks, issues, constraints, and other variables that may impact project implementation and outcomes.
2. Communicating effectively and reporting on project management metrics, status, and managerial issues and concerns.
3. Practicing and using of common project management templates and tools. A key tool, the Project Management Toolkit (including project issue, risk, change, assumption, and key decisions), will be used as a learning journal throughout the course to reinforce the discipline of project management.
4. Sustainable practices and strategies aligning with all the UN SDGs within the context of each team's projects chosen by students in the beginning of the semester.



Teaching Awards

In 2025, 1 award was given to faculty and educators at Feliciano School of Business.

Excellence in Teaching, Early Career, Full-time Faculty Award

Granter: Montclair State University

Grantee: Josh Lupinek, Associate Professor, Hospitality and Tourism, Feliciano School of Business

Award Description:

Faculty with less than 6 years of full-time teaching at Montclair, selected based upon quality of teaching, impact on student learning and impact on student success.

Continue telling your story

Teach: Learning Goals

The Feliciano School of Business continues to incorporate into our Learning goals responsible management education. Our goals emphasize ethical leadership, sustainability, and social impact as core competencies students are expected to develop. By embedding these principles into both curriculum design and pedagogy, the school fosters a learning environment where students are encouraged to think critically about the role of business in advancing ethical and sustainable practices. The following are examples of learning goals for various degrees:

- Business Administration - Students will be able to analyze activities regarding ethical and social responsibility and formulate approaches to deal with ethical issues in business.
- BS Accounting - Students will be able to assess the ethical aspects of alternatives involved in accounting and auditing.
- BS Business Analytics - Students will be able to identify and confront ethical and legal issues in Business Analytics and AI
- HSET – Students will be able to evaluate business decisions with an ethical lens.
- MBA – Students will be able to identify choices and implications of business sustainability, ethical and/or corporate social responsibility challenges, and apply a systematic process for formulating responses.
- MS in Business Analytics - Students will be able to demonstrate awareness of ethical issues in data management.

Teach: Exploring AI & Innovation: MS in Business Analytics Students Visit Seattle

Over Spring Break, Business Analytics students immersed themselves in Seattle's dynamic tech landscape, gaining firsthand insights into AI, digital transformation, and responsible innovation. They explored the region's startup ecosystem, examined the role of AI in automotive and manufacturing, and engaged in thought-provoking discussions on data ethics and emerging technologies. These conversations with industry leaders provided invaluable perspectives as students prepare for careers in business analytics. Experiences like this reinforce our commitment to experiential learning and ensuring students are ready to navigate the future of business and technology.



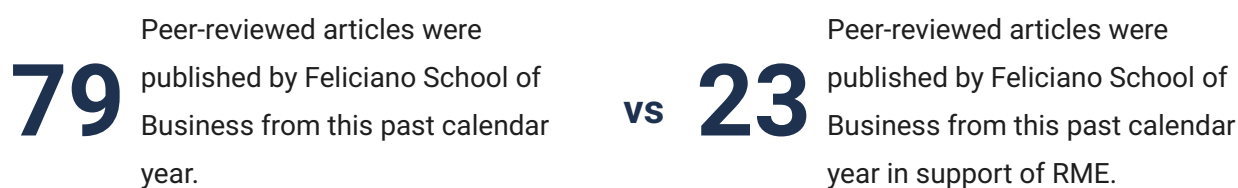
Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

Montclair State University is a dynamic research institution, designated an R2 – Doctoral University – High Research Activity – by the Carnegie Classification of Institutions of Higher Education. The school is dedicated to providing an atmosphere that encourages cutting-edge research by faculty and students looking to make the world a better place.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Feliciano School of Business was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2025, Feliciano School of Business contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations

Research Projects

In 2025, Feliciano School of Business reported 6 research projects that implemented responsible or sustainable activities.

The Future of SUD healthcare: Incorporating AI

Period Covering: September, 2025 - N/A

Department: Business Analytics

Identifying the potential benefits to substance use disorder healthcare by incorporating artificial intelligence



The Power of Supervisor Compassion Action Quality in Response to Employee IVF Disclosure: Impact on Perceived Supervisor Leadership and Employee Well-Being at Work

Period Covering: January, 2024 - November, 2027

Department: Management

Despite the prevalence of infertility and the increasing use of in vitro fertilization, organizational scholarship has devoted limited attention to how employees navigate fertility treatment alongside work demands. Infertility affects approximately one in six adults globally (World Health Organization, 2023), and a growing number of employees pursue treatment while remaining fully engaged at work. Yet existing research has primarily examined infertility as an identity challenge for women, emphasizing identity threat, cross domain identity tensions, and identity transitions (Basir, Ladge, and Sohrab, 2025; Mumford, Wilkinson, and Carroll, 2023; Wilkinson and Mumford, 2024). Far less is known about how organizational actors, and supervisors in particular, can effectively support employees navigating the prolonged uncertainty and emotional strain of fertility treatment (Basir et al., 2025; Wilkinson and Mumford, 2024). In the absence of legislative protections, employees' experiences of support remain contingent on organizational policies and supervisors' attitudes, competence, and confidence in responding to disclosure (Basir et al., 2025).

Building on calls to integrate work-life and leadership research (Kossek et al., 2023), this study examines supervisor responses to employee disclosure of IVF and their implications for employee outcomes and leadership perceptions. We argue that traditional family-supportive supervisor behaviors are insufficient for addressing this form of sustained, identity-relevant distress. Drawing on moral elevation theory, we propose that supervisor compassion represents a distinct and more

consequential response. Across two studies, we test these claims. Study 1 draws on a field sample of 105 women who disclosed IVF treatment to their supervisors and shows that supervisor compassion is positively associated with affective organizational commitment and with perceptions of servant leadership and individualized consideration, above and beyond family-supportive supervisor behaviors. The perceived quality of compassionate action explains additional variance in these outcomes. Study 2 uses an experimental vignette design with 652 observers and demonstrates that compassionate supervisor responses elicit state moral elevation, which mediates the relationship between supervisor response and leadership inferences. Compassion action quality further strengthens these indirect effects. Together, these findings extend work-family and leadership research by theorizing compassion as a distinct form of work-life support, identifying moral elevation as a mechanism shaping leadership inferences, and foregrounding the relational and interpretive nature of effective compassionate action.



