

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

SUNY Oneonta School of Liberal
Arts and Business

July 2025

Table of Contents

1. About SUNY Oneonta School of Liberal Arts and Business 3

2. About PRME 4

3. About SDGs 5

4. Getting Started 6

5. Purpose 17

6. Values 19

7. Teach 35

8. Research 72

9. Partner 91

10. Practice 103

11. Share 115

About SUNY Oneonta School of Liberal Arts and Business

Contributors

- Izabella Lokshina, Department Chair
- Simona Giura
- Kai Chen
- Juan Wang
- Sean Shannon
- Alsius David
- Lisa Flynn
- Liyao Pan
- Catalina Hurwitz
- Hua Zhong
- Chien-Wei Lin
- Cees LANTING

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

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 your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 Mission

Subjects

- Responsible Management Education

Provide supporting context

SUNY Oneonta's mission, "We nurture a community where students grow intellectually, thrive socially, and live purposefully," is reinforced by three core values: inclusivity, service, and sustainability. Our ongoing commitment to the Principles of Responsible Management (PRME) and the Sustainable Development Goals (SDGs) closely aligns with our campus mission and values.

2. Vision

2.1 Vision

Subjects

- Responsible Management Education

Provide supporting context

SUNY Oneonta has a clear vision: to become the exemplar residential community, providing relevant educational experiences in and outside of the classroom.

3. Strategy

3.1 Strategic Plan

Upload or select a document

Business Strategic Plan 082324.docx

[View document](#) 

4. Strategy Alignment

4.1 Strategy Alignment

Subjects

- Responsible Management Education

Provide supporting context

Our institution is deeply committed to advancing sustainable development, the common good, and quality education through strategic alignment with globally recognized frameworks. The Department of Business (the Department) has been AACSB-accredited since 2011. In 2019, the Department became a signatory to the United Nations (UN) Principles for Responsible Management Education (PRME), indicating our long-term commitment to PRME. To ensure a systematic and impactful approach, we established a PRME Task Force within the Department's Strategic Planning Committee, responsible for developing and implementing PRME initiatives in various areas. The task force is composed of faculty representing different teaching disciplines to promote diversity in PRME decisions. The Task Force allows us to pursue a systematic approach in teaching, research, and service activities related to PRME.

We included PRME in our new Strategic Plan to align with our mission and strategic goals. As our mission statement asserts, we "provide our students with skills and dispositions needed to acquire business knowledge, value diversity in people and ideas, connect with the local community, and prepare to make a societal impact." PRME is one of the five strategic initiatives in the plan. We strive to increase community engagement and societal impact.

4.2 Guiding Principles and Strategic Goals

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

In order to maintain strong programs that develop excellent faculty, serve students, and sustain communities, SUNY Oneonta's business programs adhere to the guiding principles of AACSB and strive to meet accreditation standards.

Ethics and Integrity: By adherence to campus and departmental policies and procedures, we set the expectation that individuals are treated fairly and equitably. For example:

- We handle data and information appropriately and train students to do so
- Faculty generate curricular proposals, which are reviewed through shared governance procedures
- Term contract renewal, tenure, and promotion processes originate in peer review and operate according to published campus and SUNY Board of Trustees guidelines
- Internal differences between faculty or with students are first mediated at the departmental level and move to the dean only as needed. Both students and faculty can appeal academic issues to a campus committee of faculty that is coordinated by an Associate Provost

Societal Impact: As a regional comprehensive in the SUNY system, Oneonta pursues a mission of service to the people of New York. Our programs produce alumni who support their families and better their communities through ethical, up-to-date business practices combined with a strong liberal arts background. We have chosen to focus our commitment to societal impact through the UN Principles of Responsible Management Education (PRME) and Sustainability Development Goals (SDGs). Although we are only a few years into exploring and implementing PRME and the SDGs to support our efforts, various initiatives, activities, and locally funded opportunities demonstrate that we are making progress. We submitted our first PRME report to the UN site as signatories, detailing our progress on December 13, 2021.

Mission-Driven Focus: Our mission (see more details below), which prioritizes the intersection between teaching and scholarship, shapes our planning, development, budget priorities, hiring, curricular development, and scholarly activities. Our strategic plan seeks to identify and further goals that support our mission. We monitor progress using a work plan to document initiatives and through discussions at departmental meetings and retreats. We are pleased to report changes to the curriculum that will better organize student learning, our new degree program, and the successful pursuit of new on-campus space.

Peer Review: As academics, we embrace a culture of peer review from teaching to scholarship to accreditation. We have maintained strong communication with our AACSB peer review team chair throughout the process to guide us through the new standards.

Continuous Improvement: We highlight commitment to continuous improvement through innovations such as our new qualifications process for classifying faculty, refreshing our curriculum, implementing PRME and the SDGs, and improving opportunities for applied learning. We measure improvement through our workplan and AoL data analysis plus resulting improvements, as well as through consultation with our advisory boards. While we have now been reorganized into a larger unit, the College administration took pains to minimize the disruption to oversight, maintain our financial stability (including a significant commitment to AACSB), and to pursue the plan to move our operations into a more attractive physical space.

Collegiality: AACSB has helped us to maintain cohesion and collegiality by encouraging strong planning, commitment to mission, goal-oriented conversations, and pride in our programs. Our faculty are active in shared governance, serving in the Senate and on numerous campus committees. Our internal committee structure provides another venue for collegial interaction. We expect faculty to pursue service and scholarly projects together as part of the routine work of the unit, and we have succeeded in involving everyone in unit meetings and retreats.

Agility: Through SoTL research, workshops, and conferences, and by listening to our constituencies, faculty and staff consider how to keep improving. Because our mission combines teaching and scholarship, we fund professional development with training through the SAP University Alliance, SUNY Data Analytics, Teaching by Design, and Bloomberg for Education webinars, conference travel, workshops, and other opportunities. We looked closely at our own changing market through the Gray Associates database, consulted with our advisory boards, and considered significant changes. We keep a close eye on student interests and expectations through the advisory board. Even the pandemic moved us forward as we realized the need for more online training that would give us flexibility in modality.

Global Mindset: From the time our students encounter their first general education classes or work with the international faculty that partly staffs business programs or begin planning their coursework and co-curricular careers at Oneonta, the global mindset is part of the experience. Global thinking is embedded in the coursework, and rich opportunities are available (during non-pandemic semesters) for study abroad through campus faculty-led experiences or SUNY study abroad. Some business faculty members participate in the Collaborative International Learning (COIL) project. We have an Office for Global Education to support both faculty and student planning.

Diversity and Inclusion: Our cultural landscape has been evolving, but our mission singles out diversity as one of our key values. Business programs, like the College as a whole, have steadily gained more diverse enrollment. Our diverse student population currently stands at 25.93% for Business Economics and 20.25% in the Professional Accounting program.

Especially striking are increases among those from Spanish-speaking families and cultures. We host an inclusive population of first-generation, transfer, and first or second-generation students from immigrant families and a wide variety of religious backgrounds. Many students find support through campus programming coordinated by the Office of Access and Opportunity Programs.

We participate in DEI-related professional development and service. In 2021, SUNY Business Deans organized their first DEI conference specifically for faculty. The second series takes place in spring 2022. Business faculty participate in DEI initiatives and committees led by our campus Chief Diversity Officer, and faculty scholarship related to equity and other SDGs points to efforts to deepen understanding. Our AoL process includes a check on DEI understanding with close attention to relevant items in the ETS exam results.

Continued Adherence to AACSB Guiding Principles and Business Standards: SUNY Oneonta's business programs proudly maintain AACSB accreditation and strive to meet all standards. We recognize the authority of the agency to ask questions, require follow-up reports or data, and make constructive recommendations. We keep our data in the portal up to date.

The new standards provide rich opportunities to talk about focused research, our mission, and learning needs in a swiftly changing business environment. We look forward to feedback from the peer review team as well as the opportunity to consult.

5. Institutional History

5.1 Alignment with the AACSB Standards

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

Throughout the report, readers will find many examples of engagement, innovation, and impact. Perhaps more importantly, this aspect of the standards has become part of our conversations when we approach initiatives, problems, or data. We consider all three when working on the strategic plan. We engage students and our various constituent communities in the classroom and elsewhere. We feel we innovate best when meeting AACSB standards while working within the context of our campus and programmatic missions.

Examples of engagement, innovation, and impact:

- **New Faculty Qualifications processes**—Innovative scoring system
- **Refreshed Curriculum projects**—Engaging students and advisory boards, innovating with fresh curriculum, working to increase impact by recruiting more students and by incorporating PRME and SDGs.
- **Updating and training on technology and software**—Engaging students with modern tools, expanding our impact with better-educated students, supporting faculty to innovate through classroom use
- **New campus space for business programs**—Improving impact on recruiting through greater visibility and attractive spaces, encouraging engagement with students through spaces designed for collaborative learning
- **Systematic planning**—Encourages all three dispositions by focusing our attention and budget priorities on mission-related projects and activities
- **PRME and SDG projects**—Supports faculty scholarship that will have a broad impact and engage students in team research, shapes our planning to be innovative in how we incorporate these themes, engages students in topics that authentically interest them

Strategic Management and Innovation (Standards 1-3): Now in our fourth cycle of strategic planning since 2004, SEB's newest plan (2019-2024) drives activities consistent with our mission. We updated to align with 2020 AACSB standards and embrace continuous improvement in the areas of innovation, impact, and engagement. SEB made significant progress in planning and strengthening our resources. Our current strategic plan honors previous plans and new initiatives. Focus on improved learning for both students and faculty and a desire to stabilize resources needed for AACSB represent long-standing priorities. But we also wanted to improve student access, increase available technology, update the curriculum, improve faculty qualifications, focus our research plans, and address the visibility of the programs on campus.

Our faculty complement is better credentialed than ever before. We have been afforded time, data, and administrative support to make good decisions about curricular updates. Students benefit from our mission-driven approach, and faculty remain invested in our future. The challenges of COVID-19 brought some needs into further relief but also encouraged faculty to think deeply about our learning outcomes and better understand the challenges that some students face while others have significant advantages.

Creativity and innovation played a critical role in finding ways to implement several items, even during the pandemic years. We responded to challenges with solutions tailored for a regional state comprehensive campus and continued to support a learning-centered model that focuses on the interaction between students and faculty where learning is modeled and understood.

Learner Success (Standards 4-7): While business programs and faculty have long participated in assessment, we feel that improved campus resources and training have strengthened our understanding and ability to say with assurance—our students are learning. We more consistently use assessment and benchmarking to make needed modifications by updating the curriculum and instruction.

We made progress in embedding state-of-the-art technology into more courses, training faculty to use the most effective pedagogies, and focusing our efforts related to the SDGs and PRME frameworks. The whole campus is now turning its attention to the experiences we offer students. Our work directly serves our mission, which specifies *continuous evaluation and improvement in the areas of the curriculum, faculty development, scholarship, and service*.

Thought Leadership, Engagement, and Societal Impact (Standards 8-9): Scholarship has increased and improved among our faculty, and we celebrate not only the basic research output but the SoTL work and publications that address our mission. Our increased focus on PRME and the SDGs provides more coherence and foregrounds what we envision—impact that shapes Oneonta graduates, our business partners, and our contributions to the regional economy. We encourage and support activities with beneficial societal impact, ranging from curricula to student internships to faculty collaborations in the community and across campus.

5.2 Long-Term Commitment to PRME

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

The Department of Business has been AACSB-accredited since 2011. In 2019, the Department became a signatory to the United Nations (UN) Principles for Responsible Management Education (PRME), indicating our long-term commitment to PRME. We formed a PRME Task Force under the Department's Strategic Planning Committee, which is responsible for developing and implementing PRME initiatives in various areas. The task force is composed of faculty members representing different teaching disciplines to promote diversity in PRME decisions. The Task Force allows us to pursue a systematic approach in teaching, research, and service activities related to PRME.

We included PRME in our new Strategic Plan to align with our mission and strategic goals. Our mission statement asserts that we “provide our students with skills and dispositions needed to acquire business knowledge, value diversity in people and ideas, connect with the local community, and prepare to make a societal impact.” PRME is one of the five strategic initiatives in the plan. We strive to increase community engagement and societal impact.

5.3 Social Impact

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

Our embrace of the UN's PRME and SDGs has begun to change the way we think about the coherency of our curriculum, scholarship, and community interactions while providing a framework for potential distinguishing departmental characteristics. Submitting our UN report clarified what we have accomplished and prompted more thought about the next steps.

Curriculum: Several faculty already highlight either PRME or the SDGs in their courses. We hired faculty for the green supply chain in order to build a curriculum in that area. Starting in fall 2022, with the new degree program, all students take Corporate Social Responsibility (MGMT 354), a course that reinforces ethical reasoning and responsible management.

Thought Leadership: Several faculty members pursue scholarships that further a positive social impact either because of the focus of the research (i.e., SDG topics) or its utility for the business community. In addition, conducting research with our students encourages responsible thought leadership among graduates who have a good grasp of how to conduct strong and useful research when they begin working or pursue graduate study.

Society: Partnerships with business leaders, community members, and our advisory boards all increase our impact on campus and beyond. We aspire to produce well-educated and socially aware alumni who return to their communities and have a positive impact on their workplaces, families, and hometowns. Although we cheerlead alumni who have gone on to bigger successes, have a significant impact in large companies, and who have chosen lives outside of the Northeast, we know that the heart of our social impact is in the small towns of NY and our recruiting areas on Long Island where so many of our alumni live.

We have new initiatives around small business development and entrepreneurship that we hope will bear fruit over the next several years. Our clubs and organizations afford myriad opportunities for students to try project development and leadership roles that will serve them well after graduation. Our increasing emphasis on ethical judgment and sustainable communities, through topics such as green supply chain, provide graduates with the best tools for modern life and to have a positive impact on society as a whole.

6. Graduates

153

7. Degrees Offered

- Bachelor of Science (B.Sc. or B.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Business Administration (B.B.A.)
- Master of Science (M.Sc. or M.S.)
- Master of Arts (M.A.)
- Master of Education (M.Ed.)

8. Faculty & Staff at the University

1168

9. Faculty & Staff at the Institution

22

10. Student Enrollment at the University

5337

11. Student Attendance at the Institution

640

12. Student Attendance at the Institution

640

13. Student Attendance at the Institution

0

14. Student Attendance at the Institution

0

15. Student Attendance at the Institution

196

16. Undergraduate Degree Programmes

16.1 Business Administration Major

Degree Type

Bachelor of Arts (B.A)

Department

Business Administration

Degree Programme Subject

Business Management Administration

16.2 Professional Accounting Major

Degree Type

Bachelor of Science (B.S. or B.Sc.)

Department

Business Administration

Degree Programme Subject

Accounting

16.3 Marketing Major (begins in Fall 2025)

Degree Type

Master of Science (M.Sc. or M.S.)

Department

Business Administration

Degree Programme Subject

Marketing

Director Full Name

Jie Feng

17. Masters Degree Programmes

17.1 New M.B.A. in Accounting Program (in review and approval process)

Degree Type

Master of Business Administration (M.B.A.)

Department

Business Administration

Degree Programme Subject

Accounting

Director Full Name

Lisa Flynn (the program is in review and approval process)

18. Postgraduate Degree Programmes

18.1 Potential D.B.A. or P.H.D. Program (discussed)

Degree Type

Doctor of Business Administration (D.B.A.)

Department

Business Administration

Degree Programme Subject

Accounting

Director Full Name

Lisa Flynn (the program is under consideration)

19. Certificates, Professional Development, or Associate Programmes

19.1 Bloomberg Market Concepts

Degree Type

Certificate

Department

Business Administration

Degree Programme Subject

Business Management Administration

19.2 Bloomberg Environmental Social Governance Certificate

Degree Type

Certificate

Department

Business Administration

Degree Programme Subject

Finance

19.3 SAP Student Recognition Award (SRA)

Degree Type

Certificate

Department

Business Administration

Degree Programme Subject

Logistics and Supply Chain Management

19.4 IRS tax return preparation certification

Degree Type

Certificate

Department

Business Administration

Degree Programme Subject

Accounting

19.5 Google Data Analytics Certificate (under development)

Degree Type

Certificate

Department

Business Administration

Degree Programme Subject

Business Data Analytics

19.6 Google Digital Marketing Certificate(under development)

Degree Type

Certificate

Department

Business Administration

Degree Programme Subject

Marketing

19.7 Google Project Management Certificate (under development)

Degree Type

Certificate

Department

Business Administration

Degree Programme Subject

Operations Management



Purpose


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

20. Letter of Commitment

20.1 Letter of Commitment

Upload or select a document

PRME_Commitment_2025.pdf

View document 

21. Define Purpose

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

22. Institutional Engagement

76% - 100%



Values

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



23. RME Lead

- Centralized sustainability office
- Research or issue group, society, or club leading sustainability efforts
- Disciplinary efforts within business school
- Interdisciplinary efforts across business school
- Senior leadership office
- Student contributor

24. Define Values

Our values encourage business knowledge for informed citizens, consumers, business professionals, and educators. Faculty focus on scholarship that emphasizes professional development, service, ethical decisions, multicultural understanding, and responsible management education.

