

PRiME

*an initiative of the
United Nations Global Compact*

2025 Sharing Information on Progress **(SIP) Report**

Quinnipiac University School of
Business

September 2025

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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 Quinnipiac University School of Business, including key details and basic institutional data.

Mission

We holistically educate and equip learners for meaningful lives and careers in dynamic, interdependent global environments. We pursue excellence in teaching, research, and real-world experiential learning with an emphasis on the qualities that make humans unique.

Vision

To be exemplars in preparing enlightened global citizens for careers, opportunities, and future challenges.

Strategy



School of Business - Strategic Initiatives 2024-2030

1. Prepare students for meaningful careers and lives
2. Advance Scholarship and Research Excellence
3. Cultivate High-Impact Partnerships and Relationships
4. Spark community engagement and Societal Impact

SB_StrategicPlan2024

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strategic-plan-quinnipiac-university

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Strategy Alignment

Strategy Alignment

Our institution's strategy priorities align with the advancement of sustainable development, the common good, and quality education by providing students with educational learning experiences that impact people, planet, and society.

Institutional History

Quinnipiac University History and Sustainability

Quinnipiac has enjoyed a distinguished history of educating students with a talented and dedicated faculty and a commitment to excellence. From our New Haven origins as the Connecticut College of Commerce in 1929, and later, the Junior College of Commerce, the university has become a nationally recognized institution with 140 academic programs, 3 campuses and a diverse learning community, including 10,000 undergraduate and graduate students.

We have had a legacy of growth:

- +300% Growth - The total student enrollment increased from 2,200 to 8,700 between 1987 and 2022, representing an approximately 300% growth in the student population.
- +483% Expansion - Quinnipiac grew from one campus with 120 acres to three campuses totaling 700 acres, marking a 483% increase.
- +205% Increase - With the addition of new majors and programs, Quinnipiac's faculty grew from 130 in 1987 to 397 current full-time faculty.

Our unprecedented growth, nearly 100 years in the making, is captured in "The History of Quinnipiac University" documentary series. We are delighted to share the ambition of our past — and the promise of our future — in a story that began with the shared dream of our founders, Samuel and Irmagarde Tator, in a single building with 11 students. Please take a moment to watch the video: <https://www.youtube.com/watch?v=ITxHVz0TujI&t=18s>

The second episode of the history series depicts how Quinnipiac College boldly evolved into Quinnipiac University, laying the foundation for future success as we approach our centennial. Please take a moment to watch the video: https://www.youtube.com/watch?v=NuW_Ngzbofl&t=3s

Quinnipiac just completed the significant development of the South Quad, a major component of our campus master plan. The South Quad features the SITE - dedicated to Science, Innovation, Technology Exploration, the Grove, a modern dormitory that bridges living and learning with interdisciplinary student collaboration on grand challenge projects, and a new building for the School of Business, with a future-proof design and a commitment to achieve LEED Gold Certification. With 9 academic units, including The Frank H. Netter School of Medicine, School of Law, School of Nursing, School of Computing and Engineering, Quinnipiac is a comprehensive university dedicated to preparing students for meaningful careers and citizenship. A nationally ranked university, we are recognized for our student-centric approach and stellar career outcomes for alumni.

Quinnipiac University is accredited by NECHE - New England Commission of Higher Education and is a SARA participant - National Council for State Authorization Reciprocity Agreements. Quinnipiac is also accredited by the Office of Higher Education of the State of Connecticut and is authorized by the General Assembly of the state to confer such degrees and grant such diplomas as are authorized by the office.

School of Business

Quinnipiac's undergraduate and graduate business and accounting programs are accredited by AACSB International—the Association to Advance Collegiate Schools of Business. As a school of business with AACSB-accredited business and accounting programs, Quinnipiac meets or exceeds established standards, as determined by periodic AACSB peer group review. The AACSB quality standards relate to curriculum, faculty resources, admission, degree requirements, library and computer facilities, financial resources, and intellectual climate.

Quinnipiac is among fewer than 5% of business schools in the world with dual AACSB accreditation in accounting and business. We are proud to have become a UN PRME Signatory in 2020, with our initial Sharing of Information on Progress (SIP) Report filed in December 2022. Our impact on sustainability has deepened since 2020, following the publication of Quinnipiac's Sustainability Report, which was informed by extensive input from all members of the Quinnipiac community.