Differential Manager Reactions to Off-Hour Interruptions: The Role of Gender and Culture

Period Covering: June, 2023 - December, 2027

Department: Management

Off-hour interruptions from work – externally generated, temporary cessations in the current flow of nonwork life caused by work tasks (Van den Berg et al., 1996) – are more prevalent than ever with the rise of remote/hybrid work, increasing employee expectations to work flexibly, and a 24/7 global economy. Managers, in particular, are barraged with off-hour interruptions, as they must meet the needs of direct reports, superiors, and customers (Leroy & Glomb, 2018; Stangl, & Riedl, 2023). Despite the normalization of off-hour interruptions, evidence of impact on employees is mixed (Feldman & Greenway, 2021; Kerman et al., 2022; ten Brummelhuis, et al., 2021). Although off-hour interruptions have some positive effects (e.g., increased productivity; Feldman & Greenway, 2021; ten Brummelhuis et al., 2021), inherent disruption to the flow of nonwork tasks may elicit adverse reactions from recipients (e.g., Carvalho et al., 2021; Hunter et al., 2019; McDaniel et al., 2021). Indeed, prior research shows that employees, in general, negatively react when work interrupts nonwork life (e.g., Carvalho et al., 2021; Olson-Buchanan & Boswell, 2006). Yet, the extant literature has not isolated the experiences of managers. It is critical to understand the impact on managers, as adverse reactions are associated with feelings of work-to-family conflict (Grotto & Mills, 2023; Hunter et al., 2019; Olson-Buchanan & Boswell, 2006), which may lead to other strain outcomes (e.g., Matthews et al., 2014) that may deteriorate manager well-being and work attitudes (see Allen et al., 2020).

The primary objective of our research was to understand managers' reactions to off-hour interruptions from work. Yet, we do not assume that managers have uniformly negative reactions. Instead, guided by role theory, we argue that reactions may depend on *who* interrupts and *where* the interruption occurs. First, for 'who', we focus on interrupter gender. Role theory suggests that individuals' expectations of others are shaped by gender (Eagly & Wood, 2012). Boundary research has focused on the gender of interruption recipients, given that gender shapes perceptions of work stressors (Eaton & Bradley, 2008) and boundary management strategies (Rothbard, 2001). Yet, as men are expected to interrupt more so than women (Blair-Loy et al, 2017; Leroy et al., 2021), a woman interrupter may elicit more adverse reactions from managers. Thus, we predict that interrupter gender will impact manager reactions to off-hour interruptions.

For 'where', we consider cultural context. While cultural/national differences in work-family conflict have been meta-analytically examined (see Allen et al., 2015 and Allen et al., 2020), culture has not been integrated into the interruption literature. Role theory suggests that because culture shapes the extent of identification with work and nonwork roles (Ramarajan & Reid, 2013), it may influence interruption reactions as interruptions require role switching. We compare the effects of interrupter gender on manager reactions to off-hour interruptions across three countries differing in patriarchal norms: United States (U.S.), India, and Israel (Waismel-Manor & Kark, 2016). We expect negative reactions to women interrupters to be stronger among managers working in cultures with stronger patriarchal norms, as the expectations for women to *not* interrupt are likely stronger in those contexts. Our findings help develop boundary theory and workplace interventions. We provide evidence that managers do not have uniformly negative reactions to off-hour interruptions, with evidence that context (culture) matters, and that *who* (a man vs. a woman) is interrupting *who* (a man vs. a woman) also matters.



That Sounds Fair: The Impact of Work Arrangement Informational Justice on the Work Behaviors of Corporate and Frontline Employees

Period Covering: June, 2023 - July, 2028

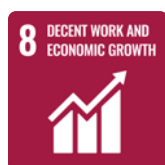
Department: Management

Given the clear benefits of remote and hybrid work modalities for both employees and organizations (Allen et al., 2015; Kossek & Thompson, 2016), companies are continuing to provide employees with control over where they work (i.e., work location flexibility; Kossek, Perrigino, & Lautsch, 2023). The global COVID-19 pandemic further accelerated this trend, with remote and hybrid work arrangements as the "new normal" (Barrero, Davis, & Bloom, 2021; Waldrep, Fritz, & Glass, 2024). However, despite all employees experiencing work-life tensions and thus needing access to work location flexibility,

typically skilled professional workers have “flexibility through privilege” (Kossek & Kelliher, 2023). Such inequitable access to remote/hybrid work arrangements is a rising form of job inequality (Kossek & Lautsch, 2018; Perlow, 1998), making it increasingly critical for organizations to provide clear explanations to employees for why work flexibility options are available to some employees and not others.

In addition, earlier research (e.g., Kurland & Egan, 1999) has documented the relevance and importance of organizational justice in telecommuting and virtual organizations. Organizational justice describes “individuals’ and the group’s perception of the fairness of treatment (including, but not limited to, allocations) received from an organization and their behavioral reaction to such perceptions” (James, 1993, p. 21). Four dimensions of organizational justice are commonly accepted: distributive justice, procedural justice, informational justice, and interactional justice (Colquitt, 2001). In the present study, we focus on informational justice, as a recent study found informational justice to be the most salient dimension of organizational justice among remote/hybrid workers (Lane & Alpin-Houtz, 2023). More specifically, their analysis of sentiments about remote work scraped from Reddit (www.reddit.com) showed that when informational justice was low, the sentiment surrounding remote/hybrid work was more negative. Informational justice “focuses on explanations provided to people that convey information about why procedures were used in a certain way or why outcomes were distributed in a certain fashion” (Colquitt et al., 2001, p. 427). Social exchange theory (Blau, 1964; Gouldner, 1960) suggests that perceptions of fairness foster a reciprocal relationship between employer and employee, positively influencing work attitudes and behaviors. It follows that employees who perceive fair communication about work procedures from their employers may reciprocate with positive work behaviors (Blau, 1964), making it an important construct to examine in the context of remote/hybrid work access. Indeed, informational justice has been positively associated with job satisfaction (Loi, Yang, & Diefendorff, 2009), organizational citizenship behavior (OCB; Cheung, 2013), and organizational commitment (Colquitt et al., 2001).

