

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Quinnipiac University 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 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

Core Strategic Goals

- **Experiential Learning:** Expanding live consulting projects with local businesses, global immersion trips, and student-managed investment portfolios.
- **Market-Driven Programs:** Developing cutting-edge curricula, expanding faculty expertise, and building robust executive education frameworks.
- **Partnership Engagement:** Deepening regional ties through the Partnership Engagement Council and collaborations with corporate and healthcare leaders.

strategic-plan-quinnipiac-university

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Strategy Alignment

Strategy Alignment

Our School of Business strategic priorities align with advancing sustainable development, the common good, and quality education by providing students with learning experiences that impact people, the 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.qu.edu/about-quinnipiac/history/>

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.qu.edu/about-quinnipiac/history/>

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 <https://www.qu.edu/about-quinnipiac/strategic-visioning-mission-vision-values-strategy/sustainability/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/strategic-visioning-mission-vision-values-strategy/sustainability/tree-campus-designation/>

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://today.qu.edu/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

2025 Statistics	Number
Graduates	3038
Faculty & Staff at the University	2131
Faculty & Staff at the Institution	116
Student Enrollment at the University	9700
Student Enrollment at the Institution	2257
Undergraduate Attendance	1717
Masters-Level Postgraduate Attendance	540
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education 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 is changing, and that change is calling into question what work means. It also highlights the importance of ethical, principled leadership. The Quinnipiac University School of Business is committed to preparing students for what's next. We 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 uniquely human qualities.

A Quinnipiac School of Business education provides the critical foundation and durable skills for our students to enjoy long and purpose-driven careers. Our expert faculty members create engaging and meaningful learning opportunities rooted in market-relevant experience. Student clubs and community organizations prepare students to apply what they have learned in the classroom to real-world environments and challenges.

As a signatory to the UN Principles for Responsible Management Education (PRME), we are incredibly proud of the momentum we have built since submitting our first Sharing Information on Progress (SIP) report in December 2022. The AACSB International Board of Directors ratified dual accreditation for our School of Business and our Accounting program in May 2025. This places us in the top third of U.S. business schools and among the top 5% of business schools holding dual accreditation. Most recently, *U.S. News & World Report* ranked our undergraduate business program among the best in the nation, adding to our consistently strong graduate business program rankings.

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.

We celebrate a significant advance with our newly constructed, state-of-the-art business school building, which 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 Insights and User Experience Lab, an emerging technology studio, 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 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. We bring our passion to life every day, harnessing the transformative power of education to prepare future professionals in all areas of business and organizational leadership for a dynamic, interdependent world. This letter of commitment reaffirms our continued support of the seven UN PRME Principles: Purpose, Values, Teach, Research, Partner, Practice and Share. Our 2026 SIP report outlines where we stand today and our vision for the future. I am proud of our School of Business's commitment to responsible management education, and I am pleased to share highlights from the past year.

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 each member of our school's responsibility and accountability to society and the planet.

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 Voices

The following narratives demonstrate how Quinnipiac University School of Business has influenced students' academic journey and personal growth.

From Learning the SDGs to Leading with Purpose

I first learned about the United Nations Sustainable Development Goals (SDGs) during my undergraduate studies in Kenya. I immediately connected with their vision and knew that I wanted to build a life and career that would contribute to a more inclusive and sustainable world.

Years later, Professor Margaret Goralski introduced me to the Principles for Responsible Management Education (PRME), giving me the opportunity to turn that interest into action. Co-organizing and co-leading the PRME North America x Quinnipiac Global Asset Management Education (G.A.M.E.) Forum alongside fellow Quinnipiac University student Sana Quadri was my first major hands-on experience in sustainability. It was deeply fulfilling to collaborate with a dedicated team to host the event at the United Nations Global Compact headquarters in New York City. The forum brought together students, educators, and professionals to explore sustainable finance, the circular economy, the energy demands of artificial intelligence and data centers, and careers connected to the SDGs.

We were also intentional about using resources responsibly throughout the planning and delivery of the event. This taught me that responsible leadership is not only about discussing sustainability, but also about ensuring that our everyday decisions reflect the values we promote. The experience gave me the confidence to lead, contribute boldly to sustainability conversations, and pursue a career

aligned with sustainable development after graduation. It also showed me that I could combine my background in economics and data analytics with my commitment to responsible leadership and positive social impact.

PRME transformed sustainability from an academic interest into a personal and professional responsibility. It strengthened my belief that I do not have to wait until later in my career to make a difference. I can begin now by using my skills, voice, and leadership to help build a more sustainable future.