Additional accreditations exist in Quinnipiac's other college and schools:

- College of Arts & Sciences
- School of Communication
- School of Computing & Engineering
- School of Education
- School of Health Sciences
- School of Law
- School of Medicine
- School of Nursing

For more information, please visit the following website: <https://www.qu.edu/about-quinnipiac/accreditation/>

Stewardship and Getting Involved

In both its physical presence and actions, Quinnipiac serves as a responsible steward of its natural resources, supporting the long-term environmental sustainability of humanity on Earth. Quinnipiac promotes sustainable living through its environmental community initiatives. Students have the ability to get involved in many aspects of sustainability. We have students and faculty working to improve the environmental quality of the Quinnipiac River and the New Haven Harbor. Quinnipiac students have led a rain garden program focused on protecting the Mill River. The program involves students designing

and installing rain gardens to collect stormwater runoff, preventing pollutants from entering the river. This initiative is part of Quinnipiac's broader commitment to environmental sustainability and aligns with its efforts to create a [pollinator-friendly campus](#).

Tree Campus Designation

Quinnipiac is one of four higher-education institutions in Connecticut recognized by the Arbor Day Foundation as a Tree Campus, alongside approximately 400 other universities across the country. An Arbor Day Foundation program, this distinction recognizes colleges and universities who promote healthy trees and engage the community in stewardship. To obtain the Tree Campus designation, Quinnipiac meets the five core standards for sustainable campus forestry required by Tree Campus Higher Education including evidence of a campus tree plan and student service learning projects. <https://www.qu.edu/about-quinnipiac/our-vision-for-the-future/sustainability/tree-campus-designation/>

#:~:text=To%20obtain%20the%20Tree%20Campus,a%20campus%20tree%2Dcare%20plan

Bee Campus USA Affiliate

Quinnipiac was named a Bee Campus USA affiliate by the Xerces Society for Invertebrate Conservation for its commitment to attracting and sustaining pollinators. Bethany Zemba, vice president for community relations and strategy and chief of staff at Quinnipiac, stated, "Quinnipiac is working to become a model for sustainability in southern New England and being named a Bee Campus USA affiliate is among the many goals we have set to reach that ambitious goal." <https://www.qu.edu/quinnipiac-today/quinnipiac-named-bee-campus-usa-affiliate-2023-04-11/>

Sustainable Living Guide

Students can make sustainable lifestyle choices that promote positive change by reducing waste and practicing recycling.

Students for Environmental Action

Students for Environmental Action (SEA) is a club committed to promoting environmental stewardship at Quinnipiac and in the broader community. Past events include World Environment Health Day and fundraising for the Coral Sea Alliance.

Albert Schweitzer Institute

The Albert Schweitzer Institute conducts programs that link education, ethics, and voluntarism to create a more peaceful and sustainable world. A dynamic presence at Quinnipiac, the institute has attracted notable humanitarians to both the campus and its board, and offers students from all majors opportunities to make a positive impact on local and global communities.

Sustainability interns and fellows

Students can also apply to become sustainability interns or sustainability fellows. These paid, year-long positions support the operations of the Quinnipiac Sustainability Implementation Committee (QUSIC) and SEA. Sustainability interns offer a student perspective on the sustainability committee and assist in gathering data for the STARS report, which is updated every three years.

Nature Rx - Connect with Nature for Health and Wellness



NatureRx at Quinnipiac is a university-wide initiative promoting spending time in nature as one positive mechanism for our students' health and well-being. Extensive research studies have shown that spending time in nature — even just 20 minutes a day — has measurable improvements for mental health. At Quinnipiac, we continue to seek ways to incorporate our natural surroundings and bring healing in a hectic world.

Graduates & Enrollment

2024 Statistics	Number
Graduates	600
Faculty & Staff at the University	1,942
Faculty & Staff at the Institution	66
Student Enrollment at the University	9,319
Student Enrollment at the Institution	2,118
Undergraduate Attendance	1,639
Masters-Level Postgraduate Attendance	479
Doctoral Student Attendance	0

Degrees Offered

Bachelor Programs

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

Masters Programs

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



Purpose

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

Letter of Commitment

Dean Holly Raider – Letter of Commitment



The world of business is complex, ever-changing and, yes, rewarding for those who are well-prepared. Quinnipiac University's School of Business education provides the critical foundation and durable skills for our students to enjoy long and purpose-driven careers. Our curriculum design connects students with expert faculty members who create engaging and meaningful learning opportunities rooted in market-relevant experience. A myriad of student clubs and community organizations prepare students to apply what they have learned in the classroom to real-world environments and challenges. At Quinnipiac, we go beyond business as usual to equip future business leaders with the tools they need to thrive in a dynamic and interdependent global landscape, while instilling a distinctive, holistic approach to business education that values the input of each member of our academic ecosystem.