The present study builds on the construct of informational justice by taking a more nuanced approach with attention to perceived work arrangement informational justice (WAIJ) – the extent to which the organization provides explanations to employees regarding work arrangement decisions and procedures. We also extend and contribute to the literature on work-life inequality by examining how WAIJ relates to the work behaviors of two different employee groups within the same e-commerce company – one group with access to work location flexibility (corporate employees) and one group without such access (warehouse workers). We argue that employees who perceive fair communication about hybrid/remote work arrangements are likely to reciprocate with positive work behaviors. We expected occupation (corporate versus warehouse worker) to moderate the effects of WAIJ on OCB and CWB, with stronger effects for the marginalized employee group (warehouse workers). This expected moderation effect depends on levels of job autonomy, as communication regarding remote/hybrid work might help reduce feelings of unfairness, particularly among marginalized workers with low levels of job autonomy.



The Enigma of a Beyond GDP index – Striving for Sustainable Development

Period Covering: June, 2025 - N/A

Department: Marketing | Economics

The assumption that economic growth is a marker of happiness is increasingly at odds with the goals of sustainable development. To this end, this study examines social (happiness) and environmental (CO2 emissions) outcomes of economic growth (GDP per capita) across 141 countries segmented by income level over a ten-year period (2014–2023). Findings suggest that emissions per capita are strongly associated with economic growth in low and lower-middle income countries, while relative decoupling emerges in upper-middle and high-income countries. Although happiness generally rises with income, the strength of this relationship weakens at higher income levels. Happiness is positively associated with emissions per capita in low and middle-income countries but not in high-income countries. Together, these findings suggest that growth-led gains in well-being and environmental pressure diminish as economies mature. Based on these findings, we offer tiered, income-specific policy recommendations to support sustainable development pathways



Mind the Gap: Navigating a Just Transition for Women in South Africa's Green Economy

Period Covering: October, 2023 - July, 2025

Department: Management | Entrepreneurship

This research paper is based on a qualitative investigation of the experiences of women entrepreneurs and other stakeholders in the entrepreneurship ecosystem in South Africa where government policy is driving a green transition. While legislation in the country serve as a driver to center women entrepreneurs in the green transition, we find that there are lags in implementation.

Using an interpretive, qualitative methodology, we conducted thirteen semi-structured interviews with eight women entrepreneurs and five ecosystem participants (including funders and incubator managers) across Gauteng and the Western Cape between 2023 and 2024. These were complemented by a feminist policy analysis of South Africa's key green economy frameworks, including the Presidential Climate Commission's Just Transition Framework. Findings reveal that

despite progressive policy intent, significant systemic barriers persist. Women entrepreneurs in sectors such as energy management reported operating in male-dominated environments marked by sexism and exclusion from the capital networks required to access large-scale renewable energy funding. Existing funding criteria frequently lack explicit provisions for women-led businesses, and government grants remain difficult to access due to bureaucracy and corruption. Incubator data suggest that women who do participate perform as well as male peers, yet remain underrepresented. The paper challenges the prevailing "fix the women" narrative, arguing instead for deliberate structural redesign of entrepreneurial ecosystems to achieve genuinely inclusive green economic participation for women in South Africa.



Publications Related to RME and/or Sustainability

My world vs. the world—an emotion regulation perspective of psychological distance and corporate social responsibility message credibility

| [DOI](#)

Authors: Manveer Mann, Department of Marketing, Feliciano School of Business, Montclair State University, Montclair, NJ, USA

Date of publication: November, 2025

Presented at: National or international discipline-specific conference

Department: Marketing

This paper applies the emotion regulation framework to examine how scope of attention and vividness shape consumer response to psychologically proximal and distant corporate social responsibility (CSR) messages. A scenario-based field experiment was conducted among a panel of 307 consumers, who were randomly assigned to psychologically distant or proximal CSR message. The results show that for psychologically proximal stimuli, local scope of attention (vs. global) leads to more positive emotions. However, this relationship does not hold for psychologically distant stimuli. In the case of psychologically distant stimuli, vividness of the message impacts perceived emotions. Additionally, nature of evidence (statistics vs. anecdotal/identifiable victim stories) does not impact perceived emotions when controlled for vividness. Lastly, perceived emotions influence credibility of the message.



Sustainable Development Through Technological Innovations and Data Analytics

| [DOI](#)

Authors: Antoine Harfouche (corresponding author), University Paris Nanterre, Paris, France | Mohammad I. Merhi, Indiana University South Bend, South Bend, IN, USA | Abdullah Albizri, Montclair State University, Montclair, NJ, USA | Denis Dennehy Swansea, University, Wales, UK | Jason Bennett Thatcher, University of Colorado, Boulder, CO, USA

Date of publication: January, 2025

Department: Business Analytics

The integration of technological innovations and data analytics into sustainable development presents an opportunity to address pressing global challenges such as climate change, resource scarcity, and social inequities. This editorial introduces the Sustainable Development Impact Through Technological Innovations and Data Analytics (SDITIDA) framework, offering a conceptual foundation for aligning technology with the United Nations Sustainable Development Goals (SDGs). Through a rigorous review process, nine articles were selected for this special issue, showcasing interdisciplinary approaches and diverse applications of technology in sustainability. These contributions examine areas such as smart home technologies, AI maturity frameworks, blockchain-enabled agricultural practices, and big data analytics for organizational performance. Collectively, the issue highlights actionable strategies for researchers, practitioners, and policymakers, advancing the discourse on the socio-technical dimensions of sustainability and promoting equitable, sustainable outcomes.



An analytics framework for healthcare expenditure forecasting with machine learning

| [DOI](#)

Authors: John Wang, Montclair State University, Montclair, United States | Shubin Xu, Northeastern Illinois University, USA | Yawei Wang, Montclair State University, USA | Houda EL Bouhissi, University of Bejaia, Faculty of Exact Sciences, LIMED Laboratory, Bejaia, 06000, Algeria

Date of publication: December, 2025

Department: Business Analytics

The United States healthcare system relies heavily on Medicaid, which serves nearly 80 million people and accounts for a substantial share of both state and federal budgets. This study employs a range of forecasting methods, including ARIMA, Holt's linear trend, polynomial regressions (degree 2 and 4), Prophet, and piecewise linear regression, as well as machine learning models such as random forest, gradient boosting, and support vector regression, to analyze the growth of Medicaid expenditures. Using data from 1966 to 2024, the analysis identifies historical patterns and evaluates model performance with Root Mean Squared Error (RMSE) and related metrics to project costs through 2035. The results show that the autoregressive model with integrated moving average and Prophet generate the most accurate baseline forecasts, suggesting that Medicaid expenditures are likely to exceed one trillion dollars within the next 15 years. Although the machine learning models produced somewhat lower estimates, they revealed complex relationships between policy variables and expenditure behavior, making them useful for building alternative forecasting scenarios. The discussion emphasizes the policy relevance of these findings, particularly in relation to budget sustainability and healthcare equity, and highlights the importance of employing multiple forecasting approaches. Overall, the study demonstrates the value of decision analytics in healthcare forecasting by highlighting the need for accurate predictions, flexible models, and interpretable outcomes. It provides evidence-based tools to anticipate Medicaid's financial challenges and support the development of sustainable healthcare strategies for the years ahead.