Margaret Gachau
Quinnipiac University Class of 2026

A Passion about the United Nations

I've been passionate about being involved with the United Nations since high school, alongside my passion for business. Two years ago, I attended an event at the United Nations Global Compact Headquarters, not knowing much about Principles for Responsible Management Education (PRME). But I'm glad that one event I went to blossomed into a great connection I have with PRME, that has helped other students learn about PRME and the UN Sustainable Development Goals.

I stayed in touch with Professor Margaret Goralski, who first invited a few other students and me in my International Finance class to learn about PRME. She later invited Margaret Gachau and me to co-host a networking event with PRME during Quinnipiac's Global Asset Management Education (GAME) Forum. The main goal was to introduce students attending the finance conference to sustainable practices in their fields. I was concerned about who would attend or whether our event would be of interest. We decided to invite students to network with each other, and then listen to guest speakers working in sustainable business. The event took months of planning to ensure everything was perfect. But when I look back on asking these experts powerful questions about their knowledge and their achievements, in a room full of engaged and passionate students, I felt honored to have been part of this event. I'm truly grateful to everyone: the organizers, the guest speakers, and the attendees.

After the GAME Forum, I stayed in touch with the UN Global Compact to invite more students to learn about the UN Sustainable Development Goals. I brought some students to tour the United Nations, followed by a visit to the UN Global Compact Headquarters, where they learned about how their work promotes the SDGs in business and management education. The students learned that day about PRME and have started building their own connections with PRME, and I'm glad that I had an impact on other students to get involved with the United Nations.

Sana Quadri
Quinnipiac University

B.S. Economics & International Business '2026

M.S. Applied AI & Business Analytics '2027

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.

Celebrating Values

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

Belonging at Quinnipiac and Beyond

As the Assistant Director of Student Success and Leadership and a part-time faculty member in the School of Business, I have come to understand belonging as more than feeling comfortable on a college campus. It is knowing you are seen, valued, and capable of contributing to something larger than yourself. Through my work in the Office of Belonging, I help students recognize that their experiences, perspectives, and contributions matter, both within the Quinnipiac community and in the broader world they will one day help shape.

This is especially true in my work with first-year students and the Sawhney Leadership Fellows. Their experiences differ, but many share the same question: Do I truly belong here? My role is to help them see that what makes them different is also what makes them valuable assets they will carry long after graduation.

Belonging, for me, is also about character. As a recent Quinnipiac MBA graduate, I have come to appreciate that while academic achievement is important, empathy, curiosity, and respect for others are equally valuable. Success is not just about what we accomplish, but about how we affect others and how we use our opportunities to contribute to something greater than ourselves.

Belonging extends beyond the Quinnipiac experience. My goal is to help students recognize that leadership is not only about personal success, but also about creating positive impact for others. As future business leaders, entrepreneurs, and community members, they will help shape organizations and society. By encouraging students to value diverse perspectives, foster meaningful connections, and consider their responsibility to others, we are advancing the principles reflected in the United Nations Sustainable Development Goals. I hope students leave Quinnipiac with the knowledge, empathy, and sense of purpose needed to build more inclusive, equitable, and sustainable communities wherever their journey takes them.

Cheri Brooks

Assistant Director, Student Success and Leadership

Part-Time Faculty | SB 101 Intro to Business Environments



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.

Courses that support RME

Quinnipiac University School of Business reports 14 courses in 2025 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.



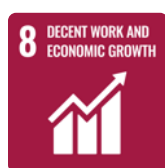
Consumer Behavior in Travel and Tourism | MK212

This course considers consumer behavior in the context of travel and tourism. Students explore consumer theories associated with travel and perform exploratory research on global travel consumers. Students investigate sustainable travel initiatives and reflect on their own "inner tourist" through the lens of adventure travel.



Sustainability Marketing | MK362

Consumption and marketing are considered in the context of sustainability. Principles of sustainability marketing and corporate social responsibility are introduced. Core marketing concepts are leveraged to address sustainable development while supporting business growth and competitive advantage. Career opportunities in sustainability marketing are explored.



Marketing Practicum | MK401

This course is the capstone experience for marketing majors and focuses on the integration of contemporary marketing practices to develop comprehensive marketing strategies. Students develop critical decision-making skills through the application of analytical tools in case studies, simulations, and hands-on learning opportunities. Critical thinking, teamwork, and effective communication are emphasized. Senior Standing is required.



Applied Consumer Behavior | MK620

This course provides a basic understanding of the major concepts and theories in consumer decision-making and behavior and how these can be used as the basis for empirical research on the way consumers process information, form preferences and make buying choices. This is a course in which theories from psychology, sociology and economics are applied to the study of consumer behavior.



International Business Strategy | IB401

Students develop a comprehensive business model for a country market-entry project. This macro-environmental/country assessment includes current events, industry analysis, marketing strategy, management strategy, corporate social responsibility decisions, global supply chain strategy, financial considerations, and critical success factors for implementation.