Since our initial Sharing Information on Progress (SIP) report in December 2022, the Quinnipiac University (QU) School of Business (SB) has made significant advances. The 2025 SIP report reviews our path for the period from July 1, 2024, to June 30, 2025. Our narrative begins with a deep dive into our mission and values, in preparation for developing our 2024-2029 strategic plan. In February 2025, we hosted our AACSB accreditation visit for both business and accounting. Our updated mission, vision and values are aligned with the new realities of business, the implementation of generative AI (gen AI) into the mainstream, and the opportunities and challenges that our students will face in an uncertain world upon graduation. We explored who we are and chartered our ambitions in our new strategic plan. We proudly rank in the top third of U.S. business schools and the top 5% of business schools with dual accreditation in business and accounting. We also hold the distinction of being a UN PRME Signatory university. We are proud to report that accreditation for our School of Business and our Accounting program was ratified by the AACSB International Board of Directors and announced on May 6, 2025.

We offer learners the resources and opportunities of a comprehensive university while providing the personalized attention and close-knit, inclusive community of a smaller college. Our diverse and award-winning faculty teach at the intersection of ideas and experiences, combining technical knowledge, business acumen and the durable people skills required in the most rewarding and competitive business fields.

A significant advance is our newly constructed state-of-the-art business school building that opened in the fall 2025 semester. Designed by the award-winning global architects Pei Cobb Freed & Partners, the sustainable, LEED-certified structure features state-of-the-art specialty labs, including an Applied AI and Analytics lab, a Behavioral Insight and User Experience Lab,

and a student-managed café. Ninety-six percent of the building's waste will be recycled to meet sustainability standards.

The enhanced learning experiences offered in our new building fuel student-centric learning with cutting-edge technology and innovation in new areas of study. As a new campus crossroads, it will foster interdisciplinary collaboration and inclusiveness, promote interconnectivity and spark ambition with positive energy and creativity.

In today's business education landscape, it takes clarity of purpose, boldness and vision to succeed. It also takes passion to bring to life the transformative power of education. We are proud to prepare future professionals in all areas of business and organizational leadership for success in a dynamic and interdependent world. This letter of commitment attests to our continued support of the seven UN PRME Principles: Purpose, Values, Teach, Research, Partner, Practice and Share. The 2025 SIP report outlines our current position and our vision for the future. I am proud of our School of Business's commitment to the principles of responsible management education and am pleased to share in this report some of the highlights of our past year's journey.

Holly Raider, PhD
Dean, School of Business

Definition of Purpose

We advance responsible management education by following our mission to holistically educate and equip learners for meaningful lives and careers in dynamic, interdependent global environments, fostering prosperity in a world of thriving ecosystems.

Institutional Engagement

76% - 100%

of faculty at Quinnipiac University 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

Our values of ambition, community, inclusivity, innovation, integrity, passion, and societal impact recognize the responsibility and accountability to society and the planet on each member of our school.

Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Student contributor

Student Awareness

51% - 75% of students at Quinnipiac University School of Business are aware that we are a PRME Signatory Member.

Student Engagement

51% - 75% of students at Quinnipiac University School of Business actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

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

How We Define Teach

Our educators are passionate about transforming our student learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

Courses that support RME

Quinnipiac University School of Business reports 10 courses in 2024 that support responsible management education and sustainable development goals.

Artificial Intelligence (AI) for Sustainable Development Goals

| MBA636DE

The objective of this course is to develop a mindset to use AI to positively impact individuals, societies, and the environment. This concept is the basis for AI for social good (AI4SG). Stakeholders, e.g., industry and governments, with various areas of interest are currently promoting ethical requirements for AI the same as they would for AI's human counterparts. Since the SDGs incorporate economic, social, and environmental goals for social good, they are globally recognized as a benchmark for evaluation of positive social impact. In this course we will delve into various aspects of AI and its potential to impact social good and the processes that may need to be implemented to deliver AI4SG and AI4SDGs.