25. Student Awareness

76% - 100%

26. Student Voices

26.1 Internships

Subjects

- Ethical Leadership
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development

Provide supporting context

Our internship program allows our students to work closely with business leaders as well as the business aspect of a variety of entities. We have long-term relationships with several firms such as ABM and JP Morgan and local organizations such as the Oneonta School Board and the New York Small Business Development Center. The Business Department strives for internships that provide students the opportunity to apply the tools and concepts learned in courses to practical settings. Dr. Sean Shannon advises students and supervises the academic credit-bearing internships that have been approved by the Business Department. To foster quality assurance for the internship program, each intern is required to write a paper summarizing the internship experience and highlighting the coursework that was most relevant to the internship. In addition to the application process open through the College Foundation's financial support for applied learning (e.g., several endowment funds are earmarked for such purposes), generous gifts from Mr. Kent Newhart '77 created a fund, described above, that led to an innovative first for Business and SUNY Oneonta: a student-managed investment portfolio that began in spring 2019. It has made an immediate and significant impact on teaching and learning in finance. Our annual review of the EBI SKYfactor Benchworks Undergraduate Exit Assessment reveals that up to 50% of graduates in a given year had completed an internship or other applied learning activity through the Business Department, providing students with applied learning experiences that are the path to full-time employment

placement with specific firms and strengthen our connections to the communities we serve. Business students who have completed internships with ABM, British Telecom, Ernst & Young, JP Morgan, and KPMG, among others, have received offers of employment.

26.2 LinkedIn: Student Research and Creative Activity (SRCA) Day

Subjects

- Sustainable Supply Chain Management
- Responsible Management Education

Provide supporting context

[Kaelin O'Connor](#)[Kaelin O'Connor](#) • May 2025 SUNY Oneonta graduate

On Wednesday, April 16th, I had the amazing opportunity to participate at my second research showcase for the Student Research and Creative Activity at [SUNY Oneonta](#). I had the privilege to share my research and be awarded the student research grant to support the data collection process.

My research blended two of my passions and interests both supply chain management and marketing. I researched SUNY Oneonta's Generation Z's perception of sustainably sourced products under three categories. A general context, fashion related, and food related.

As a result of my research both gathering quantitative and qualitative data from a Qualtrics survey distributed amongst an array of academic departments spanning business to art related studies and conducting three focus groups.

My findings resulted in understanding the impacts supply chain has regarding sustainability and ensuring that through a collaborative approach how sustainable products can be promoted to appeal to the Generation Z demographic.

I am very grateful for the help of Dr. Barbara Durkin my faculty advisor on this project for her support and endless encouragement. I also want to extend my gratitude to [Chien-Wei \(Wilson\) Lin](#) for his assistance in the quantitative data collection process!

26.3 Backpacks to Briefcases (B2B)

Subjects

- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Responsible Management Education
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

In the fall semester, the Business Department, in cooperation with the Office of Alumni Engagement, sponsors Backpacks-to-Briefcases, a networking event in New York City. Alumni of the University and the School of Liberal Arts and Business welcome current students to their places of employment. Alumni representing firms such as ABM, Alliance Bernstein, Bloomberg, Citibank, and Ernst & Young host some 50 to 80 students each year. Alumni mentor students in understanding the job search process and career advancement. Backpacks-to-Briefcases is a regular source of placement and internship leads for participants.

26.4 Collaborative Online International Learning (COIL)

Subjects

- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Human Resources
- Sustainable Development
- Responsible Management Education

Provide supporting context

Collaborative Online International Learning (COIL) is an approach that brings students and professors together across countries and cultures to learn, discuss, and collaborate as part of their class. Professors partner to design the experience, and students partner to complete the activities designed. COIL becomes part of the class, enabling all students to have a significant intercultural experience within their course of study.

26.5 Volunteer Income Tax Assistance (VITA)

Subjects

- Accounting
- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Responsible Management Education
- Sustainable Development
- Social Entrepreneurship

Provide supporting context

Volunteer Income Tax Assistance (VITA) is a program in which students complete over 50 hours of structured training and then begin to prepare income taxes for those taxpayers who qualify for the VITA program (i.e., taxpayers who make \$58,000 or less per year). This is an opportunity for our students to work with the community to provide a valuable service for those in need, particularly the elderly and low-income residents. These students obtain qualifications from the Internal Revenue Service and complete NYS training, allowing them to meet an identified and measurable learning outcome, obtain industry-specific competencies as well, and attain clear, desirable, and transferable skills. The SUNY Oneonta VITA Program increased its appointments with the Oneonta community members by a third, while engaging 31 students. We have three of our Accounting students recognized by the Southern New York Chapter of CPAs in the 2025 ceremony.

27. Celebrating Values

27.1 Commitment to Responsible Management Education and Sustainability

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education

Provide supporting context

SUNY Oneonta's mission, "We nurture a community where students grow intellectually, thrive socially, and live purposefully," is reinforced by three core values: inclusivity, service, and sustainability. Our ongoing commitment to the Principles of Responsible Management (PRME) and the Sustainable Development Goals (SDGs) closely aligns with our campus mission and values.

Faculty members of the Department of Business actively participate in the university-wide SDG Spotlight Series, integrating the SDGs into teaching, service, and scholarly activities. Some serve on the President's Advisory Council on Sustainability and teach courses with a sustainability focus. We also actively promote both PRME and the SDGs. Our investment in sustainability and PRME will benefit us and be sustained for many years to come.

27.2 Student Ambassadors

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

The Student Ambassador Program for the School of Liberal Arts and Business

Proposed December 2024 (updated April 8, 2025)

Jeanine M. Mingé, Ph.D., Greg Hummel, Ph.D., and Meagan Connolly (Lead Ambassador)

The Student Ambassador Program for the School of Liberal Arts and Business would be an excellent opportunity for students to participate actively in the promotion and marketing of the school and its departments. Here's how the program could be structured:

Purpose: The Student Ambassador Program aims to enhance the visibility and reputation of the School of Liberal Arts and Business. Ambassadors will actively promote the school's various academic departments, connect with prospective students, engage alumni, and involve the wider community. By sharing their personal experiences and participating in outreach activities, ambassadors will serve as vital liaisons between the school and its stakeholders. The ambassadors will also meet with the Lead Ambassador and the Dean for guidance and updates.

Program Structure:

1. Department-Specific Ambassadors:

- Each academic department will have one ambassador.
- Ambassadors will collaborate directly with their respective Department Chairs and faculty.
- Their role will be to represent, collect, and propose to market the department's academic programs and initiatives, enhancing student engagement and promoting department-specific events or opportunities.

2. Internship with Academic Credit & Paid Through Career Services:

- Ambassadors are hired as interns, earning academic credit for their participation.
- The Student Ambassadors will be enrolling in INTD 3997 for special internship credit, making them eligible to be paid for their on-campus internship. Students who want to have INTD 3997 count toward their major requirements should seek prior approval from their Department Chair.
- Payment for their work will be processed through the Career Services office, providing an added incentive for students to engage in the program while also gaining professional experience.

3. Faculty Advisor:

- The Dean or Associate Dean will oversee and grade each of the students on their internship credit.

4. Site Supervisor:

- The Site Supervisor will continue to be the Department Chair or designee.

1. Lead Ambassador:

- A Lead Ambassador will oversee the entire ambassador group, organizing and facilitating weekly meetings.

- The Lead Ambassador ensures that communication flows smoothly between all ambassadors, the Dean, and the respective departments.
- The Lead Ambassador plays a key role in mentoring other ambassadors and ensuring that each department's ambassador is effectively fulfilling their role.

2. Monthly Meetings with the Dean:

- Ambassadors will meet bi-weekly with the Dean.
- These meetings will provide an opportunity for the Dean to hear directly from students, gather feedback, and discuss new initiatives or upcoming events within the school.
- Ambassadors will also report on their activities, share updates on outreach efforts, and exchange ideas for future promotional strategies.

Student Ambassador Key Responsibilities

1. 1. Marketing and Outreach:

- Work with their department to find stories, events, etc., that are relevant and timely.
- Collate that information to give to the Dean to distribute to key partners such as Alumni Relations, Communications & Marketing, and Admissions.
- Help create Social Media content (blog posts, social media posts, video testimonials) that highlights the academic and student life experience at the school.
- Promote departmental events, speaker series, and special initiatives across various platforms.
- Create content for a Bi-Annual Newsletter for the School of Liberal Arts and Business to share with external partners such as parents, alumni, and donors.

1. Student Re-Engagement Plan:

- Create social media accounts to boost the interconnectivity of students on campus
- Create content for a newsletter to educate families, students, and high school seniors about student stories and opportunities on campus as a recruitment tool
- Collaborate with Student Affairs to promote campus events and create new ones
- Create and host events on campus to promote social media pages, encouraging students in majors/minors to follow

1. Feedback and Engagement:

- Participate in focus groups and surveys to provide feedback on programs and events.
- Actively engage in student leadership opportunities and contribute to discussions on ways to improve marketing strategies.
- When possible, interact with prospective students during open houses.

Benefits to Ambassadors:

- **Skill Development:** Public speaking, mediated communication, marketing, networking, and event planning.
- **Professional Experience:** A valuable addition to a résumé and a way to build strong connections within the academic and professional community.
- **Networking:** Direct interaction with faculty, staff, alumni, and prospective students.
- **Exclusive Access:** Invitations to attend special events or participate in exclusive departmental activities typically reserved for faculty and staff.

Eligibility Criteria:

- Be a current student enrolled in a major within the School of Liberal Arts and Business.
- Demonstrate strong written and verbal communication skills.
- Be active on social media and comfortable creating content (optional but beneficial).
- Show enthusiasm for representing their Department, School, and assisting others.

Application Process:

- Submit a short essay on why you want to be a Student Ambassador.
- Provide a recommendation from a faculty member or mentor.
- Participate in a brief interview to assess communication skills and enthusiasm.

This program could really benefit the School of Liberal Arts and Business by creating a strong student-led presence in marketing efforts and engaging prospective students in a meaningful way.

27.3 Poster: Celebrating Three Years of SAP Excellence at SUNY Oneonta

Upload or select a document


Celebrating Three Years of SAP Excellence at SUNY Oneonta.docx

[View document](#) 

27.4 VITA Students Offered Free Basic Tax Preparation to 157 Community Members

Upload or select a document

Oneonta VITA data Spring 2025

[View document](#) 

27.5 Poster: Willingness to Choose Sustainability-Sourced Products; A Student Perspective

Upload or select a document

Kaelin O'Connor - poster.docx

[View document](#) 

27.6 Roundtable Discussions on Cultural Identities in the Culinary Business

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

I want to share some reflections on yesterday's Roundtable Discussion on Cultural Identities in the Culinary Business—this year's DEI event I organized—as evidence of the business department's ongoing commitment to equity and inclusion.

This event was truly engaging and well-attended. The student turnout exceeded expectations, and the speakers' insights inspired a great deal of curiosity and thoughtful questions from our students.

One point that particularly stood out came from Johnny Fung, the Toronto-based owner of a decades-old international food business. He mentioned that while traditional Hong Kong-style milk tea has a long and cherished history, local businesses adapted it for the Toronto market by adding ice—something that, to many elder Hong Kongers, was previously unimaginable. This shift highlights the evolving tastes of second-generation immigrants and the flexibility required to stay relevant in a new cultural landscape.

Dr. Ho Hon Leung added a powerful sociological perspective, observing that after Hong Kong's return to China, many residents began to experience a sense of identity confusion. As a result, food that symbolizes Hong Kong's unique cultural heritage has taken on a heightened significance—it becomes a way for people to maintain their sense of belonging and cultural identity.

Donald Steele and his brother, co-owners of Happy Feet Caribbean Cuisine in Utica, shared that they channel the natural warmth and "love" embedded in Jamaican culture into their food and hospitality. They emphasized how their passion and heritage shine through every dish they prepare.

I've attached a few photos from the event to capture some memorable moments.

Liyao Pan, Ph.D.

Assistant Professor of Management

SUNY Oneonta

liyao.pan@oneonta.edu

27.7 Over 300 Children's Books Donated to Support Local Families and Community Programs

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education

Provide supporting context

Over 300 children's books were donated through a recent SUNY Oneonta Beta Gamma Sigma book drive, supporting the Oneonta Family Services Association and the SUNY Oneonta VITA Program. These books will now be made available to families and children throughout the Oneonta community.

This event was led by Emilie Peterson and this was the first time hosting such an initiative. "I am truly thankful to everyone who took the time to clean out their attics and dust off their bookshelves to donate," said Emilie. "This experience has provided me with valuable skills in event promotion, community outreach, and leadership—and it has inspired me to continue engaging in meaningful service that creates a positive impact."

Additional gratitude is extended to Kylie Mussaw, Tudor Wolfson, and Bridget Doherty, for their support and dedication in making the drive a success.

Thanks to this collaborative effort, hundreds of books will now find new homes, encouraging literacy and joy for children in the region.

AACBS is recognizing our Beta Gamma Sigma Chapter accomplishments and our BGS induction ceremony 2025.

28. Student Engagement

76% - 100%

29. Values Voices

29.1 Engagement in Service Activities

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development
- Sustainable Supply Chain Management
- Social Entrepreneurship
- Accounting
- Business Administration
- Entrepreneurship

Provide supporting context

Business faculty serve as advisors for various student clubs and organizations. Together with discipline-specific clubs, chapters of honor society - Beta Gamma Sigma, the American Marketing Association, and Startup Grind (a global community for entrepreneurs) sponsor outreach activities on campus and in the community that reflect PRME values.

Notably, our accounting program partners with the IRS's Volunteer Income Tax Assistance (VITA) program to offer free tax preparation for qualified individuals. Since the number of people in Otsego County living below the poverty level is higher than the national average, the service provided by the students is substantial. Business faculty are also encouraged to volunteer their expertise in the local communities. We are actively exploring opportunities to better support local businesses in the area by connecting them with interns and other initiatives through interaction and discussions with the local Chamber of Commerce. The campus has also strengthened collaboration with our geographic region through a new body called the Oneonta Regional Innovation Council, hosted by our campus. Business faculty have been participating in workgroups to support community initiatives around entrepreneurship, small manufacturing, and various high-tech business development opportunities in upstate New York.

29.2 LinkedIn: Student Research and Creative Activity (SRCA) Day

Subjects

- Sustainable Supply Chain Management
- Responsible Management Education

Provide supporting context

[Kaelin O'Connor](#) Kaelin O'Connor • May 2025 SUNY Oneonta graduate

On Wednesday, April 16th, I had the amazing opportunity to participate at my second research showcase for the Student Research and Creative Activity at [SUNY Oneonta](#). I had the privilege to share my research and be awarded the student research grant to support the data collection process.

My research blended two of my passions and interests both supply chain management and marketing. I researched SUNY Oneonta's Generation Z's perception of sustainably sourced products under three categories. A general context, fashion related, and food related.

As a result of my research both gathering quantitative and qualitative data from a Qualtrics survey distributed amongst an array of academic departments spanning business to art related studies and conducting three focus groups.

My findings resulted in understanding the impacts supply chain has regarding sustainability and ensuring that through a collaborative approach how sustainable products can be promoted to appeal to the Generation Z demographic.

I am very grateful for the help of Dr. Barbara Durkin my faculty advisor on this project for her support and endless encouragement. I also want to extend my gratitude to [Chien-Wei \(Wilson\) Lin](#) for his assistance in the quantitative data collection process!

29.3 Promotion of Business Knowledge for All Stakeholders

Subjects

- Responsible Management Education
- Sustainable Development
- Ethical Leadership

Provide supporting context

International initiatives like the UN Global Compact and Sustainable Development Goals (SDGs) aid the department in embedding related goals and frameworks into our business programs. Integrated across the curriculum, the SDGs help us find ways to systematically encourage discussions on corporate governance, corporate social responsibility, and sustainability; several business courses are recognized with the SUNY Oneonta Sustainability-related designation. Students explore and analyze how organizations commit to various stakeholders, including employers, suppliers, communities, and shareholders.