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

Barriers to Innovative Curriculum

In 2025, Quinnipiac University School of Business identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2025, Quinnipiac University School of Business identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Time constraints
- ❖ Change resistance



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 practices. 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

32	Peer-reviewed articles were published by Quinnipiac University School of Business from this past calendar year.	vs	9	Peer-reviewed articles were published by Quinnipiac University School of Business from this past calendar year in support of RME.
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Research Funding

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



Local



National



Institution
Specific

Socializing Research

In 2025, 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
- ❖ Community organizations
- ❖ Social media and digital outreach
- ❖ Academic Conferences

Research Awards

In 2025, Quinnipiac University School of Business was awarded 11 research awards for responsibility- and/or sustainability-related research.



Student earns research award at international conference for advancing sustainability marketing practices

Granter: Principles of Responsible Management Education (PRME), an initiative of the United Nations

Grantee: Connor Brooks-Chapman

Award Description:

The results of his research demonstrated that sustainability labels do make a real difference for environmentally-conscious buyers.

“Consumers with pro-environmental or socially-conscious values were significantly more likely to visually engage with SDG-aligned labels and choose that product over a generic alternative. The conclusion is that intentional, purposeful sustainability labeling works and that businesses should invest more carefully in how these claims are designed and communicated,” he said.

Brooks-Chapman believes this research will guide companies in how they advertise their products.

“This research addresses the well-known “attitude-behavior gap,” where people say they care about sustainability but do not always buy accordingly,” he said. “Our findings suggest that gap may have less to do with values and more to do with how sustainability information is presented. For businesses, that is actionable: better label design can meaningfully influence sustainable purchasing.”

Traveling to Egypt and connecting with experts in the field was a unique opportunity that Brooks-Chapman says he will carry with him forever.

Taskin Kocak, dean of the School of Computing & Engineering, said that the school is proud of Brooks-Chapman and the array of qualities that he demonstrated throughout the process.

“Conner's achievement is an outstanding example of Quinnipiac's commitment to academic excellence, innovation and global engagement,” he said. “Receiving the ‘Best Student Poster Award’ at an international conference reflects not only the quality of his research but also his dedication, curiosity and professionalism. His work on sustainable consumption demonstrates how computing and data-driven research can help address complex global challenges, aligning with Quinnipiac's mission to educate students who make meaningful contributions to society. We are incredibly proud of Conner and grateful to the faculty mentors who supported his success.”

Brooks-Chapman's interest in sustainable marketing grew after taking a sustainability course at Quinnipiac that included a research trip to Tanzania.

"Seeing sustainability challenges firsthand sparked a deeper interest I wanted to pursue beyond the classroom," he said. "Professor Charles Brooks, who led that course, became my research mentor, and together we developed the study from there. His expertise in business and consumer behavior was invaluable in shaping the research and I am really grateful for his mentorship."

In addition to Brooks, professor of marketing and co-director of the User Experience & Behavioral Insights Lab, there were faculty who help prepare students for research. One of the most impactful for Brooks-Chapman was Brian O'Neill, associate dean of the School of Computing & Engineering.

"Quinnipiac prepared me well, particularly through the culture around presenting research," he said. "A class I took, Professor Brian O'Neill's senior thesis class, included a poster day that gave me hands-on experience creating and presenting a research poster in a high-stakes setting, and that translated directly to how I approached the UN PRME presentation."

Quinnipiac prioritizes research opportunities for students to gain hands-on, real-world experience early in their academic journey.

As Brooks-Chapman enters his graduate year, he is proud of the work he has done to earn the "Best Student Poster Award."

"It was a really fulfilling moment [to earn the award]. Research is a long process, so having that work recognized at an international conference made it feel like it truly paid off and that the question we were asking genuinely matters to people," he said.

The Quinnipiac community is excited to see what the future holds for Brooks-Chapman.

"His recognition demonstrates what is possible when talented students are empowered by dedicated faculty mentorship and provided opportunities to engage in meaningful research," said Kocak. "We celebrate his achievement and look forward to seeing the impact he will continue to make throughout his career."

Faculty Service to Students

Granter: Quinnipiac University School of Business

Grantee: Matt Marron

Award Description:

Quinnipiac University bestows its Faculty Excellence awards to recognize the highest professional standards, extraordinary dedication to students, and excellence in teaching and service. Professor Marron received the award for his extraordinary dedication to students.

Faculty Scholar Award

Granter: Quinnipiac University

Grantee: Tamilla Triantoro

Award Description:

Interim Associate Dean of Faculty Affairs Kiku Jones presented the School of Business Faculty Scholarship Award to Tamilla Triantoro, associate professor of business analytics and information systems.