Sustainable Development Through Technological Innovations and Data Analytics

| [DOI](#)

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Date of publication: January, 2025

Department: Business Analytics

The integration of technological innovations and data analytics into sustainable development presents an opportunity to address pressing global challenges such as climate change, resource scarcity, and social inequities. This editorial introduces the Sustainable Development Impact Through Technological Innovations and Data Analytics (SDITIDA) framework, offering a conceptual foundation for aligning technology with the United Nations Sustainable Development Goals (SDGs). Through a rigorous review process, nine articles were selected for this special issue, showcasing interdisciplinary approaches and diverse applications of technology in sustainability. These

contributions examine areas such as smart home technologies, AI maturity frameworks, blockchain-enabled agricultural practices, and big data analytics for organizational performance. Collectively, the issue highlights actionable strategies for researchers, practitioners, and policymakers, advancing the discourse on the socio-technical dimensions of sustainability and promoting equitable, sustainable outcomes.



Audit partners' and associates' insights and experiences of remote work in response to a global crisis Event: Implications for the profession and future directions | [DOI](#)

Authors: Danielle R. Lombardi, Villanova University, USA - Corresponding Author | Janice C. Sipior, Villanova University, USA | Deniz A. Appelbaum, Montclair State University, USA

Date of publication: July, 2025

Presented at: National or international issue or theme-specific conference

Department: Accounting

Remote work was forced upon employees due to a worldwide crisis event. As some form of remote work continues, we draw upon psychology research which identifies four areas of concern: unemployment and job insecurity, employment disparities, work-family interface, and employee mental health issues. We adapt a conceptual framework to evaluate the negative effects caused by disruptive events and respective problem-focused mitigation strategies implemented by audit firms. The results of semi-structured interviews with audit partners and associates reveal the greatest overall concern for audit partners is employee mental health issues, with associates reporting inconsistent effectiveness of improvement tactics. Work-family interface remains a challenge, and even more so during a crisis event. Regarding employment disparities and development, all agree the apprenticeship model suffers in a remote environment. The area of least overall concern is unemployment and job insecurity. However, for audit partners, the greatest employment issue is hiring and retention. The findings emphasize the need for audit firms to invest in strategies to mitigate these effects of remote work and for additional research that evaluates and supports these efforts.



Optimizing stability of heart disease prediction across imbalanced learning with interpretable Grow Network

| [DOI](#)

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Date of publication: June, 2025

Department: Business Analytics

Background and objectives: Heart disease prediction models often face stability challenges when applied to public datasets due to significant class imbalances, unlike the more balanced benchmark datasets. These imbalances can adversely affect various stages of prediction, including feature selection, sampling, and modeling, leading to skewed performance, with one class often being favored over another. **Methods:** To enhance stability, this study proposes a Grow Network (GrowNet) architecture, which dynamically configures itself based on the data's characteristics. To enhance GrowNet's stability, this study proposes the use of TriDyn Dependence feature selection and Adaptive Refinement sampling, which ensure the selection of relevant features across imbalanced data and effectively manage class imbalance during training. **Results:** When evaluated on the benchmark UCI heart disease dataset, GrowNet has outperformed other models, achieving a specificity of 92%, sensitivity of 88%, precision of 90%, and F1 score of 90%. Further evaluation on three public datasets from the Behavioral Risk Factor Surveillance System (BRFSS), where heart disease cases constitute only about 6% of the data, has demonstrated GrowNet's ability to maintain balanced performance, with an average specificity, sensitivity, and AUC-ROC of 77.67%, 81.67%, and 89.67%, respectively, while other models have exhibited instability. This represents a 22.8% improvement in handling class imbalance compared to prior studies. Additional tests on two public datasets from the National Health Interview Survey (NHIS) have confirmed GrowNet's robustness and generalizability, with an average specificity, sensitivity, and AUC-ROC of 80.5%, 82.5%, and 90%, respectively, while other models have continued to demonstrate instability. **Discussion:** To enhance transparency, this study incorporates SHapley Additive exPlanations (SHAP) analysis, enabling healthcare professionals to understand the decision-making process and identify key risk factors for heart disease, such as bronchitis in midlife,

renal dysfunction in the elderly, and depressive disorders in individuals aged 35-44. Conclusion: This study presents a robust, interpretable model to assist healthcare professionals in cost-effective, early heart disease detection by focusing on key risk factors, ultimately improving patient outcomes.



Big mac affordability and income inequality across the European Union | [DOI](#)

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Date of publication: August, 2025

Department: Economics

Purpose

The primary purpose of this study is to assess economic inequality within the European Union (EU) using Big Mac Affordability (BMA) as a metric. By comparing the BMA across different EU countries, the study aims to highlight purchasing power disparities between core and peripheral nations as well as between high-income and low-income households. Additionally, the research explores the potential impact of income transfers on reducing inequality, offering insights for policymakers to address economic disparities within the EU.

Design/methodology/approach

This study employs the Big Mac Affordability (BMA) as an alternative measure to GDP per capita and disposable income for examining inequality across European Union countries. The methodology involves calculating the purchasing power of EU countries and residents by adjusting their disposable income with the BMA, derived from the nominal disposable income and the nominal price of a Big Mac burger. The study uses Gini coefficients, both population-weighted and unweighted, to assess inter-country inequality and the disparity between different income groups within the EU. Data are sourced from The Economist's Big Mac Index and Eurostat.