Strategic Management Integrated Seminar

| SB420

This capstone course takes the top management perspective in formulating, implementing, and evaluating business and corporate strategy. The course integrates critical concepts from the business functions, including accounting, finance, economics, marketing, operations, and others. Students study core strategic management concepts and apply this knowledge by implementing strategy in a computerized business simulation. In addition, the course serves as a university capstone, in which students create a signature work that incorporates strategic theory and concepts. For seniors only. Requisites: AC*211, AC*212, FIN*201, IB*201, MK*201, MG*210, MG*211 and senior status.

Students learn how to run a successful business. They make approximately 150 decisions each Tuesday, which are evaluated on Thursday to help students improve their decision-making capabilities.



Supply Chain Management - New Era

| MBA635

This is a problem-based and case-based course that covers concepts, strategies and analytical techniques to improve the efficiency and effectiveness of a firm's supply chain. Topics are related to a firm's supply chain, such as sustainable sourcing, product availability, supply chain network design, distribution channels, coordination of supply chain, and information technology in supply chain. By the end of the course students will be able to understand the key supply chain principles, formulate solutions for supply chain problems, and recognize the technology effect in creating values and enhancing a firm's performance.



Computer Information Systems Capstone

| CIS490

Students employ skills learned in all other CIS coursework. They are required to deliver a project that may encompass project management, systems analysis and design, enterprise systems, database management systems, and programming. Students are responsible for managing the entire project, from conceptual design to final deliverable, for nonprofits and small businesses.



Social Entrepreneurship

| ENT350

Social entrepreneurship examines the practice of identifying, starting, and growing successful mission-driven for-profit and nonprofit ventures, that is, organizations that strive to advance social or environmental change through innovative solutions. This course provides a socially relevant academic experience that enables students to gain in-depth insights into economic, social, and environmental value creation across a number of sectors/areas, including but not limited to poverty alleviation, energy, health, food security, environmental issues, and education.



Transportation/Logistics Management

| MG340

This course introduces the strategies, concepts, and techniques of logistics from a supply chain management perspective. Students examine the firm as a complete business operating within an integrated network of suppliers, customers, and logistics activities. Topics include transportation, distribution, supply chain networks, carrier selection, management of incoming supplies and services, storage, and sustainability.



Fashion Marketing

| MK326

This course introduces students to many facets of the fashion industry from the design of a product through the consumer purchase. The class covers several fashion-related topics including design elements; fashion psychology and consumer behavior; social media marketing; sustainable and ethical sourcing and disposal; fashion financials and analytics; retail merchandising and global fashion supply chains. Students also get to participate in an experiential project designed to allow them to create a marketing plan for a fashion business idea.



Business Strategy

| STR610

This course provides students with a comprehensive conceptual and practical understanding of the sustainability challenges and opportunities facing corporations on a global scale, with a primary emphasis on environmental sustainability. Students are introduced to a variety of pressing sustainability issues, as well as frameworks, techniques, and approaches for effectively addressing them.



Globalization and International Business

| IB201

This course introduces students to issues concerning globalization and international business. Students examine the critical role of international trade and investment as well as the impact of multinational corporations on the globalization process. The challenges and opportunities of international business are thoroughly explored. Global issues, including poverty, economic development, and education, as well as the formulation of sustainable, environmentally friendly development strategies, are addressed. Insights are drawn from social sciences disciplines such as economics, political science, sociology, and cultural geography.



Strategic Management Control Systems

| AC660

This course provides students with broad exposure to the ways in which management control systems and management accounting information are used to support various organizations' strategies. The course involves both textbook/problem-based and case-based learning methods to cover issues related to strategy selection, performance evaluation, organizational profitability, customer profitability, organizational structure, and employee compensation. Special emphasis is placed on ethical considerations, not-for-profit organizations and sustainability issues.



Educator Recognition

At Quinnipiac University School of Business, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Faculty promotion and tenure consideration

- ❖ Financial incentives
- ❖ Pedagogical innovation grants
- ❖ Performance-based teaching fellowships
- ❖ Professional development opportunities
- ❖ School of Business Faculty Service to Student Awards
- ❖ Quinnipiac University Annual Excellence Awards
- ❖ Student evaluation of teaching
- ❖ Student-nominated teaching awards

Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.