Students also explore the integration of environmental and social issues into business strategies and evaluate methods for balancing profitability and sustainability. Our teaching methods and techniques include case analysis, presentations, simulations, and serious games to apply theoretical knowledge to real-world scenarios.

29.4 Support for Scholarship and Professional Development

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

The Department of Business supports empirical and conceptual research related to PRME and SDGs. Business faculty members incorporate their findings into classroom instruction and discussions. The campus provides resources for faculty to attend conferences and explore various professional development opportunities, creating venues and platforms to share their results. Business faculty frequently seek funding for PRME-related projects. Our annual campus event, "Life of the Mind," showcases faculty contributions to teaching, scholarship, creative activity, service, and integrated work that aligns with our mission. Business faculty support applied and experiential learning and provide grants for student-led projects with faculty sponsorship. An annual Student Research and Creative Activity Day highlights collaborative efforts, often featuring faculty work on PRME or SDG projects.

29.5 Ethical Decision-Making and Multicultural Understanding

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

The UN Global Compact asks companies to first do business responsibly and then pursue opportunities to solve societal challenges through business innovation and collaboration. Ethical decision-making and multicultural understanding are embedded in the curriculum across the business disciplines.

Students are encouraged to propose solutions to ethical dilemmas frequently encountered in organizational management. Case studies and student presentations on topics like globalization, business ethics, cross-cultural marketing, and ethical use of information technologies provide platforms to explore these principles. We regularly assess ethical decision-making skills.

29.6 Educational Frameworks and Processes That Enable Effective Learning Experiences for Responsible Leadership

Subjects

- Accounting
- Business Administration
- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Finance
- Responsible Management Education
- Sustainable Development

Provide supporting context

The Department of Business delivers responsible management and sustainability education increasingly organized around the frameworks provided by PRME and the SDGs throughout our programs. These frameworks are often discussed at business faculty meetings. Our new Business Administration (BSAD) degree program was implemented in the Fall of 2022, and the Corporate Social Responsibility course, which was previously required only for students in the Professional Accounting major, is now required for all business students. The Corporate Social Responsibility course addresses all SDGs with significant coverage of environmental sustainability, corporate governance, professional responsibilities, and economic/financial sustainability. This course will be discussed in more detail later.

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

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

The Corporate Social Responsibility course offers a managerial perspective on the social impacts of corporate decision-making. The course begins with an introduction to moral theory, moral development, and the cultivation of ethical organizational climates. Then, the course delves into the application of free-market principles, enlightened self-interest, and stakeholder approaches through the analysis of historical cases. Throughout the course, students engage in the evaluation of contemporary cases, preparing and presenting reports along with their recommendations. Additionally, professional accounting ethics guidelines and standards are examined and discussed. The importance of leadership in corporate social responsibility is emphasized throughout the course. To further enhance understanding, video materials that illustrate various concepts related to corporate social responsibility are incorporated. Our course places a strong emphasis on sustainability, underlining its importance in modern business practices.

Accounting faculty incorporate coverage of the PRME principles and goals into many courses as well. In addition to the Corporate Social Responsibility course, PRME plays a role in the Governmental & Nonprofit Accounting course; students analyze governmental performance with a focus on proper stewardship of resources and assessing governmental financial stability and program effectiveness. In the Federal Taxation courses, faculty members use PRME frameworks to engage students in understanding taxpayer compliance, the ethical responsibilities of paid tax preparers, and how the system of taxation supports economic and societal goals. Accounting faculty teach students how accountants should help protect the public interest by recording the activities of business organizations fairly and accurately; students learn to present information under prescribed rules and regulations of various government agencies and other governing bodies.

The Volunteer Income Tax Assistance (VITA) program is now part of a three-credit course. In this program, students complete over 50 hours of structured training and then begin to prepare income taxes for those taxpayers who qualify for the VITA program - mainly the elderly and/or impoverished.

The Introduction to Business course includes a focus on a textbook chapter and more than one class session on ethics and social responsibility in business. Section titles within the chapter include Encouraging Ethical Behavior, The Evolution of Social Responsibility in Business, Public Responsibilities in Business, and Implementing Programs of Social Responsibility.

The Case Studies in Business course incorporates discussions about SDGs 8 (Decent Work and Economic Growth), 9 (Industry, Innovation, and Infrastructure), and 16 (Peace, Justice, and Strong Institutions). One of the Harvard Business School cases discussed in this class considers Apple and the monitoring of its suppliers for violations of internationally accepted labor standards. The Apple case emphasizes international business, labor

laws, supply chain management, and business ethics. As part of the discussion, the instructor reviews personal research on the implementation of international labor standards using supply chains. Students also pursue a group project where they analyze a company from several perspectives, including the organization's performance concerning corporate social responsibility and sustainability.

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

Currently, the Department assesses students' ethical reasoning skills in the Fundamentals of Management course. Faculty selected topics (e.g., ethical principles including utilitarianism, human rights, justice, and caring) to be taught in this class. Individual students are assigned an ethical dilemma case (UNOCAL case) and assessed on five dimensions of ethical reasoning skills from the written report. The skills assessed are Ethical Self-Awareness, Understanding Different Ethical Perspectives/Concepts, Ethical Issue Recognition, Application of Ethical Perspectives/Concepts, and Evaluation of Different Ethical Perspectives/Concepts. These principles are further embedded in the courses for which Fundamentals of Management is a prerequisite, and the faculty members continue to emphasize ethics in all required upper-division courses by facilitating discussions on ethical issues. The most recent edition of the textbook addresses diversity, inclusion, and equality.

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

In the Strategic Management course, the teaching faculty covers resource scarcity and the importance of sustainability. Students study several business cases and write a comprehensive paper. When discussing opportunities for improvement within organizations, students propose ways to pursue sustainability and work toward more socially responsible practices. Ethics, sustainability, and social responsibility are embedded in all aspects of the course. Management faculty also discuss how company commitment to a broad range of stakeholders, including customers, employees, suppliers, communities, and shareholders, has become important in organizational culture. Increased awareness of social, governmental, and consumer attention on the broader impact of corporations makes companies realize that authentic sustainability efforts bolster a company's long-term success. Students learn that companies benefit from sustainability in many ways including, facilitating top-line growth, reducing costs, minimizing regulatory and legal interventions, increasing employee productivity, and optimizing investment and capital expenditures. They learn how companies can create value in multiple ways by being sustainable. We also discuss different aspects of corporate governance issues, and students conduct a teamwork analysis for a case study that discusses the ethical aspects of corporate governance in a non-profit organization.

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

The Management Information Systems course covers sustainability topics that include low power consumption principle (value) and correlated system design and scenarios; green computing, which is computing that supports and encourages a sustainable environment; and green retiring scenarios for hardware and equipment. Teaching faculty examine general security principles, information security, computer security, network security, and physical security, BYOD (bring your device), and BYOD centers on the practice of allowing people to bring their smartphones, laptops, or other technology into a facility to perform work or school responsibilities. Variations that are addressed include BYOA (bring your application), BYOC (bring your cloud), BYOT (bring your technology), and CYOD (choose your device). The faculty explains that security and legal compliance concerns must be sufficiently addressed in clearly defined BYOD policies, as well as privacy in the workplace and ethical challenges. Activities include class discussions, application development cases, and presentations.

In marketing classes such as Fundamentals of Marketing, faculty include group discussions about corporate social responsibility (CSR) in general but also CSR activities exemplified by Target and P&G. Concepts such as cause-related marketing (cause marketing) are explained using several examples, such as Toms' shoes "Give back, one for one" slogan and "pink ribbon" products from American Cancer Society. The Sustainable Development Goals (SDGs) were introduced to students, and they were asked to relate those goals to recent social issues such as the "Black Lives Matter" movement. In the Consumer Behavior course, students participate in conversations about the importance of a company's environmental consciousness practice. Students learn that many companies have begun utilizing more recycled materials to make their products. For example, Adidas now pursues a more sustainable and eco-friendly approach in its sportswear design. They seek to avoid plastic bags, microbeads, and virgin plastic in their supply chain. Adidas also teamed up with a non-profit organization named Parley to design high-performance footwear made from ocean debris. Their new products were well received by the consumers as the company reported that over 1 million eco-friendly shoes were sold in 2017 and has continued to launch new products (e.g., football boots in 2023). In the Marketing Management course, topics about Corporate Social Responsibility, sustainability, cause-related marketing, social marketing, and global marketing are discussed throughout the semester. In the Advertising Management course, teaching faculty discuss cross-cultural as well as ethical challenges related to marketing and advertising.

Recently approved as SUNY Oneonta's Sustainability-Related (SUSR) designation course, Production & Operations Management aligns five business management chapters with the UN Sustainable Development Goals (SDGs) by emphasizing sustainable and responsible business practices, collaboration, innovation, and inclusive engagement. For example, the Strategy & Sustainability chapter promotes responsible leadership (SDG 17), the Forecasting chapter emphasizes sustainable production and consumption (SDG 12), the Inventory Management chapter helps businesses reduce waste and improve efficiency (SDG 12), the Quality Management chapter promotes health and well-being (SDG 3), and the Location, Logistics, and Distribution chapter helps businesses reduce their environmental impact (SDG 9). Operations management is concerned with converting materials and labor into goods and services as efficiently as possible.

The Supply Chain Strategy course focuses on supply chain management that involves the flow of information and products between and among supply chain stages to maximize profitability. Topics related to sustainability include closed-loop supply chain and reverse logistics. Reverse logistics stands for all operations related to the reuse of products and materials. It helps the business meet its sustainability goals and improves the company's profitability. Closed-loop supply chains can help companies reduce waste and maximize resources. That is why a growing number of businesses are combining traditional supply chains (forward logistics) with reverse logistics to form a closed-loop supply chain.

SUNY Oneonta's Sustainability-Related designation applies to three Economics courses often taken by our majors. In Principles of Microeconomics, which is required for Business Administration majors, students learn about pollution controls, including carbon taxes and tradable emissions permits. Environmental Economics and Natural Resource Economics also have the SUSF designation. All three courses include strong links to SDGs. Topics include the minimum wage, price ceilings, and international trade issues; pollution controls; efficiency wages (Good Health & Well-Being); Solow Growth Model and Human Capital; organizing economic mechanisms; maximizing social welfare; and employment income inequality.

29.7 Educational Environments Enabling Effective Learning Experiences for Responsible Leadership

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

SUNY Oneonta's recent renovation of Alumni Hall is a model for sustainable campus buildings. The project incorporated energy-efficient technologies and practices to reduce carbon emissions by 130 tons annually, aligning with the UN Global Compact's commitment to environmental responsibility. Alumni Hall is the first building on campus to employ geothermal wells as its main source of heating and cooling, making it a leader in renewable energy use. Alumni Hall is the new home for the Department.

The renovation is also SUNY Oneonta's first major investment in reducing its carbon footprint. It sets a new standard for sustainable building practices across the SUNY system and is expected to achieve LEED Gold certification.

Renewable energy purchasing offsets the electrical power required to operate the building. These efforts not only support responsible building practices but also promote a culture of global social responsibility within the university community.

29.8 Commitment to Responsible Management Education and Sustainability

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education

Provide supporting context

SUNY Oneonta's mission, "We nurture a community where students grow intellectually, thrive socially, and live purposefully," is reinforced by three core values: inclusivity, service, and sustainability. Our ongoing commitment to the Principles of Responsible Management (PRME) and the Sustainable Development Goals (SDGs) closely aligns with our campus mission and values.

Faculty members of the Department of Business actively participate in the university-wide SDG Spotlight Series, integrating the SDGs into teaching, service, and scholarly activities. Some serve on the President's Advisory Council on Sustainability and teach courses with a sustainability focus. We also actively promote both PRME and the SDGs. Our investment in sustainability and PRME will benefit us and be sustained for many years to come.

29.9 Promotion of Global Social Responsibility Values

Subjects

- Responsible Management Education
- Ethical Leadership

Provide supporting context

The Department actively promotes PRME values throughout our academic activities, co-curricular opportunities, and curricula. The curriculum engages students in activities that emphasize ethics, responsible management, and sustainability. Our values encourage business knowledge for informed citizens, consumers, business professionals, and educators. Faculty members focus on scholarship that emphasizes professional development, service, ethical decisions, multicultural understanding, and responsible management education.

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

29.10 Fostering Innovation through New Programs and Concentrations

Subjects

- Accounting
- Finance
- Entrepreneurship
- Sustainable Supply Chain Management
- Responsible Management Education

Provide supporting context

The Department of Business is excited to report on a new green supply chain management concentration. The green supply chain management concentration prepares students for careers in managing the complex and global supply chains of today's businesses. Students learn about the latest SAP ERP technologies and how to use them to improve efficiency and transparency in supply chain management. They also develop the skills needed to manage projects of all sizes successfully. This concentration aligns with the SDGs: SDG 8 Decent Work and Economic Growth; SDG 9 Industry, Innovation, and Infrastructure; SDG 12 Responsible Consumption and Production.

Since 2022, the Department has been working on designing and implementing a new master's program in accounting to replace the existing 150-semester-hour undergraduate accounting program. As part of this work, we incorporate the recommendations of the CPA Evolution initiative, which is transforming the CPA licensure model to address the changing skills and competencies needed by students entering the accounting profession. This initiative is a joint effort by the National Association of State Boards of Accountancy (NASBA) and the American Institute of Certified Public Accountants (AICPA).

The accounting faculty members have completed a series of meetings with the Business Advisory Council and certain individual BAC members. In addition, the accounting faculty reviewed the existing curriculum to see how our program aligns with the new model curriculum developed by the AICPA and to identify topical areas where we need to adjust material covered in existing courses as well as add new courses. Finally, the accounting faculty identified problematic areas that need additional work, such as improving communication skills (both written and oral) and developing a better understanding of ethical issues in accounting, as well as areas with increased importance, such as data analytics and digital acumen. Many of these were recognized as problem areas for accounting students over the years; however, under this initiative, data analytics and digital acumen are new areas of focus. As we develop the new curriculum, we will address these perceived weaknesses.

The accounting faculty members have made great progress in incorporating PRME into the Accounting curriculum. For example, our new curriculum introduces Environmental Sustainability in the very first year of the program, along with micro- and macroeconomics. In addition, various skills courses have been added to address the perceived weaknesses of students entering the accounting profession. We have added an advanced Excel course as well as a Library and Internet Research course. At the Junior and Senior levels, in addition to the traditional accounting courses, students take Environmental Economics, Business Analytics, Corporate Social Responsibility, and Natural Resource Economics. These four courses directly support the PRME focus and provide a strong basis for students entering the new Master of Accounting program.

We believe it is essential to address the changing educational needs of accounting students. These efforts should help maintain the outstanding performance of our students on the CPA exam as well as better prepare them for entering the workforce. We attempt to have the new Master of Accounting program ready for implementation in 2026.

In 2025, the Department of Business developed a new major program in marketing and is currently working on developing a new major program in finance (currently a concentration in our BSAD major). These majors will provide students with the knowledge and skills they need to succeed in competitive fields where they often find

(SIP) Report

employment, especially in New York City. We believe that the new programs will help us continue to provide our students with a high-quality education that prepares them for success in the global economy while sparking the enrollment growth we want to sustain a healthy department and campus.



Teach

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



30. Define Teach

We aim to create a learning environment where students gain technical and business skills but also develop the mindset needed to lead with integrity and purpose in a global world.

31. Courses

31.1 Fundamentals of Management

Course code

MGMT 2241

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

1 three-hour sessions

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Clearly measurable with specific criteria for success
- Developed with input from industry or real-world business scenarios
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Decision-Making Models and Techniques
- Entrepreneurship and New Venture Creation
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Organizational Behavior and Leadership Development

My course implements the following pedagogies:

- Case Method

- Active Learning
- Student-Centered Learning
- Project-Based Learning (PjBL)
- Problem-Based Learning (PBL)
- Learner-Centered Pedagogy
- Collaborative Learning

Course Description

This course is a survey of theories for managing people and organizations. The evolution of management thought is traced—notably the contributions of the classical, behavioral and management science schools—in order to understand contemporary management. Topics include planning, decision-making, organizing, leading, and controlling. Leadership, group processes, global environment, diversity and ethics are also emphasized.