Findings

The study reveals significant inter-country inequality within the European Union, with the Big Mac Affordability (BMA) highlighting stark disparities in purchasing power between core and peripheral countries. The COVID-19 pandemic exacerbated these inequalities. The analysis shows that EU purchasing power has generally declined or stagnated since 2000, with substantial gaps between

different income groups. The study also demonstrates that targeted income transfers, such as a hypothetical 10% transfer from top-income to bottom-income households, could significantly reduce inequality across EU countries.

Research limitations/implications

The Big Mac Affordability (BMA) index, while valuable, has limitations. It relies on a single product to represent purchasing power and omits non-traded goods and services, which can undermine its accuracy. This reliance necessitates complementing BMA with other economic indicators for a comprehensive understanding. Additionally, the index needs refinement to accommodate cultural and contextual factors. Future research should incorporate these elements to enhance the index's applicability in assessing global economic disparities and to explore its relationship with other economic indicators for a more nuanced understanding of inequality.

Practical implications

The study's findings have significant implications for policymakers in the European Union. The Big Mac Affordability (BMA) index reveals substantial disparities in purchasing power across different EU countries and income groups. By highlighting these disparities, the BMA can inform more targeted and effective policy interventions aimed at reducing economic inequality. Specifically, the study suggests that modest income transfers from high-income to low-income households can significantly reduce inequality. Policymakers can use these insights to design equitable redistribution strategies that enhance economic cohesion and stability within the EU, particularly in times of economic crisis.

Social implications

The study highlights significant social implications arising from economic inequality within the European Union. High levels of inequality, as shown by the Big Mac Affordability (BMA) index, reveal substantial disparities in purchasing power between core and peripheral EU countries as well as between high-income and low-income households. These disparities can lead to social tensions, migration patterns where individuals move from less affluent to more affluent regions and a general decline in social cohesion. Addressing these disparities through targeted income redistribution policies could enhance social stability and promote a more inclusive and equitable society within the EU?

Originality/value

This study innovatively applies the Big Mac Affordability (BMA) index to assess economic inequality within the European Union, providing a novel perspective compared to traditional measures like GDP per capita and disposable income. By focusing on purchasing power parity through the lens of a commonly available consumer product, the study highlights significant disparities in purchasing power across different EU countries and income groups. This approach offers a unique and practical tool for policymakers to understand and address economic inequality, emphasizing the value of BMA as a supplementary metric for analyzing and formulating economic policies.



If you take care of me, I'll take care of you: The mutual gains of parental support for employee and organizational well-being

| [DOI](#)

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Date of publication: September, 2025

Presented at: National or international academy of management

Department: Management

As the number of working parents rises, employers are increasingly called upon to support employees' work–family (WF) obligations. Grounded in conservation of resources theory, we examined how providing varying degrees of parental support (paid vs. unpaid leave and family-supportive vs. -unsupportive leadership) is mutually beneficial to employee and organizational well-being – the ultimate criterion for organizational science. Participants (N = 538) were randomly assigned to read vignettes that varied the amount of parental support provided for expectant working parents. We tested whether WF benefits fairness perceptions moderated the indirect effects of parental support on felt obligation through job-related anxiety. Findings supported our proposed moderated-mediation model, with the most positive effects when full parental support was provided to individuals with high fairness perceptions. Our research highlights the value of providing both paid leave and family-supportive leadership, while also considering employees' fairness perceptions, to reap the most gains of employee and organizational well-being.



Unpacking the Differential Effects of Compassion at Work on Leadership Emergence: The Role of Gender, Compassion Type, and Work Context

| [DOI](#)

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Date of publication: October, 2025

Presented at: National or international academy of management

Department: Management

Compassion—a focal actor's behavioral response intended to alleviate sufferer distress—offers an antidote to the pervasive challenge of workplace distress. Previous research focused on uniformly favorable, self-relevant inferences observers make about organizations that enable compassion. We examine differential, other-relevant inferences observers make about compassionate focal actors, specifically their leadership emergence. Drawing on Expectancy Violation Theory and the Integrated Framework for Leadership Emergence, we argue that observer inferences of compassionate focal actors differ depending on who displays compassion, what type of compassion is displayed, and where it is displayed. We expect observers to make differential leadership emergence (LE) inferences of compassionate focal actors, arguing that compassion represents a positive unexpected behavior only for men, garnering observers' attention and resulting in men's LE via increased perceptions of warmth and competence. Distinguishing between two forms of compassion, we argue that communal compassion replicates this gender effect, whereas agentic compassion offsets it as a positive unexpected behavior for women. We further suggest that work context attenuates gender and compassion type effects, with uniformly positive LE inferences only in feminine work contexts. We largely support our predictions in a multi-wave field study and two experimental vignettes and discuss our contributions to compassion and LE research.



Optimizing food delivery sustainability: the roles of nudging and choice architecture in promoting carbon-free delivery and reusable containers

| [DOI](#)

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Date of publication: August, 2025

Presented at: National or international academy of management

Department: Hospitality & Tourism

This research aims to explore how choice architecture principles – such as default settings (opt-in vs opt-out), structuring complex choices (information processing mode) and incentives (rewards) – along with the emotional factor of anticipated guilt influence and promote sustainable consumer behavior in the context of food delivery apps. Design/methodology/approach Two experimental studies used a $2 \times 2 \times 2$ factorial design to examine the impact of three choice architecture nudges on eco-friendly choices, focusing on carbon-free delivery options (Study 1) and reusable food containers (Study 2). In Study 2, the moderating role of anticipated guilt was further examined in the effect of default settings. Findings The findings highlighted the synergistic effects of three choice architecture elements. When combined, the elements create a strong synergy that enhances consumer engagement with eco-friendly choices by maximizing the power of nudging. Incentives are a dominant initial influence in driving sustainable behaviors, demonstrating that rewards can outweigh the effects of defaults and information processing modes. The findings emphasize the enduring role of default settings and anticipated guilt in maintaining sustainable behaviors, leading consumers to more actively choose sustainable options to mitigate their emotional discomfort. Originality/value This research extends the application of choice architecture to sustainability in food delivery apps. It emphasizes the transient nature of incentives and the long-term efficacy of defaults, particularly when combined with emotional triggers like anticipated guilt, offering a novel approach to sustaining pro-environmental behaviors.