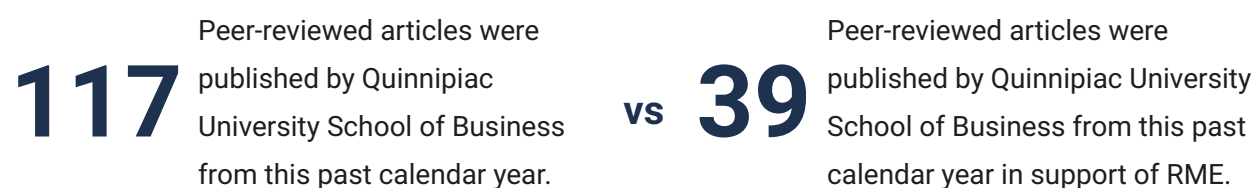
Research

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

How We Define Research

Our research is defined by the people, organizations, institutions, and state of the world in which we live. We strive to inspire responsible management and education practice. Faculty members engage in interdisciplinary research addressing various SDGs, including environmental sustainability, social justice, and poverty alleviation. Our research is aligned with SDG 4 Quality Education, SDG 5 Gender Equality, SDG 8 Decent Work and Economic Growth, and SDG 10 Reduced Inequalities.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Quinnipiac University School of Business was awarded funding for research that is:



Local



Institution
Specific



National

Socializing Research

In 2024, Quinnipiac University School of Business contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Research collaborations
- ❖ Academic conferences
- ❖ Community Events (e.g. Chambers of Commerce)

Research Projects

In 2024, Quinnipiac University School of Business reported 1 research project that implemented responsible or sustainable activities.

Focused CoPe: Supporting Environmental Justice in Connected Coastal Communities through a Regional Approach to Collaborative Community Science

Period Covering: September, 2021 - September, 2026

Department: Strategy

The project will strengthen coastal resilience in communities along the Albemarle-Pamlico Estuary system of coastal North Carolina. This area has been impacted by poor water quality that threatens ecosystems and economic activities important to coastal communities. The team of researchers will measure how contaminants flow throughout the natural and built environment over time to understand processes that control their distribution and their impact on the watershed. A key goal of the Hub is to integrate a broad coalition of academic, community, NGO and government stakeholders to develop mitigation strategies and understand tradeoffs in adaptation and management plans. The Hub's Coastal Environmental Justice Institute will serve as the central coordinating unit to catalyze connections within the community, coordinate internships (high school and college students) embedded with partners and communicate with community stakeholders. Manhattan College, a primarily undergraduate institution, will also serve to integrate STEM with non-STEM fields (business and management) to better prepare and inform the next generation of decision makers in the community.

Does engaging diverse communities in regional science partnerships make them more resilient to coastal hazards and less susceptible to environmental injustices? This project will investigate how the co-production of scientific knowledge between community members, regional stakeholders, and academic researchers contributes to understanding socioenvironmental drivers that impact resilience to coastal hazards and the adoption of solutions to overcome them, particularly for marginalized populations that are being disproportionately affected by poor water quality, hurricanes, floods, droughts, and sea level rise. Divergent economic interests, significant racial inequities, and differing degrees of flood and water quality risk for communities throughout the region around North Carolina's Pamlico Sound, along with the ecologic and economic importance of these coastal waters, make this estuary an ideal study area for a CoPe hub. Stakeholders in the project represent fishers, farmers, local and state government, tourists, and residents at multiple nested scales of decision making reflecting different social contexts built on environmental attitudes, economic incentives and inequities, and propensities for social cooperation. These contexts are themselves dependent on individual perceptions of identity, trust, norms, and control over the environmental system. Our team of academic researchers takes a transdisciplinary approach to understanding this complex system by

pursuing four objectives: (1) mapping key natural, built, and socioeconomic resources and interdependencies that define the regional socio-engineered- environmental system (SEES); (2) understanding how coastal hazards enhance vulnerabilities in the region; (3) identifying opportunities for locally appropriate adaptation and mitigation strategies to build community and regional resilience; and (4) establishing a Coastal Environmental Justice Institute as a long-term mechanism to promote and support collaboration among stakeholder groups from diverse communities throughout the region and beyond.

This award reflects NSF's statutory mission and has been deemed worthy of support through evaluation using the Foundation's intellectual merit and broader impacts review criteria.