Tell us about the impact you're making on your students

In this class, similar to Organizational Behavior, we highlight the external environment of an organization with an emphasis on the impact of the environment on the organization and how the organization impacts the external environment. This includes conversations about how companies serve all relevant stakeholders such as suppliers, customers, labor, government, etc. rather than just the shareholders. Resources and scarcity of resources and the importance of fulfilling the needs of the current generations without compromising the future of coming generations are discussed. Some of the topics discussed in the management courses are social responsibility, being green (linking a company's endeavor to reduce carbon footprint with the role that the government could play), ethics (Amazon's lack of precautions in its warehouses during the Covid pandemic, which reflects Amazon's ignorance of employee well-being), gender issues, diversity (Hofstede's cultural dimensions) in the workplace, ethics, governance. Students work on cases related to sustainability (Lego's successful sustainability program and Tesla's sustainability plan) as well as cases on diversity and gender. Issues of diversity and inclusion are integrated into most of the lectures. There are ample discussions about diversity, inclusions, gender issues across various countries, glass ceiling, globalization, ethical decision making, governance (Luckin coffee's fraud incident related to the lack of governance at the company). Students are challenged to think about why diversity in the workplace is important. When discussing opportunities for improvement for organizations, students always propose being more sustainable, more socially responsible.

Relevant SDGs addressed through the course



SDG 3 Good Health
and Well-Being



SDG 4 Quality
Education



SDG 5 Gender
Equality



SDG 9 Industry,
Innovation and
Infrastructure



SDG 10 Reduced
Inequalities



SDG 11 Sustainable
Cities and
Communities



SDG 16 Peace,
Justice and Strong
Institutions

31.2 Management Information Systems

Course code

MIS 3351

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Grounded in core business and management methodologies

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Decision-Making Models and Techniques
- Digital Business Models and Innovation
- Performance Management and Business Metrics
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

Focuses on fundamental management issues of information systems technology. Topics include personal productivity and business operations, data integration, decisions and models, organizational databases, decision support systems, and organization intelligence systems, strategic implications of information systems, and designing and managing information systems. This course covers all types of management information systems and includes the development of application cases in MIS.

Tell us about the impact you're making on your students

This course is designed: To provide an overview of the field of Management Information Systems. To teach how information technology can help managers with their jobs and improve decision-making. To show how information technology is used to integrate business disciplines. To introduce students to business cases, so they learn to solve business problems with information technology. To introduce students to strategic applications of information technology. To introduce students to the issues involved in building complex systems and organizing information resources. To introduce the social implications and ethical issues of information technology. (Aligns with OSCQR standard 1.9) In particular: In this course, we teach topics on sustainability and ESG metrics that include low power consumption and correlated system design and scenarios; green retiring

scenarios for hardware and equipment, general security principles, information security, computer security, network security, and physical security, BYOD (bring your own device) with variations including BYOA (bring your own application), BYOC (bring your own cloud), BYOT (bring your own technology), and CYOD (choose your own device), security and legal compliance concerns addressed in BYOD policies, privacy at the workplace, ethical challenges. Activities include guest speakers, class discussions, assigned cases, and presentations.

Relevant SDGs addressed through the course



SDG 4 Quality Education



SDG 9 Industry, Innovation and Infrastructure



SDG 11 Sustainable Cities and Communities



SDG 17 Partnerships for the Goals - 15 weeks

Upload your teaching statement

Teaching Statement PRME_short.docx

[View document](#)

Upload your reading materials

Reading Materials PRME.docx

[View document](#)

31.3 Strategic Management

Course code

MGMT 4990

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility

- Corporate Governance and Board Leadership
- Cross-Functional Business Strategy
- International Business Operations
- Knowledge Management and Organizational Learning
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy

My course implements the following pedagogies:

- Active Learning
- Case Method
- Collaborative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

This course presents processes for formulation and implementation of organizational strategy in a variety of industry contexts. The mission of the course is to explore why good strategic management leads to good business performance, to present the basic concepts and tools of strategic analysis, and to drill students in the methods of crafting a well-conceived strategy and executing it competently. The course employs real business cases to demonstrate the formulation and implementation of business strategy in a variety of actual situations. This is the capstone course for the Business Administration major. It incorporates and integrates the content of the core courses of the major. Student teams analyze and synthesize fact-rich, complex business situations, and provide realistic recommendations for actions, and communicate the results effectively in oral and written form.

Tell us about the impact you're making on your students

In this class, we discuss how companies' commitment to a broad range of stakeholders, including customers, employees, suppliers, communities, and shareholders has become important. We point out that the increased awareness of social, governmental, and consumer attention on the broader impact of corporations, makes companies realize that strong sustainability efforts can safeguard a company's long-term success. Companies can benefit from sustainability in many ways including, facilitating top-line growth, reducing costs, minimizing regulatory and legal interventions, increasing employee productivity, and optimizing investment and capital expenditures. It is important to understand that companies can create value in multiple ways by being sustainable.

Relevant SDGs addressed through the course



SDG 4 Quality
Education



SDG 9 Industry,
Innovation and
Infrastructure



SDG 16 Peace,
Justice and Strong
Institutions

31.4 Organizational Behavior

Course code

MGMT 3343

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

1 three-hour sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Decision-Making Models and Techniques
- Knowledge Management and Organizational Learning
- Organizational Behavior and Leadership Development

My course implements the following pedagogies:

- Active Learning
- Case Method
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

Individual and group behavior in relation to the management process. Applications of behavioral theory and empirical knowledge to problems of individuals in organizations. Learning, motivation, attitudes, and conflict in terms of implications for management. Research and theory of group dynamics and the application of group behavior in formal organizations. Group membership, norms, conformity, power, structural properties of groups.

Tell us about the impact you're making on your students

In this, we highlight the external environment of an organization with an emphasis on the impact of the environment on the organization and how the organization impacts the external environment. This includes conversations about how companies serve all relevant stakeholders such as suppliers, customers, labor, government, etc. rather than just the shareholders. Resources and scarcity of resources and the importance of fulfilling the needs of the current generations without compromising the future of coming generations are discussed. Some of the topics discussed in the management courses are social responsibility, being green (linking a company's endeavor to reduce carbon footprint with the role that the government could play), ethics (Amazon's lack of precautions in its warehouses during the Covid pandemic, which reflects Amazon's ignorance of employee well-being), gender issues, diversity (Hofstede's cultural dimensions) in the workplace, ethics, governance. Students work on cases related to sustainability (Lego's successful sustainability program and Tesla's sustainability plan) as well as cases on diversity and gender. Issues of diversity and inclusion are integrated into most of the lectures. There are ample discussions about diversity, inclusions, gender issues across various countries, glass ceiling, globalization, ethical decision making, governance (Luckin coffee's fraud

incident related to the lack of governance at the company). Students are challenged to think about why diversity in the workplace is important. When discussing opportunities for improvement for organizations, students always propose being more sustainable, more socially responsible.

Relevant SDGs addressed through the course



**SDG 3 Good Health
and Well-Being**



**SDG 4 Quality
Education**



**SDG 8 Decent Work
and Economic
Growth**



**SDG 16 Peace,
Justice and Strong
Institutions**

31.5 Corporate Social Responsibility

Course code

MGMT 3354

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Incorporating feedback loops for continuous improvement
- Scaffolded to support learning progression throughout the course
- Tailored to diverse learning styles and accessibility needs
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Clearly measurable with specific criteria for success
- Grounded in core business and management methodologies
- Integrated with professional and career readiness skills
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Cross-Functional Business Strategy
- Customer Relationship Management (CRM)
- Human-Centered Leadership in Organizations
- International Business Operations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Market Research and Consumer Insights
- Organizational Behavior and Leadership Development

- Performance Management and Business Metrics
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Case Method
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Collaborative Learning
- Learner-Centered Pedagogy

Course Description

This course provides a managerial perspective on the social consequences of corporate decision-making. The complex relationships among business, government, and society will be examined from the perspective of financial, legal, ethical, and philanthropic responsibilities. Topics for analysis include corporate governance, government regulation, business ethics and decision-making, employee relations, consumer relations, community relations and strategic philanthropy, technology issues, the global environment, and sustainability issues.

Tell us about the impact you're making on your students

In this course, we discuss the role of CSR in crafting strategy and its impact on stakeholders.

Relevant SDGs addressed through the course



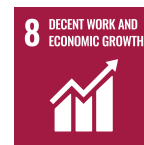
SDG 4 Quality
Education



SDG 6 Clean Water
and Sanitation



SDG 7 Affordable
and Clean Energy



SDG 8 Decent Work
and Economic
Growth



SDG 9 Industry,
Innovation and
Infrastructure



SDG 10 Reduced
Inequalities



SDG 11 Sustainable
Cities and
Communities



SDG 12
Responsible
Consumption and
Production



SDG 13 Climate
Action



SDG 16 Peace,
Justice and Strong
Institutions



SDG 17
Partnerships for
the Goals - 16
weeks

31.6 Legal Environment of Business

Course code

LAW 2222

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Developed with input from industry or real-world business scenarios
- Structured to encourage critical thinking and decision-making
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Crisis Management and Business Continuity Planning
- Entrepreneurship and New Venture Creation
- Legal and Regulatory Environment in Business
- Sustainable Business Models and ESG Integration
- Risk Assessment and Business Strategy

My course implements the following pedagogies:

- Active Learning
- Collaborative Learning
- Case Method
- Student-Centered Learning
- Learner-Centered Pedagogy

Course Description

A study of the legal framework within which business operates: its sources, foundations, and procedures. Substantive areas covered include: torts, intellectual property rights, criminal law, ethics, contracts, agency, forms of doing business, antitrust, consumer protection, employment, and environmental law.

Tell us about the impact you're making on your students

Over the years, business programs have dropped the traditional title of "Business Law" from their courses and have adopted a new and more comprehensive title, "Legal Environment of Business," and this is not accidental, but quite intentional. Changing the name is not simply rebranding. No longer is business legal education simply about business entities, contracts, and torts, but also includes addressing legal issues of gender inequality in employment law to business entities' constitutional protections under the First Amendment's Free Exercise of Religion Clause. (See *Burwell v. Hobby Lobby* (2014)). In this class, we address ESG metrics because each element has significant legal implications for business. In addition to the regulatory and legal compliance necessary in environmental law, due to global warming, businesses now must be concerned with the legal liability,

insurance, and managing risk as it relates to new environmental challenges. The legal and social implications of employment law in the business context are profoundly influenced by issues of racial and gender inequality. And the trial of Elizabeth Holmes, the former CEO of Theranos, is a case study of the need for effective Corporate Governance and for our students to appreciate the role it plays in preventing fraud and abuse.

Relevant SDGs addressed through the course



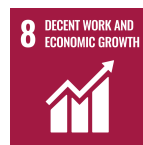
SDG 4 Quality
Education



SDG 5 Gender
Equality



SDG 6 Clean Water
and Sanitation



SDG 8 Decent Work
and Economic
Growth



SDG 16 Peace,
Justice and Strong
Institutions

31.7 Managerial Accounting

Course code

acct 2122

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Structured to encourage critical thinking and decision-making
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Scaffolded to support learning progression throughout the course

My course touches on the following concepts:

- Decision-Making Models and Techniques
- Financial Decision-Making in Business
- Performance Management and Business Metrics
- Agile Methodologies in Business
- Business Process Reengineering
- Customer Relationship Management (CRM)
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy

My course implements the following pedagogies:

- Active Learning
- Critical Pedagogy

Course Description

ACCT 2122 Managerial Accounting 3.s.h. This course identifies how accounting can help business persons to operate effectively. Topics include an introduction to management programs and techniques, manufacturing accounting, cost volume profit analysis, variable costing, budget preparation, standard costs, segment reporting, decision making problems, and pricing products and services.

Tell us about the impact you're making on your students

Steps taken for incorporating managerial accounting into the curriculum include emphasizing its role in internal decision-making, planning, and performance evaluation. We cover key topics such as cost behavior, budgeting, variance analysis, and cost-volume-profit (CVP) analysis. Students learn about different costing methods including job-order, process-costing, and activity-based costing (ABC), and their applications in managerial decision-making. We discuss the use of relevant costing in short-term decisions, capital budgeting techniques like NPV, and performance measurement tools such as balanced scorecards. The course also explores how managerial accounting supports strategic planning, operational efficiency, and accountability through tools like standard costing and segment reporting. We incorporate real-world examples to enhance understanding of how managerial accounting drives business strategy and operational control.

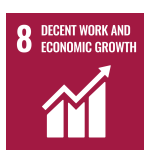
Relevant SDGs addressed through the course



SDG 4 Quality Education



SDG 7 Affordable and Clean Energy



SDG 8 Decent Work and Economic Growth



SDG 9 Industry, Innovation and Infrastructure



SDG 12 Responsible Consumption and Production



SDG 16 Peace, Justice and Strong Institutions



SDG 17 Partnerships for the Goals - 15 weeks

31.8 Corporate Finance

Course code

FINC 3231

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Decision-Making Models and Techniques
- Financial Decision-Making in Business
- Corporate Governance and Board Leadership

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Experiential Learning
- Inquiry-Based Learning
- Student-Centered Learning

Course Description

This course deals with the theory and practice of corporate financial management and the role of the financial manager. Major topics include the time value of money, cost of capital, the capital asset pricing model, security valuation, capital budgeting, working capital management, capital structure policy, dividend policy, and the evaluation of alternative methods of financing.

Tell us about the impact you're making on your students

Upon successful completion of this course, the students will be able to: Articulate the role of financial management including ethical and social responsibilities Enumerate the financial benefits and drawbacks of differing forms of business organization Identify a firm's financial needs and the various financial markets available to meet those needs Discuss the information provided by financial statements Identify the determinants of market interest rates and factors that influence interest rates Identify effective and efficient allocation of financial resources within the firm. All students complete BMC (Bloomberg Market Concepts) certification.

Relevant SDGs addressed through the course**SDG 1 No Poverty****SDG 8 Decent Work and Economic Growth****SDG 10 Reduced Inequalities****SDG 12 Responsible Consumption and Production****SDG 17 Partnerships for the Goals - 3 weeks****Images****Overview**

By taking Bloomberg Market Concepts, you will:

- Learn about the financial markets.
- Familiarize yourself with over 150 functions.
- Earn a certificate of completion to get an edge in a competitive job market.

 Flexible Schedule

 100% Online

**Certificate of Completion**

After completing the Bloomberg Market Concepts core modules indicated by the blue ribbon, the certificate of completion is available for download.

Bloomberg Market Concepts

Bloomberg Market Concepts(BMC) is a library of e-learning courses that provides an introduction to the financial markets.

31.9 Governmental & Nonprofit Accounting

Course code

ACCT 4333

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

3 one-hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

Course Description

An introduction to accounting for governmental and nonprofit organizations. The course covers the accounting and reporting requirements for the various funds and account groups used by governmental units, including the use of budgetary and encumbrance accounting along with the dual perspective financial reporting for governmental entities. This course includes accounting and reporting for college and universities, voluntary health care and welfare organizations, and other governmentally and non-governmentally operated nonprofit organizations.

Tell us about the impact you're making on your students

Students gain understanding of not only how to record financial events for governments and nonprofits, but also of the importance of accountability, transparency, and fiduciary responsibility. Governments are answerable to the public at large. Nonprofits are answerable to their supporters and the clientele served. Asking questions of these organizations' financial operations and financial position encourages students to consider the importance of these organizations within our society.

Relevant SDGs addressed through the course



SDG 10 Reduced
Inequalities



SDG 12
Responsible
Consumption and
Production



SDG 16 Peace,
Justice and Strong
Institutions

31.10 Principles of Microeconomics

Course code

ECON 1111

Department

Economics

The duration of my course is:

16 weeks

My course session format is:

3 one-hour session

My course implements the following pedagogies:

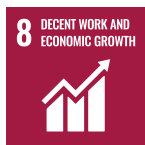
- Student-Centered Learning

Course Description

An introduction to the theory of the firm, emphasizing how individual product prices and levels of output are determined; the effect different market structures have on influencing economic results; understanding the principle of comparative advantage and aspects of international trade (including gains from trade and barriers to trade) in a global economy. (LA, SS3, SUSR).

Tell us about the impact you're making on your students

This course has a sustainability-related designation. This means, according to the AASHE guideline: "a course that includes sustainability that is primarily focused on a topic other than sustainability but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course." Students will gain an understanding about economic system and economic concepts which have application to managerial decision-making.

Relevant SDGs addressed through the course

SDG 8 Decent Work
and Economic
Growth

31.11 Human Resource Management

Course code

MGMT 3341-01

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Communication and Negotiation in Business
- Crisis Management and Business Continuity Planning
- Cross-Functional Business Strategy
- Human-Centered Leadership in Organizations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Performance Management and Business Metrics
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Case Method
- Critical Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

Study of the practices and activities associated with managing human resources. Topics include equal employment opportunity, recruitment, selection, training, and compensation.

Tell us about the impact you're making on your students

In this course, students use their critical thinking and problem-solving skills to analyze situations involving CSR and ESG. There are modules on recruitment and selection, talent management, compensation, and employee relations addressed.