Triantoro's research focuses on human-AI collaboration, decision-making and the Future of Work. Her scholarship examines how people interact with intelligent systems and how emergent technologies are reshaping professional judgement, organizational processes and workplace well-being. She is the co-author of "Converging Minds: The Creative Potential of Collaborative AI," which explores how human intuition and AI's strengths can complement each other. Her scholarly contributions have earned national and international recognition. Her research has appeared in leading peer-reviewed journals, and she is deeply engaged in international research collaborations as well as serving as a presenter at leading US and European universities.

"Having worked very closely with Dr. Triantoro as a colleague and department chair, I can say with confidence that her distinguished scholarship is matched by her commitment to professionalism, collegiality and generosity. This award reflects the quality, reach and impact of her work," said Jones

Saulnier Family Scholarship of Teaching and Learning (SoTL) Award

Granter: Saulnier Family Scholarship

Grantee: Steph Miller

Award Description:

The Saulnier Family Scholarship of Teaching and Learning (SoTL) Faculty Fund at Quinnipiac University provides monetary and institutional support for faculty members to participate in and present pedagogical scholarship

The Connecticut Technology Council (CTC) Women of Innovation Award

Granter: Connecticut Technology Council

Grantee: Kiku Jones

Award Description:

Connecticut Technology Council (CTC) Women of Innovation® Awards honor exceptional women and student leaders in Connecticut driving excellence and leadership in science, technology, engineering, and math (STEM).

 Student Government's Association Faculty Member Award

Granter: Quinnipiac University Student Government Association

Grantee: Julia Fullick-Jagiela

Award Description:

The Quinnipiac University Student Government Association (SGA) award recognizes professors who go above and beyond to support, mentor, and advocate for students inside and outside the classroom.



The UN Principles of Responsible Management Education (PRME) Chapter North America Innovators Award

Granter: UN PRME Chapter NA

Grantee: Margaret A. Goralski

Award Description:

The PRME North America Awards, presented at each biennial Chapter Conference, are intended to recognize superior accomplishments, provide models of excellence, and encourage everyone to improve and advance their teaching, scholarly and creative activity, engagement, and service in accordance with the PRME Principles. Recipients are selected based on a detailed statement about activities, publications, innovations, collaborations, sustained commitments, or service to others, including a description of the impact or significance of the activity.



The World Congress Kinesiology & Sport Science Young Investigators Award

Granter: World Congress on Kinesiology & Sport Science

Grantee: DK Ock

Award Description:

The World Congress on Kinesiology & Sport Science Young Investigators Award recognizes and supports the research efforts of young scholars and researchers in the field of human movement and exercise science.

Top 25% Best Paper Award Americas Conference on Information Systems

Granter: Americas Conference on Information Systems

Grantee: Jasper Jia

Award Description:

The Top 25% Best Paper Award at the Americas Conference on Information Systems (AMCIS) recognizes top-tier submitted research manuscripts chosen by the conference review teams as the leading upper quartile of all papers submitted to the annual event



Best Student Paper Award Management Education Track Eastern Academy of Management

Granter: Eastern Academy of Management

Grantee: Kyle Trusch

Award Description:

The Eastern Academy of Management (EAM) awards a Best Student Paper recognition for outstanding student-led research presented within specific competitive tracks at its annual conference, including the Management Education and Development track.



Marketing student wins 'Best Paper Award' for QUIP-RS research at international conference

Granter: Academy of Business Research

Grantee: Brandon Meas

Award Description:

To understand the impact that advertisements have on consumers, Meas compared a group tasked with finding vacation travel spots against a group that scrolled Instagram as they regularly would. Each group was then split again into two groups — those viewing a traditional feed with ads and those viewing a feed with minimalist ads.

“For my research, I created a simulated Instagram feed using a platform called Qualtrics and hosted it on Cloud Research,” he said. “I designed 72 Instagram posts (54 fillers and 18 unique ads) and had a target sample pool of 240 participants. I wanted to test how the design of an ad and the viewing intent of a participant would impact their search efficiency and consumer behaviors. Ultimately this shifts the future of digital advertising from simply capturing attention to actively managing consumer bandwidth.”

There were three main findings that Meas discovered from his research.

"First, I discovered a significant 'Spillover Effect.' I found that minimalist ads preserve a user's cognitive battery," he said. "Because these ads aren't visually exhausting, users' attention spilled over into the rest of the feed, leading them to spend much more time engaging with organic filler content compared to when they were shown traditional, heavy ads."

Second, Meas learned that the viewers who were not assigned a task while scrolling had a significantly more intrusive experience compared to those tasked with finding a vacation spot, especially when they saw traditional ads.