The effect of tournament incentives on environmental, social, and governance (ESG) performance

| [DOI](#)

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Date of publication: April, 2024

Department: Accounting

The recent growth in the practice of incorporating environmental, social, and governance (“ESG”) metrics in executive compensation has been strongly encouraged. According to tournament theory, the disparity in compensation between the CEO and other executives fosters a constructive competitive environment among the executive team, potentially enhancing overall company

performance. Prior research has shown mixed results between tournament incentives and corporate social responsibility performance in different countries. The current study revisits the relationship between tournament incentives and environmental, social, and governance (“ESG”) performance. Using 1258 firm-year observations in the U.S. from 2014 and 2016, and 421 firm-year observations in 2021, the central takeaway of this research is to provide evidence that a positive association between compensation packages derived from tournament incentives and ESG performance exists. Our research concludes that higher tournament incentives translate to enhanced environmental, social, and governance performance. Researchers and practitioners interested in the importance of incentive compensation design and achievement of ESG goals should be also interested in this study to better inform their future research and incentive package design.



Global value chains and disasters | [DOI](#)

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Date of publication: April, 2025

Department: Economics

We assess the disruptive potential of disasters on global value chains (GVCs) using comprehensive data on GVC trade and disasters. Analyzing 62 countries from 2007 to 2020, we find that a typical disaster reduces forward and backward linkages by at least 27% on average. Our analysis uncovers that more prolonged and intense disasters further weaken GVC linkages, with climate-related disasters being the most disruptive due to their severity and frequency. We also reveal how the positions of developing countries in GVC linkages and inadequate responses amplify these effects. Finally, we discuss policy implications for building a more resilient global production network.



Fair and explainable Myocardial Infarction (MI) prediction: Novel strategies for feature selection and class imbalance correction

| [DOI](#)

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Date of publication: January, 2025

Department: Business Analytics

The rising incidences of myocardial infarction (MI), often affecting individuals without traditional risk factors, highlight the urgent need for improved early detection using personal health data. However, health surveys and electronic health records (EHRs) frequently suffer from class imbalances, leading to prediction biases and differences between specificity and sensitivity, which hinder reliable model development despite the valuable insights contained in these datasets. To address this, we have introduced a novel approach to enhance MI risk prediction using self-reported attributes from the Behavioral Risk Factor Surveillance System (BRFSS) and the National Health Interview Survey (NHIS) dataset. Our approach incorporates three innovative techniques: the Dual-Path Artificial Neural Network (DP-ANN) to mitigate biased decision making across imbalanced datasets, the Triple Criteria Selection (TCS) for unbiased feature selection, and Minority Weighted Sampling (MWS) to tackle challenges of uncontrolled minority class sampling. These methods collectively enhance MI prediction and feature relevance. The DP-ANN model has achieved balanced performance, with an average specificity of 80%, sensitivity of 82%, and AUC–ROC of 89.5%, improving imbalance variance by approximately 14.96% compared to prior studies. By outperforming other models across four heavily imbalanced datasets, our approach demonstrates robustness and generalizability. Additionally, SHapley Additive exPlanations (SHAP) analysis has revealed key predictors and risk factors for MI, such as coronary heart disease and bronchitis in females, and stroke among individuals aged 35–54. In conclusion, our study provides a robust model for healthcare professionals to assess MI risk through targeted factors, promoting early detection and potentially improving patient outcomes.



Early detection of subjective cognitive decline from self-reported symptoms: An interpretable attention-cost fusion approach

| [DOI](#)

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Background and Objective: Subjective cognitive decline (SCD) refers to self-reported difficulties in concentration, memory, and decision-making. Since SCD is based on subjective experiences, no specific medical test can definitively confirm its presence, making early detection challenging. Thus, it is advantageous to develop an AI model to capitalize on self-reported health complications, personality traits, and sociodemographic factors for early detection of SCD.

Methods & Materials: This research has proposed an AI-based framework for SCD detection using self-reported measures from the BRFSS 2021 dataset. A novel Weighted Fusion Selection (WFS) approach has been introduced, which combines multiple feature selection techniques to address class imbalance and identify relevant features associated with less frequent classes. The data set has shown a significant imbalance, with individuals at risk of SCD being 81.76% fewer than those not at risk. An Attention Cost Convolutional Neural Network (AC-CNN) has been developed to address this, integrating channel-wise attention mechanisms and cost-sensitive learning to enhance performance across imbalanced data.

Results: The AC-CNN model has achieved a balance between specificity (77%) and sensitivity (81%), with an AUC-ROC of 0.87. This has represented an overall 24.8% improvement in handling class imbalance compared to prior studies. Additional testing on the NHIS 2022 dataset has shown that AC-CNN has maintained balanced performance, confirming its robust generalizability, while other models have remained unstable. **Conclusions:** Further, applying SHapley Additive exPlanations (SHAP) explainable techniques to the AC-CNN model has revealed how individual aspects of an individual's health records, lifestyle, and demographics contribute to the prediction of SCD. For example, depression, low education, poor income, inadequate healthcare, and poor overall health have all been strongly linked to an increased risk of SCD.



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"Academy of Management Proceedings" Best Paper - Are She-E-Os more risk averse? Revisiting the impact of CEO gender on managerial risk-taking

Granter: Academy of Management

Grantee: Zhu, Z., Nguyen, H. W., & Ren, I.Y.

Award Description:

The "Academy of Management Proceedings" is an online publication that features abstracts of all papers, symposia, and posters presented at the 2025 Academy of Management (AOM) Annual Meeting. "Are She-E-Os Risk Averse?" was selected by the conference reviewers as one of the Best Papers, earning its authors the distinction of having an abridged version published in the Academy of Management Proceedings. Approximately 10% of papers accepted for presentation receive this recognition.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

At the Feliciano School of Business, corporate partners participate in a wide range of activities from internships and co-ops to speaking appearances, mentorships, course-related business challenges and strategic consulting assignments. We've partnered with top companies of all sizes and across multiple industries to solve their business challenges while cultivating tomorrow's business leaders.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AASHE (Association for the Advancement of Sustainability in Higher Education)

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 3 key partnerships at Feliciano School of Business.