Relevant SDGs addressed through the course

**SDG 3 Good Health
and Well-Being**



**SDG 4 Quality
Education**



**SDG 5 Gender
Equality**



**SDG 8 Decent Work
and Economic
Growth**



**SDG 10 Reduced
Inequalities**



**SDG 16 Peace,
Justice and Strong
Institutions**



**SDG 17
Partnerships for
the Goals - 2 weeks**

31.12 Portfolio Management

Course code

FINC 4333

Department

Finance

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Developed with input from industry or real-world business scenarios
- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Integrated with professional and career readiness skills
- Structured to encourage critical thinking and decision-making
- Oriented toward developing leadership, teamwork, and collaboration abilities

My course touches on the following concepts:

- Behavioral Finance and Decision-Making
- ESG Investing and Sustainable Finance
- Financial Markets and Institutions
- Hedge Funds and Alternative Investments
- Interest Rate Risk and Monetary Policy
- Investment Portfolio Management
- Financial Analysis and Valuation Techniques
- Financial Forecasting and Modeling
- Private Equity and Venture Capital
- Wealth Management and Financial Planning

My course implements the following pedagogies:

- Active Learning
- Collaborative Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This investment course focuses on the theory and practice of constructing and managing portfolios of marketable securities. Topics include statistical basis for portfolio management, Treynor ratio, Sharpe ratio, Jensen Alpha, CAPM, Fama-French four-factor model, efficient portfolio frontier, capital market line, and optimal portfolio. Furthermore, students learn and practice how to use resources and tools such as Bloomberg Terminal, Morningstar, Yahoo! Finance, Excel, and Stata for financial analysis in investment decisions by managing a real-money fund.

Tell us about the impact you're making on your students

Students gain an internalized understanding of the portfolio theory, practice their Excel skill for data processing, develop their modeling and analytical ability, reap hands-on experience of investment in a real world, and learn how to use Bloomberg, Morningstar, and Yahoo! Finance, which are indispensable resources for financial professionals.

Relevant SDGs addressed through the course



SDG 4 Quality
Education



SDG 9 Industry,
Innovation and
Infrastructure



SDG 17
Partnerships for
the Goals - 25
weeks

31.13 Investment Management

Course code

FINC 3233

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Designed to develop analytical and problem-solving skills

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Financial Decision-Making in Business
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Collaborative Learning

- Experiential Learning
- Learner-Centered Pedagogy
- Student-Centered Learning

Course Description

This course examines various investment vehicles within a risk and return framework. Topics include the structure and operation of markets, use of margin, short sales, stock market indexes, mutual funds, efficient market hypothesis, stock and bond valuation, bonds, international investing, call and put options, futures contracts, real estate, and portfolio management. Other topics may be emphasized at instructor's preference

Tell us about the impact you're making on your students

Upon the successful completion of the course the students will be able to Describe the organization and function of financial markets, explain different instruments and review their trading process. Categorize mutual fund industry and describe sustainable investing (what is and how to achieve long-term environmental or social value) Examine the trade-off between risk and expected return in stocks, bonds, options, and futures. Review the efficient market hypothesis. Identify the effect of diversification on portfolio risk, the efficient diversification of investor portfolios, mean variance frontier, and discuss the choice of portfolios that strike an attractive balance between risk and return. Calculate the expected and historical rates of return for an individual asset or a portfolio of assets. Build knowledge of the operations of financial market team-work and business communication skills. Recognize different investors' objectives and constraints that lead to varied investment policies, and compare the performance of managers who pursue active strategies in efficient markets

Relevant SDGs addressed through the course



SDG 1 No Poverty



SDG 4 Quality Education



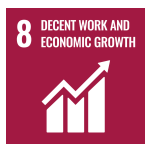
SDG 5 Gender Equality



SDG 6 Clean Water and Sanitation



SDG 7 Affordable and Clean Energy



SDG 8 Decent Work and Economic Growth



SDG 10 Reduced Inequalities



SDG 11 Sustainable Cities and Communities



SDG 12 Responsible Consumption and Production



SDG 13 Climate Action



SDG 15 Life on Land



SDG 17 Partnerships for the Goals - 3 weeks

Upload your reading materials

The Journal of Finance - 2023 - STARKS - Presidential Address Sustainable Finance and ESG Issues Value versus Values (1).pdf

[View document](#)

31.14 Federal Taxation -- Business Entities

Course code

ACCT 4323

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

My course implements the following pedagogies:

- Active Learning

Course Description

Application of the Internal Revenue Code and Regulations, Revenue Rulings, and federal court decisions that relate to formation, operation, and liquidation of C and S Corporations, Partnerships, and Trusts. The course also covers an introduction to mergers and acquisitions, taxes on estates and gifts, and taxation of foreign source income. Tax research for compliance and planning is introduced. Writing assignments will consist of preparing letters or reports to hypothetical tax clients and memos for working papers and supervisors to present findings and conclusions resulting from research relating to compliance, IRS audits, or tax planning. Students will be expected to use word processing, spreadsheets, and other professional software for these assignments.

Tell us about the impact you're making on your students

Accounting 4323 is designed to provide students with a more advanced understanding of the taxation of corporations, partnerships, estates and trusts. The tax laws applicable to these entities and tax planning opportunities will be emphasized in this course. Upon completing this course, students should be able to: 1. Apply more advanced tax laws to corporate and partnership transactions. 2. Determine the tax consequences of transactions/economic events at various stages of the life cycle of corporations and partnerships including a more sophisticated evaluation of the tax consequences of corporate and partnership formation, operation and dissolution. 3. At a basic level, apply the tax law related to estates and trusts. 4. Evaluate, at a more advanced level, alternative courses of action in a tax-planning context.

Relevant SDGs addressed through the course



SDG 4 Quality
Education



SDG 16 Peace,
Justice and Strong
Institutions

31.15 Adventures in Entrepreneurship

Course code

DRGN 1000-02

The duration of my course is:

15 weeks

My course learning outcomes are:

- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Entrepreneurship and New Venture Creation

My course implements the following pedagogies:

- Active Learning
- Collaborative Learning
- Experiential Learning

Course Description

The need and desire for the pursuit of entrepreneurial ventures by graduates is growing in today's competitive work force. The opportunities and tools to facilitate these pursuits are more abundant today than ever before. This course teaches students how to cultivate an entrepreneurial mindset. This course focuses on teaching students the theory of sustainable entrepreneurship and the application of entrepreneurial principles to develop and maintain small businesses through experiential learning, in the form of a simulation game called Startup Wars. In addition, students will engage with local, national, and international Entrepreneurs, who will provide students with their unique perspectives and expertise

Tell us about the impact you're making on your students

Entrepreneurs from the local community, the United States, and other countries will be invited as guest speakers to engage with students, sharing how their diverse backgrounds and set of skills facilitated them overcoming challenges along their journeys as Entrepreneurs. Students may become inspired to take the initiative to pursue Entrepreneurial ventures. Students engage in a simulation of running a business where they respond to problems that arise from their creative entrepreneurial activity, by playing the simulation game Startup Wars. By playing this game, students learn how to reflect on past experiences and setbacks, develop better strategies, and improve their decision-making skills. During the course students are taken on an excursion to the library during two of the class sessions, where they will learn, from a librarian, how to utilize resources at the library to find the information that they need and how to responsibly implement it in their writing.

Relevant SDGs addressed through the course

SDG 1 No Poverty



SDG 2 Zero Hunger

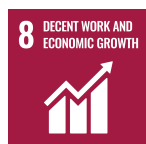
SDG 3 Good Health
and Well-BeingSDG 4 Quality
EducationSDG 5 Gender
Equality



SDG 6 Clean Water and Sanitation



SDG 7 Affordable and Clean Energy



SDG 8 Decent Work and Economic Growth



SDG 9 Industry, Innovation and Infrastructure



SDG 10 Reduced Inequalities



SDG 11 Sustainable Cities and Communities



SDG 12 Responsible Consumption and Production



SDG 13 Climate Action



SDG 14 Life Below Water



SDG 15 Life on Land



SDG 16 Peace, Justice and Strong Institutions



SDG 17 Partnerships for the Goals - 2 weeks

31.16 Business Analytics

Course code

MGMT 3350

The duration of my course is:

15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Business Analytics for Decision-Making

My course implements the following pedagogies:

- Project-Based Learning (PjBL)
- Problem-Based Learning (PBL)

Course Description

This course emphasizes understanding, applying, and interpreting the analytical methods essential to modern management practice. Because data is an asset, organizations are quickly migrating to data-driven approaches to enhancing their business models. The ability to analyze and decrypt vast amounts of data is essential for

extracting meaningful information for decision-making purposes. Students will be equipped with analytical techniques using Excel, visualization tools like Power BI, and analytics tools like SAP Analytics Cloud (SAC), to support decision-making in real-world business situations.

Tell us about the impact you're making on your students

At the end of the course, students will: 1. Develop an increased appreciation for the use of analytical methods in business decision-making. 2. Obtain an understanding of business analytics and its relevance to modern business practices. 3. Be capable to read, understand and communicate in the language of applied business analytics. 4. Evaluate and select the appropriate analytical tool/methodology to aid in business decision-making. 5. Develop a problem-solving mindset. 6. Demonstrate the ability to ask the right questions to solve problems, and analyze and interpret data into meaningful information to support decision-making. 7. Develop an enhanced ability to use quantitative methods for business decision-making.

Relevant SDGs addressed through the course



SDG 4 Quality
Education

31.17 Case Studies in Business

Course code

BUS 3000

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Developed with input from industry or real-world business scenarios
- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Change Management and Organizational Development

- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Cross-Functional Business Strategy
- Decision-Making Models and Techniques
- Digital Business Models and Innovation
- Entrepreneurship and New Venture Creation
- Human-Centered Leadership in Organizations
- International Business Operations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Organizational Behavior and Leadership Development
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Case Method
- Collaborative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

This is the capstone for the Business minor. Using case analysis, students integrate and apply the models and analytical tools of the various business disciplines. Cases cover accounting, economics, finance, marketing, business law and management, with emphasis on the ethical dimension of business decision-making. Each student will research a specific career direction reflecting their individual business competence.

Tell us about the impact you're making on your students

In this course, students use their critical thinking and problem-solving skills to analyze situations involving CSR and ESG. Students analyze cases from several perspectives, including CSR and ESG, and focusing on the role of managers concerning corporate culture, change management, and business ethics.

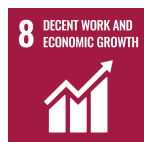
Relevant SDGs addressed through the course



SDG 3 Good Health
and Well-Being



SDG 4 Quality
Education



SDG 8 Decent Work
and Economic
Growth



SDG 9 Industry,
Innovation and
Infrastructure



SDG 16 Peace,
Justice and Strong
Institutions

31.18 Production & Operations Management

Course code

MGMT 3353

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Integrated with professional and career readiness skills
- Structured to encourage critical thinking and decision-making
- Developed with input from industry or real-world business scenarios

My course touches on the following concepts:

- Business Analytics for Decision-Making
- Decision-Making Models and Techniques
- Operations and Supply Chain Management
- Project Management and Strategic Execution

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Collaborative Learning

Course Description

This course focuses on the process of creating goods and services. Topics include operations strategy, process design and management, enterprise resource planning, quality management, decision analysis, and forecasting. This course covers many concepts, systems, and methods of operations management with an emphasis on quantitative methods and including computer simulation exercises.

Tell us about the impact you're making on your students

Give students experience with methods, techniques, and skills in problem-solving for various operations management topics. Teach students how to use advanced Excel tools to solve some operations management problems (Data Analysis and Solver).

Relevant SDGs addressed through the course

**SDG 3 Good Health
and Well-Being**



**SDG 12
Responsible
Consumption and
Production**

31.19 Supply Chain Strategy**Course code**

MGMT 3362

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Structured to encourage critical thinking and decision-making
- Integrated with professional and career readiness skills

My course touches on the following concepts:

- Business Analytics for Decision-Making
- Decision-Making Models and Techniques
- Operations and Supply Chain Management
- Customer Relationship Management (CRM)

My course implements the following pedagogies:

- Case Method
- Problem-Based Learning (PBL)

Course Description

This course studies classic and contemporary issues in supply chain strategy and management. It develops a framework to examine what capabilities a supply chain must have to support a firm's business strategy and how the desired capabilities relate to the structure of a supply chain. Topics will include the strategic role of the supply chain, methodologies for designing and planning a supply chain, and issues in the management of supply chains.

Tell us about the impact you're making on your students

Give students the opportunity to critically describe, analyze, and recommend improvements in supply chain operations. Help students understand the global environment and strategic alliances in modern business and their impact on supply chain management.

Relevant SDGs addressed through the course

SDG 12
Responsible
Consumption and
Production



SDG 17
Partnerships for
the Goals - 8 weeks

31.20 Fundamentals of Marketing**Course code**

MKTG 2261

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

3 one-hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

- Encouraging of active learning and student engagement
- Designed to develop analytical and problem-solving skills
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Market Research and Consumer Insights
- Sustainable Business Models and ESG Integration
- Customer Relationship Management (CRM)

My course implements the following pedagogies:

- Active Learning
- Project-Based Learning (PjBL)

Course Description

This introductory marketing course is primarily organized around the four elements of marketing strategies: product, price, place (distribution) and promotion. The course also covers marketing research methods, customer behavior, segmentation, targeting, and global marketing.

Tell us about the impact you're making on your students

I have a group discussion about corporate social responsibility (CSR) and then look at the CSR activities done by Target and P&G. In addition, I explain the concept of cause-related marketing (cause marketing) by using several examples, such as Toms' shoes "Give back, one for one" slogan and "pink ribbon" products from American Cancer Society. I also introduced the Sustainable Development Goals (SDGs) to my students and asked them to relate those goals to recent social issues such as the "Black Lives Matter" movement.

Relevant SDGs addressed through the course



SDG 4 Quality Education



SDG 7 Affordable and Clean Energy



SDG 12 Responsible Consumption and Production

31.21 Consumer Behavior

Course code

MKTG 3364

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Designed to develop analytical and problem-solving skills
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Business Analytics for Decision-Making
- Market Research and Consumer Insights

My course implements the following pedagogies:

- Active Learning
- Project-Based Learning (PjBL)

Course Description

Consumption is a fundamental aspect of all our lives. We make various consumption choices such as deciding what groceries to buy, what car to drive, where to go for vacation, what career to pursue etc. In this class, we will learn the various influences that affect consumers' choices. As consumers, you can bring your own perspectives and experiences into the course in making various consumption decisions. This will be valuable in understanding consumer behavior concepts. We will study the various decision processes from psychology, sociology, anthropology, and other behavioral disciplines to understand and predict reactions of consumers to marketing decisions. This course is relevant to those who are thinking about careers in advertising, product and brand management, and market research.

Tell us about the impact you're making on your students

I talked about the importance of a company's environmentally friendly practices. Specifically, we discussed that many companies started to use more recycled materials to make their products so they can tap into the environmentally conscious consumer markets. For example, Adidas has taken a more sustainable and eco-friendly approach in its sportswear design. First up in this eco-friendly strategy is to avoid plastic bags, micro beads, and virgin plastic in the Adidas supply chain. Adidas also teamed up with a non-profit organization named Parley the Ocean to design high-performance footwears made out of ocean debris. The products were well received by the consumers as Adidas sold 1 million eco-friendly shoes sold in 2017 and has continued to launch new products (e.g., football boots in 2023).

Relevant SDGs addressed through the course

**SDG 3 Good Health
and Well-Being**



**SDG 4 Quality
Education**



**SDG 13 Climate
Action**

31.22 Introduction to Business**Course code**

BUS 1111

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

3 one-hour session

My course learning outcomes are:

- Developed with input from industry or real-world business scenarios

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Human-Centered Leadership in Organizations

My course implements the following pedagogies:

- Active Learning
- Project-Based Learning (PjBL)
- Problem-Based Learning (PBL)

Course Description

This course is designed to survey many facets of the private enterprise system and of the numerous business organizations that operate within its framework. Your experience in this course will enable you to gain a better understanding of how a business operates, the variables that alter business outcomes, and the proper application of business theory and philosophies. Students will be introduced to each of the functional areas of business including economics, management, marketing, distribution, accounting, and finance. The importance of business ethics, social responsibility, and international business are emphasized throughout the course.

Tell us about the impact you're making on your students

I talked about the importance of a company's environmentally friendly practices. Specifically, we discussed how many companies have started using more recycled materials to make their products in order to tap into environmentally conscious consumer markets. We also talked about how the current state of marketing is characterized by a focus on customer relationships and the societal era. The importance of corporate social responsibility and the Sustainable Development Goals (SDGs) was highlighted. Additionally, I integrated personal finance into my class to enhance students' understanding of financial literacy.