"Finally, I found a fascinating disconnect between engagement and likeability," said Meas. I observed that causally scrolling 'free viewers' focused more on traditional ads, but they rarely like them. Conversely, goal-oriented users not only engaged well with minimalist ads, but they were also much more likely to click the 'like' button. It proved that just because a busy ad captures initial attention, it doesn't mean it drives positive brand sentiment."

Understanding these impacts can have a substantial effect on how digital media and advertisements will evolve on social media platforms.

Meas presented his research findings at the impressive Academy of Business Research conference at the end of July, where he was awarded "Best Paper Award."

"I am proud of Brandon, and I am proud of what his success says about the culture we have built in the Behavioral Insights Lab, a culture of inquiry, ambition and collaboration," said Dean Raider. "His success is also a reflection of the wonderful QUIP-RS program that provides structure and support for student research; that was also a valuable experience for Brandon this summer."

In addition, the mentorship and support that are available to students at both the undergraduate and graduate level is a value that Quinnipiac takes pride in.

"Our faculty, staff and graduate student mentors are dedicated to helping students prepare through coursework, mentoring and refining the ideas, from research question to methodology to inferences," said Dean Raider. "Preparation includes practice presentations and receiving feedback. This sharpens the research and helps students be even more confident in their presentation skills."

Meas said he is grateful for the ways that Quinnipiac has encouraged his research interests and helped prepare him to present his findings at an international conference.

Research Presentations Related to RME and/or Sustainability

In 2025, Quinnipiac University School of Business gave 5 research presentations related to RME and/or sustainability.

United to Advance the Global RME Network

Authors: Margaret A. Goralski

Date of publication: August, 2026

Department: International Business | Entrepreneurship | Strategy

The Principles for Responsible Management Education (PRME) is a United Nations–supported initiative that advances Responsible Management Education (RME) to align business and management education with the Sustainable Development Goals (SDGs). Through its global network of higher education institutions, scholars, and partners, PRME supports research that connects theory, pedagogy, and institutional practice to promote more responsible and sustainable approaches to management education.

The Academy of Management (AOM) caucus was designed as a discussion-driven session rather than an audience-facing or networking event. The core conversation took place among invited representatives from journals, research networks, academies, and PRME who are actively shaping the RME research landscape. The goal was to surface how this work is currently being advanced, where it is most effective, and where greater alignment or coordination could strengthen the field's contribution to SDG-related research and impact. The discussion was structured around participants sharing critical RME research questions, identifying key constraints, and establishing commitments to contribute to meaningful change. The session aimed to provoke meaningful discussion and inspire future RME collaborations. It intended to offer transparency into how the RME research ecosystem functions and how priorities are being shaped, rather than to provide individual networking opportunities. In doing so, the caucus helped participants and observers alike better understand where their own work might connect in the future and how the RME research landscape and PRME's role in shaping coordination and exchange across SDG-aligned research communities might evolve.



The Evolution & Refresh of PRME Global Working Groups

Authors: Margaret A. Goralski

Date of publication: July, 2026

Department: International Business | Strategy

PRME Working Groups are specialized collaborative networks within the UN PRME initiative. They aim to integrate sustainability, responsibility, and the SDGs into business education and to bring together faculty and experts to develop research, pedagogical tools, and best practices. This panel of both new and established Working Groups will outline the advantages of membership, how to get involved, and the benefits for academics of joining one of the 17 WGs.



AI and Deep Student Learning: Community in Practice

Authors: Margaret A. Goralski | Geri Mason | Kathleen Rodenburg

Date of publication: July, 2026

Presented at: PRME North American 2026 Biennial Conference

Department: Human Resource Management | Business Administration | Economics | International Business | Strategy

Artificial intelligence is rapidly reshaping the trade-offs students face regarding academic misconduct. Generative AI reduces the effort required to produce high-quality outputs while simultaneously lowering confidence in detection tools. Traditional policy responses have focused on detection and punishment; however, as the probability of detection declines, deterrence alone becomes less effective. In this panel discussion and workshop, we will explore a behavioral economic model that extends Becker's (1968) crime and punishment framework and applies it to student use of AI in completing coursework by incorporating three additional mechanisms: assessment design, identity and moral costs, and the perceived value of learning.

In this model, students engage in misconduct when the short-term performance gain from shortcuts exceeds the combined expected costs of punishment, internal identity costs, social norm costs, and the perceived long-term value of learning. Generative AI increases the payoff to shortcuts and may reduce perceived detection risk, shifting student behavior in favor of using AI shortcuts. As educators, we will explore institutional design changes that simultaneously address students' incentive structures and learning value, reorienting their incentives toward deep student learning rather than short-term payoffs.