Association of Indian Universities and K.J. Somaiya College of Nursing

In August, 2025, as part of a New Jersey delegation led by Governor Phil Murphy, Montclair State University President Koppell and Kimberly Hollister, Dean of the Feliciano School of Business, traveled to India and signed two strategic memoranda of understanding (MOUs), furthering the University's commitment to global engagement, academic excellence and workforce development.

In New Delhi, Montclair formalized a partnership with the Association of Indian Universities (AIU), a national network representing more than 1,100 Indian institutions. Under the agreement, Montclair will serve as the lead partner for higher education collaboration between AIU member universities and institutions across New Jersey.

The partnership will focus on academic and cultural exchanges, collaborative research in sustainability and technology, and future opportunities for joint degree programs and innovation-focused initiatives.

In Mumbai, Montclair signed a second MOU with the K.J. Somaiya College of Nursing, building on an existing relationship between the two institutions that included MBA students from both institutions meeting to work on real-world consultancy projects. The new collaboration will address the growing demand for trained healthcare professionals in both India and New Jersey, expanding educational and workforce development opportunities in nursing and healthcare.

The University's participation in the India mission, facilitated by Choose New Jersey, underscores its role as an innovation leader within New Jersey's higher education ecosystem and emphasizes its broader mission to be a public-serving institution with global reach, driving academic excellence and social impact.

Partner: International Disney Program

Each semester, Montclair State University welcomes a diverse cohort of international students through the Disney Academic Exchange Program, fostering global learning, intercultural engagement, and professional development. For more than a decade, the program has connected students primarily from China and South Korea. In 2024, it expanded to include students from Latin America, advancing the University's commitment to inclusion and its Hispanic-Serving Institution mission. The program combines a 10-day academic and cultural experience in New Jersey and New York City with a six-month paid internship at Walt Disney World Resort, where students gain professional experience while earning academic credit. Through this integrated experience, students develop cross-cultural competencies, career skills, and global perspectives essential to an increasingly interconnected world.

Partner: Association for the Advancement of Sustainability in Higher Education

The Association for the Advancement of Sustainability in Higher Education (AASHE) is the leading association for the advancement of sustainability in higher education. Montclair State University has been a member of AASHE since 2017 and, even before becoming a member, had regularly reported institutional data to the organization in support of its sustainability mission. AASHE empowers higher education faculty, administrators, staff and students to be effective change agents and drivers of sustainability innovation to ensure that our world's future leaders are motivated and equipped to solve sustainability challenges. AASHE also owns the Sustainability Tracking, Assessment & Rating System™ (STARS®) which is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. STARS is intended to engage and recognize the full spectrum of higher education institutions, from community colleges to research universities. The framework encompasses long-term sustainability goals for already high-achieving institutions, as well as entry points of recognition for institutions that are taking first steps toward sustainability.

Montclair completed its first STARS report in 2025 and received a rating of Silver.

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Partner: Partnership with Hispanic-Serving Institutions to Improve Pathways to Graduate Education

In 2025, Montclair State University joined with NJIT and Saint Peter's University on a collaborative initiative to strengthen pathways to graduate education for students at Hispanic-Serving Institutions. This initiative was undertaken at the university level and is included to highlight Montclair State University's broader institutional commitment to equitable access and student success. Supported by a \$75,000 grant from the Alfred P. Sloan Foundation, the 12-month project, *Empowering Minority Men in STEM: A Tri-Campus Hispanic-Serving Initiative*, brought together the complementary strengths of the three institutions to better understand the factors that influence student success. The partnership focused on identifying barriers and opportunities for minority men in STEM, enhancing support systems, and developing strategies to improve student retention, persistence, and degree completion. By sharing knowledge and resources across institutions, the initiative advanced a collective commitment to expanding educational opportunity and fostering student success.

Addressing a Key Challenge for Minority Male Students

The collaborative initiative aims to address an emerging challenge in higher education that shows a drop in men pursuing post-secondary education and graduate programs. These numbers are particularly stark for Latino, Black, and Native American men.

At many institutions, including Montclair, degrees awarded to minority men are flat or declining in comparison to women, where overall enrollments and completed degrees are growing. Retention and graduation rate gaps for these men lag, and in some STEM areas trends are worse. Even at HBCUs, male enrollment is declining.

How the 'Empowering Minority Men in STEM' Project Will Function

The tri-campus effort will follow a series of key goals that can help all students succeed in STEM graduate education, including:

- - **Create an organizational structure** with four interdisciplinary teams with members from the three HSIs and key community units.
 - **Gather existing and new information** about Black and Latino males' entry, retention and completion of STEM graduate education from each institution, and identify multi-level institutional barriers and facilitators.
 - **Identify how academic program, department and college level barriers can be reduced**, and how facilitators can be enhanced into shared capacity building, joint academic support services, academic program improvements or new designs.
 - **Understand the nature and strength of contextual influences** such as family, peers, and community organizations on Black and Latino males' entry into and success in STEM graduate programs.

- **Recommend shared partnership changes** in practices, structures, processes and policies to enhance equitable pathways for graduate programs in biology and computer science/ data science, with a concrete outcome of a seed project to present to the Sloan Foundation and other prospective funders, including internal prospects at each institution.

The collaboration will also allow for the potential to share resources and create new efficiencies among the participating institutions to further create life-changing opportunities for students.

Montclair State University has identified improving outcomes for minority males in higher education as an institutional priority, recognizing the broader positive impact on students, families, and communities. Through a collaborative partnership with NJIT and Saint Peter's University, supported by the Alfred P. Sloan Foundation, the university is working to expand equitable pathways for students pursuing STEM fields.

Partner: Volunteer Income Tax Assistance (VITA) Program

The Volunteer Income Tax Assistance (VITA) program at the Business School continues to grow, with impressive engagement from our Accounting students. VITA reflects Montclair's commitment to responsible management education by connecting classroom learning with experiential learning and community engagement. The 2025-2026 academic year, over 55 students participated in on-campus training sessions in December and January, resulting in 35 IRS-certified volunteers - nearly all certified at the Advanced Level.

With their help, the program prepared more than 700 tax returns and launched a new on-campus tax prep site in early April to serve the Montclair and Bloomfield communities. Building on this success, plans are already underway to expand the program further next year with continued on-site services for our campus community.