Relevant SDGs addressed through the course

SDG 1 No Poverty

SDG 4 Quality
EducationSDG 12
Responsible
Consumption and
Production**31.23 Marketing Management****Course code**

MKTG 4890

Department

Business Administration

The duration of my course is:

15 weeks

My course session format is:

2 one-and-a-half hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement

- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Market Research and Consumer Insights

My course implements the following pedagogies:

- Active Learning
- Case Method
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

Course Description

This is the capstone course for the Marketing concentration. It covers the analysis of marketing problems and programs from the viewpoint of the high-level marketing executive, with an emphasis upon the building of integrated marketing programs, including the significance of products, pricing, promotion, and marketing strategy. The contributions of marketing research and new analytical tools are also included.

Tell us about the impact you're making on your students

I talked about the importance of a company's environmentally friendly practices. Specifically, the significance of corporate social responsibility and the Sustainable Development Goals (SDGs) was emphasized across multiple chapters. In the chapters on consumer behavior and market segmentation, we discussed how many companies have begun using more recycled materials in their products to appeal to environmentally conscious consumer markets.

Relevant SDGs addressed through the course



SDG 4 Quality Education



SDG 11 Sustainable Cities and Communities



SDG 12 Responsible Consumption and Production



SDG 13 Climate Action

32. Teaching Awards

32.1 Innovative Pedagogy Award, SUNY Oneonta. (April 1, 2024).

Award Granter

SUNY Oneonta

Award Grantee

Dr. Sean Shannon

32.2 Master Teacher Finalist - 2023 Charles M. Hewitt/McGraw Hill Master Teacher Competition, Academy of Legal Studies in Business (ALSB) and McGraw Hill Publishing, Teaching. (July 28, 2023).

Award Granter

Academy of Legal Studies in Business (ALSB) and McGraw Hill Publishing

Award Grantee

Dr. Sean Shannon

32.3 Pillar Award, SUNY Oneonta Alumni Association, Teaching. (May 2023, 2024).

Award Granter

SUNY Oneonta Alumni Association

Award Grantee

Dr. Barbara Durkin

32.4 Pillar Award, SUNY Oneonta Alumni Association, Teaching. (May 2023, 2024).

Award Granter

SUNY Oneonta Alumni Association

Award Grantee

Dr. Lisa Flynn

32.5 Pillar Award, SUNY Oneonta Alumni Association, Teaching. (May 2024).

Award Granter

SUNY Oneonta Alumni Association

Award Grantee

Dr. Izabella Lokshina

32.6 SUNY Chancellor's Award For Excellence in Teaching, SUNY, Teaching. (April 2023).

Award Granter

SUNY

Award Grantee

Dr. Mine Ozer

32.7 SUNY Chancellor's Award For Excellence in Teaching, SUNY, Teaching. (April 2024).

Award Granter

SUNY

(SIP) Report

Award Grantee

Dr. Wilson Lin

32.8 Pillar Award, SUNY Oneonta Alumni Association, Teaching. (May 2023).

Award Granter

SUNY Oneonta Alumni Association

Award Grantee

Dr. Dona Siregar

32.9 Thurgood Marshall Diversity, Equity and Inclusion Achievement Award, SUNY Oneonta, Advisement, Service. (May 2023).

Award Granter

SUNY Oneonta

Award Grantee

Dr. Barbara Durkin

32.10 Faculty Assessment Champion Award, SUNY Oneonta, Teaching. (May 2024).

Award Granter

SUNY Oneonta

Award Grantee

Dr. Izabella Lokshina

32.11 Faculty Assessment Champion Award, SUNY Oneonta, Teaching. (May 2024).

Award Granter

SUNY Oneonta

Award Grantee

Dr. Mine Ozer

32.12 Faculty Assessment Champion Award, SUNY Oneonta, Teaching. (May 2024).

Award Granter

SUNY Oneonta

Award Grantee

Dr. Simona Giura

32.13 Faculty Assessment Champion Award, SUNY Oneonta, Teaching. (May 2024).

Award Granter

SUNY Oneonta

Award Grantee

Dr. Jie Feng

32.14 Faculty Assessment Champion Award, SUNY Oneonta, Teaching. (May 2024).

Award Granter

SUNY Oneonta

Award Grantee

Dr. Wilson Lin

32.15 Faculty Assessment Champion Award, SUNY Oneonta, Teaching. (May 2024).

Award Granter

SUNY Oneonta

Award Grantee

Dr. Barbara Durkin

32.16 Faculty Assessment Champion Award, SUNY Oneonta, Teaching. (May 2024).

Award Granter

SUNY Oneonta

Award Grantee

Dr. Liyao Pan

32.17 Faculty Assessment Champion Award, SUNY Oneonta, Teaching. (May 2024).

Award Granter

SUNY Oneonta

Award Grantee

Dr. Jing Yang

32.18 Faculty Assessment Champion Award, SUNY Oneonta, Teaching. (May 2024).**Award Granter**

SUNY Oneonta

Award Grantee

Dr. Lambrianos Nikiforidis

32.19 2024 Best Faculty Award, Oneonta's BGS Chapter, Teaching, Advisement, Service. (May 2024).**Award Granter**

Oneonta's engengBGS Chapter

Award Grantee

Dr. Lisa Flynn

32.20 Bloomberg's 2023 & 2024 Global Trading Challenge Awards, Bloomberg, Teaching (November 2023, 2024).**Award Granter**

Bloomberg

Award Grantee

Dr. Catalina Hurwitz

32.21 2024 Sheth Foundation AMA Case Competition - Commendable**Award Granter**

American Marketing Association

Award Grantee

The Marketing Club Team

Description of Award

Our team developed a strategic integrated marketing communications plan to implement a social marketing campaign around the issue of sustainability. We conducted research into the status of sustainability in the marketing industry, including academia, as well as identify and analyze trends related to sustainability. While doing so, our team consider what role marketers, and students, should play in creating a sustainable future.

Provide supporting materials...

Sustainability_written case_PRME.pdf

View document [↗](#)**32.22 Top 15 Collegiate Chapters of the Year Award****Award Granter**

American Marketing Association

Award Grantee

The Marketing Club

Description of Award

A team of 20 students from the Marketing Club (OnMark) attended the 2025 American Marketing Association (AMA) International Collegiate Conference, held April 3–5, 2025, in New Orleans. OnMark was recognized as one of the Top 15 Collegiate Chapters of the Year out of 331 competing colleges and universities. To earn this prestigious award, the club demonstrated excellence across all functional areas throughout the academic year—including professional development, community service and social impact, fundraising, internal and external communications, membership growth, leadership planning, and budget management.

Provide supporting materials...

State University of New York – Oneonta_FY25_Annual Report_PRME.PDF

[View document](#) 

32.23 BGS Certificate of the Highest Honors Chapter (2024)**Award Granter**

BGS

Award Grantee


Dr. Simona Giura

Description of Award

BGS Certificate of the Highest Honors Chapter

Provide supporting materials...

BGS Highest Honors Chapter State University of New York at Oneonta.pdf

[View document](#) 

33. Educator Recognition

- Annual teaching excellence awards
- Course evaluation scores
- Faculty promotion and tenure consideration
- Institutional recognition events
- Pedagogical innovation grants
- Professional development opportunities
- Publication or research support
- Student-nominated teaching awards

34. Teaching Voices**34.1 Celebrating Three Years of SAP Excellence at SUNY Oneonta****Subjects**

- Responsible Management Education
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

We're proud to mark the third anniversary of our SAP program at SUNY Oneonta—three years of hands-on learning, real-world projects, and industry partnerships that empower our students with in-demand SAP skills. Each year, we recognize outstanding achievement through the **SAP Student Recognition Award**, and this year's recipient is **Allison Moger!**

Allison's dedication, curiosity, and leadership in mastering SAP technologies have truly set her apart. Please join me in congratulating her on this well-deserved honor!

A heartfelt thank you to **SAP University Alliances** for their ongoing support and to our incredible faculty mentors who make this program possible. Here's to many more years of innovation, growth, and outstanding student success!

#SAP #SAPUniversityAlliances #StudentRecognitionAward #SUNYOneonta #HigherEd #Congratulations #WomenInTech

34.2 Student Start-up Challenge and Pitch Competition**Subjects**

- Sustainable Development
- Entrepreneurship

Provide supporting context

Student Start-up Challenge and Pitch Competition is an exciting event showcasing the next generation of innovators and entrepreneurs. This collaborative effort between SUNY Oneonta and Hartwick College is designed to cultivate leadership, creativity, problem-solving, and resilience among our students. 14 student teams from SUNY Oneonta and Harwick will be presenting their startup concepts to a group of judges. Judges for the competition include alumni and local business owners and the winning students will receive a cash award.

34.3 Innovative Pedagogy Award, SUNY Oneonta. (April 1, 2024)**Subjects**

- Business Administration
- Business Law
- Ethical Leadership

Provide supporting context

Sean Shannon received the Innovative Pedagogy Award, SUNY Oneonta. (April 1, 2024).

34.4 Bloomberg's 2024 Global Trading Challenge Award. Bloomberg, Teaching, November 2024.**Subjects**

- Finance

Provide supporting context

Dr. Catalina Hurwitz received the Bloomberg's 2024 Global Trading Challenge Award. Bloomberg, Teaching, November 2024.

35. Barriers to Innovative Curriculum

- Resource allocation challenges
- Overloaded faculty
- Accreditation constraints
- Time constraints
- Budgetary limitations
- Institutional culture

36. Barriers to Innovative Pedagogy

- Budget constraints
- History and institutional tradition
- Institutional culture
- Resource constraints
- Overloaded faculty
- Time constraints
- Student engagement concerns

37. Fostering Innovation

A lot

38. Experiential Learning

A lot

39. Learning Mindset

To a great extent

40. Method of Teaching and Learning

In person



Research

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

41. Define Research

Research is creative and systematic work undertaken to increase the stock of knowledge - including knowledge of humankind, culture, and society - and to devise new applications of available knowledge.

42. 2024 Publications

68

43. Research Barriers

- Administrative barriers
- Data access and management
- Funding challenges
- Publishing barriers
- Time constraints

44. 2024 Publications on Sustainable Development and/or RME

40

45. Research Funding

- Local
- Regional
- National
- International

46. Socializing Research

- Community organizations
- Industry and business networks
- Local media
- National media
- Open-access platforms
- Public events and lectures
- Research collaborations
- Social media and digital outreach
- Academic Conferences
- Academic Journals

47. Research Projects

47.1 Most recent research projects and outcomes in the Business Department

Who is involved in the project

- Faculty

Department

- Business Administration

This research project covers:

- SDG 3 Good Health and Well-Being
- SDG 4 Quality Education
- SDG 9 Industry, Innovation, and Infrastructure
- SDG 11 Sustainable Cities and Communities
- SDG 12 Responsible Consumption and Production
- SDG 16 Peace, Justice and Strong Institutions
- SDG 17 Partnerships for the Goals - A lot

Period covering

01 00, 2022 - 01 00, 2025

Describe the research project

The Department of Business actively encourages faculty to research PRME and the SDGs. We conducted a retrospective review of research outputs and intellectual contributions within the past two years by the Department's Faculty Qualification Committee as well as individual faculty, and the results below are organized by disciplines and faculty (in alphabetical order).

Accounting

- Dr. Juan Wang published a journal article related to these areas. Her paper titled "*CEO Employment Contract Horizon and Financial Reporting Discretion*" focuses on the ethics of CEOs. Specifically, the paper examines the effect of employment contract horizon on managers' discretion in financial reporting. Using a sample of initial employment contracts for the CEOs of S&P 500 firms, the authors found more (less) aggressive earnings overstatements during the earlier (later) stage of the first contract horizon. This strategic earnings management behavior helps managers to inflate the chance of their contract renewal. Evidence suggests that the CEO employment contract horizon has a significant impact on managerial discretion in financial reporting. In addition, this research finds that managers can manipulate earnings which will reduce a corporation's sustainability in the long run.

Finance

- Dr. Kai Chen's journal paper, "*Stock Price Reactions to the Paris Climate Agreement*", uses an event study methodology to examine the reaction of U.S. stock prices to the signing of the Paris Climate Agreement. The paper finds that firms with higher Environmental, Social, and (Corporate) Governance (ESG) rankings relative to their industry peers experienced negative and significant cumulative abnormal returns in the five-day window around the date that the Agreement was opened for signing. However, the same firms experienced positive and significant abnormal returns in the year following the signing date. The paper interprets these findings to mean that investors believe firms with better ESG have already committed to environmental protection and therefore could incur more costs than their peers after the agreement is signed. Such reasoning suggests nearsightedness on the part of investors, as ESG is positively related to stock performance in the long run. This result is partly driven by the rapid growth in exchange-traded funds (ETFs) over the sample period.

Information Systems

- Dr. Alsus David has engaged in empirical research that advances our understanding of the role, dynamics, and impact of corporations in the creation of sustainable social environmental, and economic value via the article entitled "*The Formation of Initial Trust by Potential Passengers of Self-Driving Taxis*." This study looks at the influence of perceived societal benefits due to self-driving taxis on trusting beliefs towards

riding in self-driving taxis. The findings provide insights to taxi service providers and ride-sharing companies, that are working on deploying self-driving taxis, on the value of ensuring that their self-driving taxis impact the society and environment positively, and the value of informing potential customers about these benefits.

- Dr. Izabella Lokshina completed several publications related to PRME and SDG topics.
 - *"Evolution of Public Health Data Regulatory Models from a Linked Democracy Perspective"* discusses strategies to regulate the collection and use of biomedical data and metadata to build sustainable public health data ecosystems; this can assist citizens in getting control of dataflows by defining identity in the public domain and shaping the capacity to use the web of data: get access to healthcare services and receive benefits and appropriate care. The authors investigate privacy, security, and data protection issues, applying existing ethical and legal frameworks for public health data and the theory of justice; they discuss the implementation of strategies to articulate the public domain and propose intermediate, anchoring institutions at the meso-level by building ontologies, selecting technical functionalities and algorithms, and embedding protections of the rule of law into specific public health data ecosystems.
 - *"Revisiting State-of-the-Art Applications of Blockchain Technology in Business Ecosystems: Analysis of Open Issues and Potential Solutions"* provided a comprehensive analysis of blockchain technology and its state-of-the-art applications. The authors defined types of blockchain-enabled applications across various domains and research areas. Despite blockchain-enabled applications being widely deployed, the authors identified open issues and proposed potential solutions that are of high relevance and value for both academics and practitioners. As outstanding issues of the blockchain technology identified in this paper become addressed and as blockchain develops into more efficient, scalable, durable, and mature, its state-of-the-art applications will break into many more domains.
 - *"On Building Users' Initial Trust in Autonomous Vehicles"* examines the factors that influence users' initial trust in autonomous vehicles. Findings indicate that faith in intelligent machines, calculative cost/benefit perception, perceived societal benefits, organizational situation normality, and technology structural assurance are potential indicators of users' trusting beliefs in this context. The paper contributes to the theory and practice by extending the initial trust model and examining trusting factors in the context of an emerging technology that requires understanding users' mentality before launching autonomous vehicles on a wide scale.
 - *"Evaluation of Strategic Opportunities and Resulting Business Models for SMEs: Employing IoT in Their Data-Driven Ecosystems"* focuses on ubiquitous sensing devices, enabled by Wireless Sensor Network (WSN) technologies, that cut across every area of modern-day living, affecting individuals and businesses, and offering ability to measure and understand environmental indicators. The proliferation of these devices in a communicating-actuating network creates the Internet of Things (IoT). This chapter contributes to the literature by considering innovative knowledge-based management practices, strategic opportunities, and resulting business models for third-party data analysis services.
 - *"Study on Wide-Ranging Ethical Implications of Big Data Technology in a Digital Society: How Likely are Data Accidents During COVID-19?"* investigates the wide-ranging ethical implications of Big Data technology in a digital society. They inform that strategies behind Big Data technology require organizational systems, or business ecosystems, that also leave them vulnerable to accidents associated with their commercial value known as data accidents. These data accidents have distinct features and raise important concerns, including data privacy during COVID-19. The authors suggest successful risk mitigation strategies.