From Global Agendas to Individual Attitudes: Classifying the UN SDGs from a Consumer Perspective

Authors: Charles Brooks | Tilo Ghosh Chowdhury

Date of publication: July, 2026

Presented at: PRME North America Chapter 2026 Biennial Conference

Department: Marketing

This presentation introduced the idea of ...



Waste Generation and Economic Growth in the Asia Pacific Region: The Role of Culture and Education

Authors: Mohammad Elahee, Quinnipiac University | Maher Maarbani, University of Southern Queensland | Afzalur Rashid, University of Southern Queensland | Syed Shams, University of Southern Queensland | Eltayyeb Al-Fakir Al Rabab'a, Victoria University, Australia

Date of publication: October, 2025

Presented at: Annual Conference of the Academy of International Business- US Northeast Chapter,

Department: International Business

This study examines the relationship between energy consumption and economic development across 21 Asia Pacific countries from 2016 to 2022, and investigates whether national culture and education moderate this relationship. Using panel data comprising 146 country-year observations and ordinary least squares regression with robust standard errors, the analysis finds a positive and statistically significant association between energy consumption and economic development. Importantly, culture and education moderate this relationship, indicating that the economic returns to energy use vary across national contexts. These findings suggest that energy policy should not be designed in isolation but integrated into broader development planning that accounts for educational conditions and cultural characteristics. By demonstrating that the energy-growth nexus is shaped by contextual factors, the study offers new insights for policymakers seeking to balance economic progress with long-term environmental sustainability in one of the world's fastest-growing and most energy-intensive regions.



Publications Related to RME and/or Sustainability

Developing durable open strategy: A governance architecture perspective | [DOI](#)

Authors: Henry Adobor

Date of publication: July, 2026

Department: Strategy

Open strategy expands participation in strategy-making through workshops, digital platforms, and cross-boundary forums. Yet organizations adopting similar participatory practices often experience markedly different levels of sustained strategic impact. Why does openness institutionalize in some settings but remain episodic in others? This paper develops a configurational governance perspective on open strategy. Rather than treating openness as a measure of participation intensity, we conceptualize it as an architectural system embedded within organizational decision infrastructure. Governance architecture comprises three interdependent design dimensions: entry design, which regulates the flow of information; evaluation design, which allocates attention and links participation to decision authority; and closure design, which stabilizes participation across recurring cycles. Drawing on configurational theory, we argue that strategic durability emerges not from any single design element but from the coherent alignment of these dimensions. Misalignment generates distinct participation trajectories, including symbolic consultation, bounded openness, and unstable recurrence. Institutionalized open strategy is most likely to arise under configurational coherence. By focusing on systemic alignment, the paper reframes open strategy as a governance capability and advances architectural explanations of strategic participation.



Navigating the AI adoption trap: A framework for organizational practice | [DOI](#)

Authors: Henry Adobor

Date of publication: June, 2026

Department: Strategy

Organizations are investing heavily in artificial intelligence (AI), yet many struggle to translate adoption into sustained value. The core challenge is often not technological capability but the AI solutionism trap: a managerial tendency to frame complex organizational problems as primarily solvable through algorithms and data. Drawing on research in managerial decision-making, socio-technical systems, and AI governance, this article explains how solutionism emerges in everyday practice, why it persists, and how it undermines performance, accountability, and trust. Many AI failures are shown to be predictable outcomes of managerial dynamics, including premature problem closure, escalation of commitment, and diffusion of responsibility as systems scale. To mitigate these risks, the paper introduces a practical managerial playbook centered on governance-in-use: concrete practices that slow adoption, reopen problem framing before deployment, make evaluation transparent, and legitimize decisions to pause, modify, or withdraw AI systems. The central implication is clear: sustainable value from AI depends less on speed of adoption than on disciplined judgment under uncertainty.



Rethinking supply chain robustness: stability, vulnerability and hidden fragilities

| [DOI](#)

Authors: Henry Adobor

Date of publication: July, 2026

Department: Strategy

Purpose

Supply chain robustness is widely promoted as a design principle for maintaining stability amid disruptions. However, recent global disruptions have revealed that robustly designed supply chains often fail in cascading, unexpected ways. This paper examines why robustness-oriented supply chain designs may simultaneously stabilize operations while generating latent fragilities.

Design/methodology/approach

The study adopts a conceptual theory-building approach using a deconstructive analytical lens. Drawing on supply chain management, complexity theory, and organizational theory, the analysis examines how robustness is constructed and operationalized through dominant supply chain design practices.

Findings

The analysis identifies four generative mechanisms: constitutive exclusion, stabilization through repetition, deferred resolution, and cyclical re-emergence of fragility, through which robustness practices stabilize operations while redistributing vulnerabilities across actors, system boundaries,

and time horizons. These mechanisms explain how supply chains that appear stable under routine conditions may accumulate latent fragilities that become apparent when disruptions exceed the system's assumptions.