Research Awards

In 2024, Quinnipiac University School of Business was awarded 1 research award for responsibility- and/or sustainability-related research.

2025 Quinnipiac University Research Award

Granter: Quinnipiac University

Grantee: Dr. Henry Adobor, School of Business

Award Description:

This recognition award for faculty research is based on the nominee's research, creative scholarly achievements, and other scholarly endeavors that merit this award. A university-wide committee chose Dr. Adobor as the recipient of the award. His research emphasizes the importance of linking climate issues to livelihoods and utilizing deliberative tools, such as storytelling, to promote understanding and action.

Research Presentations Related to RME and/or Sustainability

In 2024, Quinnipiac University School of Business gave 1 research presentation related to RME and/or sustainability.

Shaping the Future: Advancing Sustainable Investment and Challenges in Investment Banking

Authors: Margaret A. Goralski, moderator for the panel | Rob Du Boff, CFA, Senior ESG Analyst, Bloomberg Intelligence | Nidhi Chadda, Founder and CEO, Enzo Advisors LLC | Carleigh McFarlane, Senior Manager, Sustainable Finance, UNCG

Date of publication: July, 2025

Presented at: Global Asset Management Education Forum

Department: Finance | International Business | Management | Marketing | Strategy

Presenting the topic of sustainable investment and banking allowed business students from around the world to understand that inclusive excellence, as well as environmental, societal, and governmental standards, are still being discussed. These very important panelists allowed students to know that the topics are still being implemented within organizations, but with new terminology to avoid drawing the ire of governmental forces.



Publications Related to RME and/or Sustainability

Incorporating the UN Sustainable Development Goals into the Management Curriculum

Authors: Amy Lewis, Texas A&M University San Antonio, TX | D'Lisa McKee, Quinnipiac University, Hamden CT | Poonam Arora, Quinnipiac University, Hamden CT | Margaret A. Goralski, Quinnipiac University, Hamden CT | Robert Scherer, Trinity University, San Antonio, EX

Date of publication: September, 2025

Presented at: 51st Annual Conference of Management and Organizational Behavior (MOBTS)

Department: Human Resource Management | Strategy | Sustainability

Public scrutiny of business has grown over the past decades due to financial, environmental, ethical, and social crises, placing increasing responsibility on business schools to focus on societal concerns. Accrediting bodies have also responded with calls to action, such as AACSB Standard 9, which requires business schools to document how their actions align with the social impact and engagement standard. Many business schools have struggled to implement social impact into their

curriculum, and AACSB has suggested the United Nations Sustainable Development Goals (SDGs) as a framework (2023). The panelists will discuss how they have incorporated the SDGs in their courses to support program-level learning goals surrounding social impact, followed by an interactive discussion with the audience. This session will discuss best practices, obstacles, and tips for assessing and increasing social impact and engagement. By implementing similar initiatives, we can help prepare students for the business environment of their future careers.



Beyond Technical Skills: Uncovering Durable Competencies Through Multi-Level Stakeholder Analysis

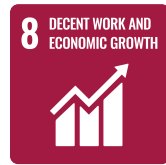
| [DOI](#)

Authors: Dr. Ae-Sook Kim, Quinnipiac University | Dr. Kiku Jones, Quinnipiac University | Dr. Guido Lang, Quinnipiac University | Dean Holly J. Raider, Quinnipiac University | Dr. Aamer Sheikh, Quinnipiac University | Dr. Kathleen A. Simione, Quinnipiac University

Date of publication: November, 2025

Department: Business Administration | Accounting | Computer Information Systems | Management

The persistent skills gap in the workforce, exacerbated by rapid technological advancements, has become a critical global issue across sectors. In collaboration with the International Professional Services Organization (IPSO), this study conducted 75-minute focus group interviews in May 2024 with three distinct groups: recent college graduates, master's and doctoral-level graduates, and managers with five or more years of professional experience. Each group, consisting of four participants, was recruited by the IPSO, and they have diverse backgrounds in education, gender, ethnicity, and region. Each interview was audio-recorded and transcribed. Manual content analysis across groups identified metacognitive skills such as reading the room, learning how to learn, self-directed learning, and navigating ambiguous situations as key durable skills defined as transferable competencies across roles, companies, industries, and over time. Focus groups also highlighted critical thinking, communication, and professionalism; however, technological skills were notably absent from the responses. Addressing the findings requires collaborative efforts. Higher education institutions (HEIs) should systematically embed those durable skills across curricula from the first year through graduation. Industry partnerships are highly recommended as they facilitate unstructured real-world learning opportunities. Most critically, students must take active ownership of their learning journey.