Management

- Dr. Liyao Pan conducted three research projects related to SDG 3.
 - His paper titled *"The Empirical Redundancy of Job Satisfaction and Organizational Commitment in the Context of China"* utilizes the CFA-based approach recommended by Le et al. (2009), which takes into consideration the influence of all significant sources of measurement biases in self-report assessments of organizational constructs. Job satisfaction and organizational commitment, two well-established constructs in organizational research, play important roles in

their nomological networks in reflecting employees' perceptions of their jobs and more importantly in impacting their well-being. The remarkably strong correlation observed among the constructs that underlie measurements of both job satisfaction and organizational commitment in previous studies may imply that, in practical research terms, it is practically impossible to empirically distinguish between these constructs based on real data. Therefore, it would raise doubts about the differentiation between job satisfaction and organizational commitment, and consequently, their unique contributions to organizational research, even though they are conceptually separate. His research also investigates whether Chinese employees encounter challenges in distinguishing between job satisfaction and organizational commitment with the current measures and how this might impact managers' ability to address employee burnout.

- The second article, "*Examining the Empirical Redundancy of Leadership Constructs*" aims to determine if ethical, authentic, and servant leadership are empirically redundant by utilizing a recent methodological development that provided a new approach to unbiasedly estimate construct-level relationships, thereby opening opportunities to examine the potential problem of empirical redundancy of the three leadership constructs. If our hypothesis is supported that the three values-based leadership constructs are empirically redundant, leadership scholars can benefit from the results of this research by focusing on refining the current values-based leadership measures.
- His third article, "*Job Autonomy and Role Ambiguity: The Mediating Role of Job Crafting and Situational Factors*" aims to examine the job autonomy-role ambiguity relationship transmitted through job crafting, and external constraints that influence such relationship. Using meta-analytic structural equation modeling, the results supported the hypothesized direct and indirect relationships between job autonomy and role ambiguity. Moreover, the results supported the hypothesized moderation effect of uncertainty avoidance cultures on the relationship between job autonomy and job crafting.

Marketing

- Dr. Jie Feng completed two publications related to PRME and SDG topics.
 - A journal article, titled "*Online Opinions for Automobiles: A Dynamic Perspective*." This research makes a valuable contribution to the expanding body of literature on online word-of-mouth (WOM). This contribution is twofold: firstly, our study represents the first endeavor to investigate the combined impacts of two product attributes, namely design/performance and quality/reliability, on online opinions within a dynamic context. Secondly, we enhance the modeling of online opinions by incorporating various social influences. It has been observed that the influence of automotive design/performance and quality/reliability varies based on the timing of internet opinions. The role of design and performance is significant in shaping initial online opinions, which are formed shortly after purchase. However, the influence of design and performance diminishes over time. In contrast, the impact of quality and reliability on online opinions increases as time progresses, eventually becoming the primary factor in shaping delayed online opinions, which occur long after the purchase has been made. Concerning social factors, it is observed that the previously expressed opinions have an impact on consumer ratings. In particular, each reviewer typically conforms to the prevailing consensus among the community.
 - In a recent conference proceeding entitled "*Number of Transactions in the First Hour: An Early Indicator of Daily Sales Performance for Independent Retailers*," a statistical model of daily sales is built using hourly sales data collected from a locally owned nursery garden store. The Poisson regression model is employed to analyze the daily sales transaction, as it is a discrete count variable. The initial findings indicate that the number of transactions conducted within the initial hour of business operations can serve as an early indicator of the whole daily sales performance. His study aligns with the Principles for Responsible Management Education (PRME) since it contributes to the empirical knowledge of the influence of firms on the generation of sustainable economic value.
- Dr. Wilson Lin has a journal publication titled "*Impact of Social Norms and Joint Influences of Social Connection and Self-Sufficiency Motivations on Prosocial Budgeting*." His research shows how social norms and information about people's spending on others make one notice one's imbalanced (or lower)

spending on others and feel unhappy about it. This motivates the consumer to undertake the corrective action of budgeting to spend more on others which then enhances happiness with her/his budgeting decision. These findings contribute to the literature on social norms and time versus money by suggesting that social comparison can also influence prosocial budgeting to spend time and money on others. Managerially, peer-to-peer payment fintech companies, which have data about prosocial spending, can partner with restaurants and food delivery companies and with charitable institutions, to target messages to the customers of fintech companies urging them to use coupons to eat out with friends and to contribute to charitable causes.

Operations Management

- Dr. Hua Zhong published a paper titled *"The Effect of Order Incentives in a Multi-Product Dynamic Inventory Model."* This paper addresses the challenges in a multi-product inventory system with uncertain demands. As an incentive, free shipping is used by the supplier to stimulate large orders from customers who review and restock inventory periodically. The model is first established through stochastic dynamic programming and the characteristics of the optimal policies are analyzed. As the optimal control policies are found very complex, accurate lower-bound approximations and effective heuristic policies are proposed and discussed. Finally, the performance of the lower bounds and heuristics is evaluated through extensive numerical studies which also evaluate the effects of key system parameters including service levels and varied costs. Optimizing inventory management can contribute to sustainability. Efficient inventory control can lead to reduced waste, as it minimizes overstocking and understocking, which can result in unnecessary resource consumption and waste generation. This efficiency can help reduce the environmental impact of supply chains. By using incentives like free shipping, we are encouraging customers to place larger orders. This can help consolidate shipments, leading to fewer delivery trips, reduced carbon emissions, and a more sustainable supply chain.
- Dr. Yan Lang has three journal articles related to these areas.
 - The paper titled *"Assessing Interventions on Crowdsourcing Platforms to Nudge Patients for Engagement Behaviors in Primary Care Settings: Randomized Controlled Trial"* evaluates the effectiveness of behavioral interventions designed to improve medication adherence in primary care visits. His research suggests that crowdsourced survey-based experiments with simulated incentives can produce valid simulated behavioral responses. The use of psychological status design, particularly with a loss framing approach, can effectively enhance patient engagement in primary care.
 - Another paper titled *"Learning Under the Inventory Problem of Economic Order Quantity: A Behavioral Study"* presents one of the first empirical examinations of inventory decisions under the deterministic the economic order quantity (EOQ) model. The experiments analyze learning behaviors in response to stationary and non-stationary parametric environments. Results show that participants are less likely to repeat suboptimal decisions when parameters remain static. When confronted with cost parameter shocks, most players can improve decisions over time and benefit from past experiences.
 - His third paper, *"Coping with Digital Extortion: An Experimental Study of Benefit Appeals and Normative Appeals"* investigates the effectiveness of message appeals in encouraging defenders to adopt two mitigation strategies, investment in security and refusal to pay ransoms, to digital extortion threats. His research team develops a structural model based on the quantal response equilibrium framework to measure how message appeals change the defenders' utilities of investment and payment refusal. Although the interventions may be successful in increasing the utilities of investment and/or payment refusal, their impacts on investment rate and payment rate are mitigated by the attacker reducing ransoms. Thus, it is challenging for an intervention to significantly boost a community's investment rate or to suppress the ransom payment rate. They characterize how security outcomes of a community (including expected ransom, attack rate, investment rate, and payment rate) vary with the defenders' utilities of investment and pay refusal.

47.2 The Effects of Brand Roles Appeals on Donation Intentions

Who is involved in the project

- Undergraduate students

Department

- Business Administration

This research project covers:

- SDG 1 No Poverty

Period covering

01 00, 2024 - 17 00, 2025

Describe the research project

This research demonstrates that brand role positioning can be an effective marketing strategy for nonprofits to increase donation intention. Additionally, we found that partner role positioning is more effective for time-asks due to its association with warmth perception. This study provides the first systematic investigation into the influence of brand role positioning on consumers' preferences for donating money versus time. By demonstrating that brand role positioning affects the effectiveness of charitable advertisements, we illustrate how nonprofits can tailor their messaging based on their need for monetary or volunteer support. Furthermore, partner role positioning can be a valuable asset in building donor relationships due to its association with warmth. Finally, this research aligns with the AMA's emphasis on the Sustainable Development Goals (SDGs), underscoring the broader relevance of strategic brand role positioning in nonprofit marketing.

Provide any supporting materials

AMA Undergraduate Research_Aidan & Rob 25.pdf

[View document](#) 

48. Research Awards

48.1 2024 Sheth Foundation AMA Case Competition - Commendable

Award Granter

American Marketing Association

Award Grantee

The Marketing Club Team

Description of Award

Our team developed a strategic integrated marketing communications plan to implement a social marketing campaign around the issue of sustainability. We conducted research into the status of sustainability in the marketing industry, including academia, as well as identify and analyze trends related to sustainability. While doing so, our team consider what role marketers, and students, should play in creating a sustainable future.

Provide supporting materials...

Sustainability_written case_PRME.pdf

[View document](#) 

48.2 Top 15 Collegiate Chapters of the Year Award

Award Granter

American Marketing Association

Award Grantee


The Marketing Club

Description of Award

A team of 20 students from the Marketing Club (OnMark) attended the 2025 American Marketing Association (AMA) International Collegiate Conference, held April 3–5, 2025, in New Orleans. OnMark was recognized as one of the Top 15 Collegiate Chapters of the Year out of 331 competing colleges and universities. To earn this prestigious award, the club demonstrated excellence across all functional areas throughout the academic year—including professional development, community service and social impact, fundraising, internal and external communications, membership growth, leadership planning, and budget management.

Provide supporting materials...

State University of New York – Oneonta_FY25_Annual Report_PRME.PDF

[View document](#) 

48.3 Best Paper Award - Accounting Track, American Society of Business and Behavioral Sciences, Research, Community Service. (March 4, 2024).

Award Granter

American Society of Business and Behavioral Sciences

Award Grantee

Prof. Charlene Foley-Deno

48.4 Best Paper Award - Accounting Track, American Society of Business and Behavioral Sciences, Research. (March 1, 2023).

Award Granter

American Society of Business and Behavioral Sciences

Award Grantee

Prof. Charlene Foley-Deno

48.5 Best Empirical Paper Award - Strategy and International Management Track, Eastern Academy of Management Annual Conference, Research. (May 17, 2023).

Award Granter

Eastern Academy of Management Annual Conference

Award Grantee

Dr, Simona Giura

48.6 Student Research Award - Poster Competition, 2024 American Marketing Association Annual International Collegiate Conference, Research. (April 2024).

Award Granter

2024 American Marketing Association (AMA) Annual International Collegiate Conference

Award Grantee

Dr. Wilson Lin

48.7 Best Paper Award, EUROSIS-ETI SCIFI-IT'2023 Conference, Research. (April 2023).

Award Granter

EUROSIS-ETI SCIFI-IT'2023 conference

Award Grantee

Dr. Izabella Lokshina

48.8 Ghislain Vansteenkiste Award in Modeling and Simulation, Ghent University, Belgium and EUROSIS-ETI, Research. (June 5, 2024)

Award Granter

EUROSIS-ETI.

Award Grantee

Dr. Izabella Lokshina

48.9 Best Reviewer Award - Journal of Business Ecosystems, Journal of Business Ecosystems, North Carolina Central University's School of Business, Research. (January 2024).

Award Granter

Journal of Business Ecosystems, IGI Global

Award Grantee

Dr. Izabella Lokshina

48.10 Student Research Grant - Research/Creative Activity Shadowing Track

Award Granter

Research Committee

Award Grantee


Chien-Wei Lin and Robert Cellura

Description of Award

This project aims to better understand how a nonprofit organization's brand role positioning affects donation intentions. The Research Committee awards us \$500 for collecting the data online and on campus to test our hypotheses.

Provide supporting materials...

Award Letter_Rob.pdf

View document 

49. Research Presentations

49.1 Conference Presentations

This is a

Conference paper/proceedings

Authors

- I
- Z
- A
- B
- E
- I
- I
- A
- L
- O
- K
- S
- H
- I
- N
- A

Date of publication

19 55, 2025

What conference was this presented at?

- National or international discipline-specific conference

Abstract or Summary of Publication

In this paper, the authors discuss strategies to regulate the collection and use of biomedical data and metadata to build sustainable public health data ecosystems. The authors suggest that strategies based on the linked democracy approach and safeguards, implemented through the meta-rule of law, enable better design of regulatory tools to handle semantically driven dataflows. The authors investigate privacy, security, and data protection issues, applying existing ethical and legal frameworks for public health data and the theory of justice; they discuss the implementation of strategies to articulate the public domain and propose anchoring institutions at the meso-level by building ontologies, selecting technical functionalities, and embedding protections of the rule of law into specific public health data ecosystems.

This research covers (Department):

- Business Administration

This research covers (SDGs):

SDG 3 Good Health
and Well-BeingSDG 9 Industry,
Innovation and
InfrastructureSDG 11 Sustainable
Cities and
CommunitiesSDG 17
Partnerships for
the Goals - A lot**Is this available through open access?**

No

Attachment

Lokshina_Lanting_ISC_2024 05232024.pptx

[View document](#)**49.2 Peer-reviewed Papers in Conference Proceedings****This is a**

Conference paper/proceedings

Authors

- Applying Regulatory Framework to Public Health Data Ecosystems: Why a Linked Democracy Approach Matters Izabella V. Lokshina and Cees J. M. Lanting

Date of publication

19 32, 2025

What conference was this presented at?

- National or international discipline-specific conference

Abstract or Summary of Publication

In this paper, the authors discuss strategies to regulate the collection and use of biomedical data and metadata to build sustainable public health data ecosystems. The authors suggest that strategies based on the linked democracy approach and safeguards, implemented through the meta-rule of law, enable better design of regulatory tools to handle semantically driven dataflows. The authors investigate privacy, security, and data protection issues, applying existing ethical and legal frameworks for public health data and the theory of justice; they discuss the implementation of strategies to articulate the public domain and propose anchoring institutions at the meso-level by building ontologies, selecting technical functionalities, and embedding protections of the rule of law into specific public health data ecosystems.

This research covers (Department):

- Business Administration

This research covers (SDGs):SDG 3 Good Health
and Well-BeingSDG 9 Industry,
Innovation and
InfrastructureSDG 11 Sustainable
Cities and
CommunitiesSDG 17
Partnerships for
the Goals - A lot

Is this available through open access?

No

Attachment

ISC'2024Proceedings.pdf

View document 

50. Share Publications

50.1 Conference Presentations

This is a

Conference paper/proceedings

Authors

- I
- Z
- A
- B
- E
- I
- I
- A
- L
- O
- K
- S
- H
- I
- N
- A

Date of publication

19 55, 2025

What conference was this presented at?

- National or international discipline-specific conference

Abstract or Summary of Publication

In this paper, the authors discuss strategies to regulate the collection and use of biomedical data and metadata to build sustainable public health data ecosystems. The authors suggest that strategies based on the linked democracy approach and safeguards, implemented through the meta-rule of law, enable better design of regulatory tools to handle semantically driven dataflows. The authors investigate privacy, security, and data protection issues, applying existing ethical and legal frameworks for public health data and the theory of justice; they discuss the implementation of strategies to articulate the public domain and propose anchoring institutions at the meso-level by building ontologies, selecting technical functionalities, and embedding protections of the rule of law into specific public health data ecosystems.

This research covers (Department):

- Business Administration

This research covers (SDGs):



SDG 3 Good Health
and Well-Being



SDG 9 Industry,
Innovation and
Infrastructure



SDG 11 Sustainable
Cities and
Communities



SDG 17
Partnerships for
the Goals - A lot

Is this available through open access?

No

Attachment

Lokshina_Lanting_ISC_2024 05232024.pptx

[View document](#)

50.2 Peer-reviewed Papers in Conference Proceedings

This is a

Conference paper/proceedings

Authors

- Applying Regulatory Framework to Public Health Data Ecosystems: Why a Linked Democracy Approach Matters Izabella V. Lokshina and Cees J. M. Lanting

Date of publication

19 32, 2025

What conference was this presented at?

- National or international discipline-specific conference

Abstract or Summary of Publication

In this paper, the authors discuss strategies to regulate the collection and use of biomedical data and metadata to build sustainable public health data ecosystems. The authors suggest that strategies based on the linked democracy approach and safeguards, implemented through the meta-rule of law, enable better design of regulatory tools to handle semantically driven dataflows. The authors investigate privacy, security, and data protection issues, applying existing ethical and legal frameworks for public health data and the theory of justice; they discuss the implementation of strategies to articulate the public domain and propose anchoring institutions at the meso-level by building ontologies, selecting technical functionalities, and embedding protections of the rule of law into specific public health data ecosystems.

This research covers (Department):

- Business Administration

This research covers (SDGs):



SDG 3 Good Health
and Well-Being



SDG 9 Industry,
Innovation and
Infrastructure



SDG 11 Sustainable
Cities and
Communities




SDG 17
Partnerships for
the Goals - A lot

Is this available through open access?