Research limitations/implications

The paper contributes to supply chain management theory by reframing robustness as a performative and provisional organizational accomplishment rather than a stable design outcome. The framework clarifies why robustness-oriented practices may generate “robust-yet-fragile” systems and provides a conceptual basis for future empirical research on cascading disruptions in supply networks.

Practical implications

For managers, the findings highlight the importance of complementing robustness-oriented design strategies with diagnostic approaches that surface hidden dependencies and systemic vulnerabilities.

Originality/value

By applying a deconstructive perspective to supply chain robustness, the study offers a novel theoretical explanation for why robustness-oriented supply chain designs can inadvertently generate fragility.



From participation to strategic legitimacy: how leaders govern roles in open strategy

| [DOI](#)

Authors: Henry Adobor

Date of publication: May, 2026

Department: Strategy

Purpose

Many organizations adopt an open strategy to broaden participation, yet struggle to convert expanded participation into sustained strategic influence. Recent research has advanced understanding of why open strategy concentrates influence despite formal inclusiveness, but has not yet specified the governance mechanisms through which these dynamics can be actively managed. This paper aims to ask: how do organizational actors govern strategic legitimacy across micro-role transitions in open strategy, and what consequences does this have for whether participation translates into sustained strategic influence?

Design/methodology/approach

Drawing on legitimacy theory, role exit theory and strategy-as-practice research, the paper develops a process framework that conceptualizes micro-role transitions in open strategy as governed by a recursive strategic legitimacy cycle comprising three mechanisms: authorization, validation and withdrawal.

Findings

Strategic influence in open strategy is determined not by participation volume but by how legitimacy is governed across repeated micro-role transitions. When authorization is explicit, validation is transparent, and withdrawal is constructive, legitimacy accumulates, and open strategy delivers sustained influence. When these mechanisms are misaligned, legitimacy depletes faster than it is replenished, producing the plateau pattern documented across open strategy research. Governance effectiveness varies across organizational hierarchy, episode length, platform modality and cultural context.

Research limitations/implications

This paper shifts open strategy research from participation breadth to legitimacy governance as the mechanism linking role transitions to macro patterns of influence concentration, participation fatigue and strategic durability. By treating strategic legitimacy as renewable yet exhaustible, the paper opens new avenues for theorizing how governance design shapes whether openness becomes institutionalized or remains episodic and symbolic.

Practical implications

Effective open strategy requires differentiated governance across three actor groups: senior leaders as legitimacy grantors who govern scope, sponsorship and narrative closure; middle managers as legitimacy advocates who support peers whose contributions may not reach senior audiences; and strategy facilitators as legitimacy brokers who design structurally equitable authorization, validation and withdrawal processes.

Originality/value

This paper extends discursive accounts of open strategy, the subject-position struggle perspective, and the micro-role transition performance perspective by specifying the organizational governance mechanisms through which these dynamics are enacted and managed. It reframes open strategy as a legitimacy management challenge and conceptualizes strategic legitimacy as a renewable yet exhaustible organizational resource that must be actively governed.



Waste Generation and Economic Growth in the Asia Pacific Region: The Role of Culture and Education

Authors: Mohammad Elahee, Quinnipiac University | Maher Maarbani, University of Southern Queensland | Afzalur Rashid, University of Southern Queensland | Syed Shams, University of Southern Queensland | Eltayyeb Al-Fakir Al Rabab'a, Victoria University, Australia

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This study examines the relationship between energy consumption and economic development across 21 Asia Pacific countries from 2016 to 2022, and investigates whether national culture and education moderate this relationship. Using panel data comprising 146 country-year observations and ordinary least squares regression with robust standard errors, the analysis finds a positive and statistically significant association between energy consumption and economic development. Importantly, culture and education moderate this relationship, indicating that the economic returns to energy use vary across national contexts. These findings suggest that energy policy should not be designed in isolation but integrated into broader development planning that accounts for educational conditions and cultural characteristics. By demonstrating that the energy-growth nexus is shaped by contextual factors, the study offers new insights for policymakers seeking to balance economic progress with long-term environmental sustainability in one of the world's fastest-growing and most energy-intensive regions.