The Volunteer Income Tax Assistance (VITA) program provides free tax preparation services to low- to moderate-income individuals and families, helping eligible taxpayers meet their tax obligations and access available tax credits and refunds. Through the program, trained student volunteers gain hands-on experience preparing tax returns while providing an important community service. The program promotes financial literacy and tax awareness, increases access to essential financial services, and helps reduce barriers faced by individuals and families who may otherwise have difficulty accessing professional tax assistance.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

The University is committed to environmentally responsible practices, especially in campus operations. This commitment is guided by our Sustainability Plan, which outlines goals and strategies to reduce environmental impact and promote long-term stewardship of resources.

Institutional Policies and Practices

- ❖ AASHE STARS report
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Ethical data sourcing guides
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Responsible procurement policies
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Water

Policy Documents Related to RME and/or Sustainability

Practice Policies University Sustainability Facilities

View document 

Download document 

Practice Awards

In 2025, Feliciano School of Business received 5 awards for responsible and/or sustainable practices.

Higher Education Academic Leadership (HEAL) Fellowship

Granter: Montclair State University

Grantee: Dr. Manveer Mann

Award Description:

Dr. Mann will use the HEAL fellowship to deepen the culture of community-engaged teaching and learning at Montclair. She will partner with various offices and departments to develop and implement initiatives in two areas. First, develop workshops focused on community-engaged pedagogy to increase awareness and build expertise in community-engaged pedagogy among MSU faculty. Additionally, develop a library of community-engaged teaching and learning materials as a resource and knowledge base. Second, develop a framework to connect a network of community-based

partners and projects with MSU faculty. This framework will support the integration of community-based projects and/or service-learning into course curriculum.

Excellence in Sustainability Initiatives Award

Granter: Montclair State University

Grantee: Adam McGuire, Project Manager, Capital Planning and Project Management

Award Description:

All staff either as an individual or acting as a team. Selected based upon significance or complexity of the sustainability initiative; innovative nature of the solution, approach, system, or idea that was implemented; and positive impact of the solution, approach, system, or idea that was implemented.

Excellence in Advocacy and Allyship Award

Granter: Montclair State University

Grantee: Honorable Mentions: April Sime, Program Coordinator, Feliciano School of Business

Award Description:

All faculty and staff, full-time or part-time, who play an active role in advocating for the rights, opportunities, and voice of historically excluded groups; provide guidance, mentorship, or resources to individuals from underrepresented communities to support their personal or professional growth.

Practice: Professional Career Advisor Award

Granter: Montclair State University

Grantee: Annie Lobb, Student Services Career Advisor, Feliciano School of Business

Award Description:

The Professional Career Advisor Award recognizes individuals whose primary responsibility is career advising and who demonstrate outstanding dedication to student success.

Practice: Excellence in Innovation Award

Granter: Montclair State University

Grantee: Honorable Mention: Nicole Koppel, Professor, Information Management and Business Analytics, Feliciano School of Business

Award Description:

All faculty and staff, considered as an individual or as a team. Selected based upon significance or complexity of the problem that needed to be solved; innovative nature of the solution, approach, system, or idea that was implemented; and positive impact of the solution.

Practice Voices

The following statement from stakeholders at Feliciano School of Business demonstrates our commitment to sustainable and responsible practices.

Facilities Sustainability Plan

Montclair State University is committed to creating a more sustainable, resilient, and equitable campus for today and future generations. In 2022, University Facilities published a Facilities Sustainability Plan. The plan is structured around six areas of impact: Green Building Infrastructure, Green Building Operations, Engagement, Transportation and Parking, Grounds and Landscape, and Procurement. More information on the Goals and Focus Areas of the plan can be found on the Montclair website.

[Facilities Sustainability Plan](#)



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

At the Feliciano School of Business, we share our successes through online newsletters, our annual magazine, and other digital platforms. We also foster internal dialogue by encouraging feedback on coursework, research, and partnerships, creating learning loops that strengthen our commitment to responsible management education and our shared values.

Engagement Opportunities

Feliciano School of Business offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Community events and consultation forums
- ❖ Partnerships with local organizations
- ❖ FelicianoBiz Magazine

Communication Audiences

Feliciano School of Business communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Prospective and current students
- ❖ Research and academic networks

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Share: 2025 Research Symposium

On April 25, 2025, Montclair State University held its 2025 Student Research Symposium. The Student Research Symposium is a forum that showcases outstanding student scholarship and research by students at Montclair State University. The Symposium provides a venue for sharing research with the academic community, peers and the greater community through poster presentations.

Open to all current Montclair State University undergraduate and graduate students, the Student Research Symposium aims to promote interdisciplinary research and collaboration in the hope of instilling in our students the importance of exploring issues from multiple perspectives. Proposals that cross boundaries among disciplines are thus encouraged.

Share: Montclair State University Mobilizes Green Teams for Environmental Solutions and Sustainability

In its 10th anniversary year, the PSEG Institute for Sustainability Studies engages students in impactful environmental projects across New Jersey including corporate sustainability, flood mitigation, urban greening and regenerative agriculture.

In the summer of 2025, college students from universities across the country tackled pressing environmental and climate challenges at Montclair State University as part of the PSEG Institute for Sustainability Studies' annual Green Teams program. Their projects focus on critical issues such as regenerative agriculture, urban flood mitigation in Paterson, tree canopy equity in Montclair, corporate sustainability and inclusive workforce training for adults with autism.

Since its inception, Montclair's Green Teams program has grown into a powerful model of experiential learning and real-world problem solving. Hundreds of impactful deliverables have supported sustainable solutions for municipalities, nonprofits and corporations across New Jersey and beyond.

United by purpose, the 2025 Green Teams applied their knowledge and skills to 10 projects that address urgent environmental challenges, including:

- Soil health and regenerative agriculture with drone and robotic tools (Foodshed Alliance)
- Flood risk mapping and GIS-based tools in Paterson (The Nature Conservancy)
- Urban greening and microforest creation in Bloomfield, Montclair and Newark
- Climate-smart infrastructure development with NJ Natural Gas, Eisai and the Port Authority of NY & NJ
- Inclusive workforce technology, including XR job training for adults with autism (Greens Do Good)
- Schoolyard restoration and food forest planning at Hazel Avenue School in West Orange

Visit the [Montclair State University PSEG Institute for Sustainability Studies](#) webpage for more information on the 2025 Green Teams and deliverables.

SIGNATORY

Feliciano School of Business



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