Research Barriers

In 2024, Quinnipiac University School of Business identified the following barrier to conducting research related to sustainability and/or responsibility:

- ❖ Time constraints



Partner

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

How We Define Partner

We define partnerships by the people we engage with in business, government, civil society, and academia to advance responsible and accountable management education and practice.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AASHE (Association for the Advancement of Sustainability in Higher Education)
- ❖ United Nations Global Compact non-business signatory
- ❖ United Nations organs other than the UN Global Compact

Student Organization Partnerships

- ❖ Hillel International
- ❖ Muslim Student Association
- ❖ PRME Global Students

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Quinnipiac University School of Business support sustainability and responsible management education.

Sharing voices

At Quinnipiac University, we recognize and value the role of spirituality and religion. We believe that fostering a meaningful academic environment that supports the academic and religious growth of our students is crucial. The following are some of the activities the Muslim Student Association (MSA) and the Muslim Religious Coordinator's Office have been invited to help shape the conversation of religion on campus.

Spirituality and Religion

- **Multi-Faith Chaplaincy:** The Muslim Students Association (MSA) is involved in several multi-faith conversations that discuss the needs of students and provide perspectives to help them understand and appreciate the different religious groups on campus.

- **Faith & Wellness Seminars:** I have been personally invited to multiple religious engagements within Quinnipiac University, especially in the medical school, to discuss topics that include, but are not limited to, the psychosocial issues in healthcare centered around spirituality in healthcare and specifically around the thematic areas of communication, cultural norms, healthcare promotion, etc.
- **Religious Events:** The MSA has hosted several events, including Ramadan Iftar, Eid Dinner, Poetry Night, etc.

Dr. Iddrisu Awudu
Management Department
Quinnipiac University
Muslim Chaplain



Practice

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

How We Define Practice

We adopt responsible and accountable management principles in our School of Business and throughout the University's governance and operations.

Institutional Policies and Practices

- ❖ AASHE STARS report
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Accreditation body recommendation documents
- ❖ Healthcare clinic open to students, staff, and faculty
- ❖ Employee affinity groups
- ❖ LiveWell Initiative
- ❖ Inclusive Excellence

Policy Documents Related to RME and/or Sustainability



STARS report 2025

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AACSB Recognizes 94 Schools Extending Business
and Accounting Accreditation

[View document](#)  [Download document](#) 

SB_StrategicPlan2024

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Practice Awards

In 2024, Quinnipiac University School of Business received 3 awards for responsible and/or sustainable practices.

2025 Honoree - One Hundred Black Men of Color

Granter: 12th Annual 100 Men of Color Black Tie Gala & Awards Ceremony

Grantee: Dr. Donald D. McAulay Jr.

Award Description:

Dr. Donald D. McAulay Jr., Quinnipiac University Assistant Professor of Sports & Entertainment Management, was honored for his achievements at the 12th Annual 100 Men of Color Black Tie Gala & Awards event on September 12, 2025, at The Bushnell in Hartford, Connecticut.

2025 Outstanding Reviewer

Granter: Eastern Academy of Management

Grantee: Dr. David Tomczyk

Award Description:

Dr. David Tomczyk, Professor of Entrepreneurship at Quinnipiac University School of Business received an Outstanding Reviewer award at the 2025 Eastern Academy of Management's 62nd Annual Meeting in Baltimore, Maryland

2025 Fellow Eastern Academy of Management

Granter: Eastern Academy of Management

Grantee: Dr. Robert Mayfield Yawson

Award Description:

Dr. Robert M. Yawson, Chair of the Quinnipiac University Department of Entrepreneurship and Strategy and a strategy professor, received a Fellowship at the 2025 Eastern Academy of Management's 62nd Annual Meeting in Baltimore, Maryland. This prestigious award is given to only one recipient each year.



Share

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



Engagement Opportunities

Quinnipiac University 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
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Quinnipiac University 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
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks

SIGNATORY

Quinnipiac University School of Business



Address

275 Mount Carmel Avenue Hamden CT
United States of America



Website

<https://www.qu.edu/schools/business.html>