To Be Good, Feel Good, or Look Good? A Theoretical Model of Moral Advice Seeking and Taking

| [DOI](#)

Authors: Joseph P. Gaspar | Maurice E. Schweitzer | Redona Methasani

Date of publication: August, 2026

Presented at: Academy of Management

Department: Strategy

This article presents a comprehensive theoretical model of moral advice seeking and taking, exploring why professionals turn to others for moral guidance and how these interactions shape ethical decisions. The text distinguishes between authentic moral advice – sought to inform genuine ethical deliberation – and strategic moral advice, which is used to manage impressions, relationships, or self-

concept. It examines the consequences of these processes on moral perceptions, interpersonal trust, and ethical decision-making, including the formation of ethical blind spots and the risk of unethical behavior. The article also introduces the concept of social consensus as a key moderator, showing how it influences the effectiveness of moral advice seeking in enhancing or diminishing moral impressions and trust. Additionally, it discusses the role of moral hypocrisy, where individuals may use moral advice seeking to signal ethical commitments without genuine adherence to moral principles. The theoretical framework is supported by insights from behavioral ethics, advice literature, and organizational research, offering a fresh lens for understanding the psychological and relational dynamics of moral decision-making in professional settings. Professionals will gain a deeper understanding of how moral advice seeking and taking can either foster ethical cultures or inadvertently enable unethical behavior, providing valuable insights for leadership, ethics training, and organizational policy.



Research Voices

The following statement demonstrates a way in which researchers at Quinnipiac University School of Business bring sustainability and responsible management into their research.

Who Gets a Say About AI? The Applied AI Lab and The Grove

A heated global debate is underway about the risks of AI: what these systems should be allowed to decide, how to verify their safety, and who is accountable when they cause harm. The Analytics & Applied AI Lab at Quinnipiac University researches that question of accountability. We start from the premise that AI risk is not evenly shared. The countries and communities with the least influence over how these systems are built are often the ones most exposed to their failures, which makes AI safety a global justice and sustainable development question as much as a technical one.

The debate is currently held by a small circle of experts. The Grove, Quinnipiac's living and learning residence hall, is where we widen it. Roughly 350 first-year students work in small groups with me as Faculty Fellow in Residence, a faculty affiliate as subject matter expert, and a trained student mentor on year-long big idea projects, and each of The Grove's four themes is a place where AI risk is already landing:

- Environmental Sustainability: The energy and water that AI systems consume, set against the climate and clean water goals they are often promised to serve (SDG 6, SDG 13).
- Health and Education: What happens to health information, nutrition guidance, and learning when automated systems become the source (SDG 2, SDG 3, SDG 4).

- Inclusive Excellence: Who these systems work poorly for, and why bias around gender, culture, and disability is a design outcome rather than an accident (SDG 5, SDG 10).
- Community Engagement: Who is consulted before a technology is deployed in a community, and who is simply informed afterward (SDG 11, SDG 16).

Selected groups present their findings at a dedicated session of the annual Yale Global Justice Conference, co-organized with the Yale Global Justice Program. The point is not that first-year students will settle the AI safety debate. It is that they should not be absent from it.

Dr. Tan Güpınar, Quinnipiac University

Assistant Professor of Business Analytics and Information Systems

Faculty Fellow in Residence and Advisor to the Living Learning Experience Leadership Council

Editorial Board Member at the Blockchain & Cryptocurrency Journal

Member of the Academic Advisory Board of the International Association of Trusted Blockchain Applications

Research Barriers

In 2025, 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 Students



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
- ❖ Accreditation body recommendation documents
- ❖ Healthcare clinic open to students, staff, and faculty
- ❖ Employee affinity groups
- ❖ LiveWell Initiative
- ❖ Inclusive Excellence
- ❖ Sustainability strategy or strategic plan (school or university level)

Policy Documents Related to RME and/or Sustainability

STARS report 2025

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

AACSB Recognizes 94 Schools Extending Business
and Accounting Accreditation

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

SB_StrategicPlan2024

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

Practice Awards

In 2025, Quinnipiac University School of Business received 1 award for responsible and/or sustainable practices.

2026 UN PRME NA Excellence Award for Student Leadership

Granter: PRME Chapter North America

Grantee: Sana Quadri

Award Description:

The PRME NA Student Leadership Excellence Award recognizes the engagement of a student and/or student organization at PRME NA Signatory institutions that have demonstrated outstanding leadership qualities through their active engagement in various local, national, or international PRME-focused initiatives. Sana demonstrated outstanding leadership through her active engagement not only in PRME-focused initiatives but also in creating PRME-focused initiatives as an undergraduate student at QU, serving as the 2025/2026 President of the QU International Business Society, and organizing a highly successful 2025 IB Society Annual Dinner, a fundraiser for the Integrated Refugee and Immigrant Services (IRIS) of New Haven, with all proceeds from the event being donated to IRIS.



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

We build and share our experiences with students, staff, faculty, alumni, community leaders, and members of the PRME Signatory network, and they, in turn, share theirs with us. We are all wiser from these shared experiences.

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
- ❖ Government and policy makers
- ❖ 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>