No

Attachment

ISC'2024Proceedings.pdf

View document 

51. Research Voices

51.1 Innovative and Impactful Research

Subjects

- Accounting
- Business Law
- Business Administration
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Ethical Leadership
- Finance
- Human Resources
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

The Department of Business actively encourages faculty to research PRME and the SDGs. We conducted a retrospective review of research outputs and intellectual contributions within the past two years by the Department's Faculty Qualification Committee as well as individual faculty, and the results below are organized by disciplines and faculty (in alphabetical order).

Accounting

- Dr. Juan Wang published a journal article related to these areas. Her paper, titled "*CEO Employment Contract Horizon and Financial Reporting Discretion*" focuses on the ethics of CEOs. Specifically, the paper examines the effect of employment contract horizon on managers' discretion in financial reporting. Using a sample of initial employment contracts for the CEOs of S&P 500 firms, the authors found more (less) aggressive earnings overstatements during the earlier (later) stage of the first contract horizon. This strategic earnings management behavior helps managers to inflate the chance of their contract renewal. Evidence suggests that the CEO's employment contract horizon has a significant impact on managerial discretion in financial reporting. In addition, this research finds that managers can manipulate earnings which will reduce a corporation's sustainability in the long run.

Finance

- Dr. Kai Chen's journal paper, "*Stock Price Reactions to the Paris Climate Agreement*", uses an event study methodology to examine the reaction of U.S. stock prices to the signing of the Paris Climate Agreement. The paper finds that firms with higher Environmental, Social, and Corporate Governance (ESG) rankings relative to their industry peers experienced negative and significant cumulative abnormal returns in the five-day window around the date that the Agreement was opened for signing. However, the same firms experienced positive and significant abnormal returns in the year following the signing date. The paper interprets these findings to mean that investors believe firms with better ESG have already committed to environmental protection and, therefore, could incur more costs than their peers after the agreement is

signed. Such reasoning suggests nearsightedness on the part of investors, as ESG is positively related to stock performance in the long run. This result is partly driven by the rapid growth in exchange-traded funds (ETFs) over the sample period.

Information Systems

- Dr. Alsius David has engaged in empirical research that advances our understanding of the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value via the article entitled "*The Formation of Initial Trust by Potential Passengers of Self-Driving Taxis*." This study looks at the influence of perceived societal benefits due to self-driving taxis on trusting beliefs towards riding in self-driving taxis. The findings provide insights to taxi service providers and ride-sharing companies that are working on deploying self-driving taxis, on the value of ensuring that their self-driving taxis impact society and the environment positively, and the value of informing potential customers about these benefits.
- Dr. Izabella Lokshina has completed several publications related to PRME and SDG topics.
 - "*Evolution of Public Health Data Regulatory Models from a Linked Democracy Perspective*" discusses strategies to regulate the collection and use of biomedical data and metadata to build sustainable public health data ecosystems; this can assist citizens in getting control of dataflows by defining identity in the public domain and shaping the capacity to use the web of data: get access to healthcare services and receive benefits and appropriate care. The authors investigate privacy, security, and data protection issues, applying existing ethical and legal frameworks for public health data and the theory of justice; they discuss the implementation of strategies to articulate the public domain and propose intermediate, anchoring institutions at the meso-level by building ontologies, selecting technical functionalities and algorithms, and embedding protections of the rule of law into specific public health data ecosystems.
 - "*Revisiting State-of-the-Art Applications of Blockchain Technology in Business Ecosystems: Analysis of Open Issues and Potential Solutions*" provided a comprehensive analysis of blockchain technology and its state-of-the-art applications. The authors defined types of blockchain-enabled applications across various domains and research areas. Despite blockchain-enabled applications being widely deployed, the authors identified open issues and proposed potential solutions that are of high relevance and value for both academics and practitioners. As the outstanding issues of the blockchain technology identified in this paper are addressed and as blockchain develops into a more efficient, scalable, durable, and mature technology, its state-of-the-art applications will break into many more domains.
 - "*On Building Users' Initial Trust in Autonomous Vehicles*" examines the factors that influence users' initial trust in autonomous vehicles. Findings indicate that faith in intelligent machines, calculative cost/benefit perception, perceived societal benefits, organizational situation normality, and technology structural assurance are potential indicators of users' trusting beliefs in this context. The paper contributes to the theory and practice by extending the initial trust model and examining trusting factors in the context of an emerging technology that requires understanding users' mentality before launching autonomous vehicles on a wide scale.
 - "*Evaluation of Strategic Opportunities and Resulting Business Models for SMEs: Employing IoT in Their Data-Driven Ecosystems*" focuses on ubiquitous sensing devices, enabled by Wireless Sensor Network (WSN) technologies, that cut across every area of modern-day living, affecting individuals and businesses, and offering the ability to measure and understand environmental indicators. The proliferation of these devices in a communicating-actuating network creates the Internet of Things (IoT). This chapter contributes to the literature by considering innovative knowledge-based management practices, strategic opportunities, and resulting business models for third-party data analysis services.
 - "*Study on Wide-Ranging Ethical Implications of Big Data Technology in a Digital Society: How Likely are Data Accidents During COVID-19?*" investigates the wide-ranging ethical implications of Big Data technology in a digital society. They inform that strategies behind Big Data technology require organizational systems, or business ecosystems, that also leave them vulnerable to

accidents associated with their commercial value known as data accidents. These data accidents have distinct features and raise important concerns, including data privacy during COVID-19. The authors suggest successful risk mitigation strategies.

Management

- Dr. Liyao Pan conducted three research projects related to SDG 3.
 - His paper titled *"The Empirical Redundancy of Job Satisfaction and Organizational Commitment in the Context of China"* utilizes the CFA-based approach recommended by Le et al. (2009), which takes into consideration the influence of all significant sources of measurement biases in self-report assessments of organizational constructs. Job satisfaction and organizational commitment, two well-established constructs in organizational research, play important roles in their nomological networks in reflecting employees' perceptions of their jobs and, more importantly, in impacting their well-being. The remarkably strong correlation observed among the constructs that underlie measurements of both job satisfaction and organizational commitment in previous studies may imply that, in practical research terms, it is practically impossible to empirically distinguish between these constructs based on real data. Therefore, it would raise doubts about the differentiation between job satisfaction and organizational commitment and, consequently, their unique contributions to organizational research, even though they are conceptually separate. His research also investigates whether Chinese employees encounter challenges in distinguishing between job satisfaction and organizational commitment with the current measures and how this might impact managers' ability to address employee burnout.
 - The second article, *"Examining the Empirical Redundancy of Leadership Constructs"* aims to determine if ethical, authentic, and servant leadership are empirically redundant by utilizing a recent methodological development that provided a new approach to unbiasedly estimate construct-level relationships, thereby opening opportunities to examine the potential problem of empirical redundancy of the three leadership constructs. If our hypothesis is supported, that the three values-based leadership constructs are empirically redundant, leadership scholars can benefit from the results of this research by focusing on refining the current values-based leadership measures.
 - His third article, *"Job Autonomy and Role Ambiguity: The Mediating Role of Job Crafting and Situational Factors,"* aims to examine the job autonomy-role ambiguity relationship transmitted through job crafting and external constraints that influence such relationship. Using meta-analytic structural equation modeling, the results supported the hypothesized direct and indirect relationships between job autonomy and role ambiguity. Moreover, the results supported the hypothesized moderation effect of uncertainty avoidance cultures on the relationship between job autonomy and job crafting.

Marketing

- Dr. Jie Feng completed two publications related to PRME and SDG topics.
 - The journal article is titled *"Online Opinions for Automobiles: A Dynamic Perspective."* This research makes a valuable contribution to the expanding body of literature on online word-of-mouth (WOM). This contribution is twofold: firstly, our study represents the first endeavor to investigate the combined impacts of two product attributes, namely design/performance and quality/reliability, on online opinions within a dynamic context. Secondly, we enhance the modeling of online opinions by incorporating various social influences. It has been observed that the influence of automotive design/performance and quality/reliability varies based on the timing of internet opinions. The role of design and performance is significant in shaping initial online opinions, which are formed shortly after purchase. However, the influence of design and performance diminishes over time. In contrast, the impact of quality and reliability on online opinions increases as time progresses, eventually becoming the primary factor in shaping delayed online opinions, which occur long after the purchase has been made. Concerning social factors, it is observed that the previously expressed opinions have an impact on consumer ratings. In particular, each reviewer typically conforms to the prevailing consensus among the community.

- In a recent conference proceeding entitled "*Number of Transactions in the First Hour: An Early Indicator of Daily Sales Performance for Independent Retailers*," a statistical model of daily sales is built using hourly sales data collected from a locally owned nursery garden store. The Poisson regression model is employed to analyze the daily sales transaction as it is a discrete count variable. The initial findings indicate that the number of transactions conducted within the initial hour of business operations can serve as an early indicator of the whole daily sales performance. His study aligns with the Principles for Responsible Management Education (PRME) since it contributes to the empirical knowledge of the influence of firms on the generation of sustainable economic value.
- Dr. Wilson Lin has a journal publication titled "*Impact of Social Norms and Joint Influences of Social Connection and Self-Sufficiency Motivations on Prosocial Budgeting*." His research shows how social norms and information about people's spending on others make one notice one's imbalanced (or lower) spending on others and feel unhappy about it. This motivates the consumer to undertake the corrective action of budgeting to spend more on others, which then enhances happiness with her/his budgeting decision. These findings contribute to the literature on social norms and time versus money by suggesting that social comparison can also influence prosocial budgeting to spend time and money on others. Managerially, peer-to-peer payment fintech companies, which have data about prosocial spending, can partner with restaurants and food delivery companies and with charitable institutions to target messages to the customers of fintech companies, urging them to use coupons to eat out with friends and to contribute to charitable causes.

Operations Management

- Dr. Hua Zhong published a paper titled "*The Effect of Order Incentives in a Multi-Product Dynamic Inventory Model*." This paper addresses the challenges in a multi-product inventory system with uncertain demands. As an incentive, free shipping is used by the supplier to stimulate large orders from customers who review and restock inventory periodically. The model is first established through stochastic dynamic programming, and the characteristics of the optimal policies are analyzed. As the optimal control policies are found to be very complex, accurate lower-bound approximations and effective heuristic policies are proposed and discussed. Finally, the performance of the lower bounds and heuristics is evaluated through extensive numerical studies, which also evaluate the effects of key system parameters, including service levels and varied costs. Optimizing inventory management can contribute to sustainability. Efficient inventory control can lead to reduced waste, as it minimizes overstocking and understocking, which can result in unnecessary resource consumption and waste generation. This efficiency can help reduce the environmental impact of supply chains. By using incentives like free shipping, we are encouraging customers to place larger orders. This can help consolidate shipments, leading to fewer delivery trips, reduced carbon emissions, and a more sustainable supply chain.
- Dr. Yan Lang has three journal articles related to these areas.
 - The paper titled "*Assessing Interventions on Crowdsourcing Platforms to Nudge Patients for Engagement Behaviors in Primary Care Settings: Randomized Controlled Trial*" evaluates the effectiveness of behavioral interventions designed to improve medication adherence in primary care visits. His research suggests that crowdsourced survey-based experiments with simulated incentives can produce valid simulated behavioral responses. The use of psychological status design, particularly with a loss-framing approach, can effectively enhance patient engagement in primary care.
 - Another paper titled "*Learning Under the Inventory Problem of Economic Order Quantity: A Behavioral Study*" presents one of the first empirical examinations of inventory decisions under the deterministic economic order quantity (EOQ) model. The experiments analyze learning behaviors in response to stationary and non-stationary parametric environments. Results show that participants are less likely to repeat suboptimal decisions when parameters remain static. When confronted with cost parameter shocks, most players can improve their decisions over time and benefit from past experiences.
 - His third paper, "*Coping with Digital Extortion: An Experimental Study of Benefit Appeals and Normative Appeals*," investigates the effectiveness of message appeals in encouraging defenders to adopt two mitigation strategies, investment in security and refusal to pay ransoms, to digital

extortion threats. His research team developed a structural model based on the quantal response equilibrium framework to measure how message appeals change the defenders' utilities of investment and payment refusal. Although the interventions may be successful in increasing the utilities of investment and/or payment refusal, their impacts on investment rate and payment rate are mitigated by the attacker reducing ransoms. Thus, it is challenging for an intervention to significantly boost a community's investment rate or suppress the ransom payment rate. They characterize how the security outcomes of a community (including expected ransom, attack rate, investment rate, and payment rate) vary with the defenders' utilities of investment and pay refusal.

51.2 Research collaboration

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

As a frequent co-author of Prof. Lokshina (and also a member of the Business Advisory Council of the Business Department), I can here provide some insight information on her research in its relation to the Business Departments activities.

Prof. Lokshina is among the most productive scholars that I know, and is covering a wide domain of research. In addition to her own activities, she is a stimulating force in the Business Department, in particular fostering quality research and producing conference papers and publications in quality conferences and renowned peer reviewed publications.

Where initially Prof. Lokshina's research was focused on technological developments and mathematical modelling thereof, including in the domain of (e)Health, over time her research moved to include sustainability and responsible management, in particular applied to the (e)Health domain.

The (e)Health domain is an area where resources are never meeting the ever growing demand and technological driven, seemingly unlimited possibilities (the 'health black hole').

In this domain there is a continuous struggle for resources, and only a balanced allocation of resources can be the way to provide a more or less optimised, satisfactory or at least acceptable set of solutions.

This requires sufficient and quality data sets, the application of rigorous decision processes and a suitable governance system, where all parties, from users, health professionals, industry, research to public authorities, are represented in an appropriate way, as only working together in a balanced way acceptable, responsible and sustainable results can be expected. The COVID-19 Pandemic has shown the importance of these concepts not only for the overall domain but also for important sub-domains: with incomplete data and research, decisions and resource allocation were slow, were overtaking by time, and led to painful and costly consequences.

51.3 LinkedIn: Student Research and Creative Activity (SRCA) Day

Subjects

- Sustainable Supply Chain Management
- Responsible Management Education

Provide supporting context

[Kaelin O'Connor](#) Kaelin O'Connor • May 2025 SUNY Oneonta graduate

On Wednesday, April 16th, I had the amazing opportunity to participate at my second research showcase for the Student Research and Creative Activity at [SUNY Oneonta](#). I had the privilege to share my research and be awarded the student research grant to support the data collection process.

(SIP) Report

My research blended two of my passions and interests both supply chain management and marketing. I researched SUNY Oneonta's Generation Z's perception of sustainably sourced products under three categories. A general context, fashion related, and food related.


As a result of my research both gathering quantitative and qualitative data from a Qualtrics survey distributed amongst an array of academic departments spanning business to art related studies and conducting three focus groups.

My findings resulted in understanding the impacts supply chain has regarding sustainability and ensuring that through a collaborative approach how sustainable products can be promoted to appeal to the Generation Z demographic.

I am very grateful for the help of Dr. Barbara Durkin my faculty advisor on this project for her support and endless encouragement. I also want to extend my gratitude to [Chien-Wei \(Wilson\) Lin](#) for his assistance in the quantitative data collection process!

51.4 Poster: Willingness to Choose Sustainability-Sourced Products; A Student Perspective**Upload or select a document**

Kaelin O'Connor - poster.docx

View document 



Partner

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

52. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- Mid-Atlantic Association of Colleges of Business Administration (MAACBA) - To a great extent

53. Define Partner

The interaction and development of new relationships with external business stakeholders to share knowledge in order to address challenges in meeting social and environmental responsibilities, and jointly explore effective approaches and strategies to meet these challenges.

54. Student Partners

- Hillel International
- Beta Gamma Sigma International Honor Society (BGS) - To a great extent

55. Partnerships

55.1 Regional Innovation Council (RIC)

Period this affiliation covers

31 00, 2024 - 31 00, 2024

This organization is a:

Non-Profit

Purpose of work with this organization

- Entrepreneurship and Innovation Ecosystems
- Sustainability and Social Impact
- Technology and Digital Transformation
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

The Regional Innovation Council was formed to increase coordination between various regional economic and community development entities. The council is split into nine subgroups to collaborate on regional issues and opportunities in health care and human services, education, business development and entrepreneurship, employee recruitment and retention, arts and culture, sustainability and agriculture, and nonprofit support.

How do you measure success and impact

Coordination and collaboration of regional economic and community development entities

55.2 Internal Revenue Service (IRS)

Period this affiliation covers

01 00, 2024 - 01 59, 2025

This organization is a:

Government body

Purpose of work with this organization

- Corporate and Government Partnerships
- Accreditation and Assessment

Describe your work with this organization

The school has chosen reduction of poverty for its area of societal impact. The Accounting program has been a community partner in the IRS' Volunteer Income Tax Assistance (VITA) program, offering free basic tax preparation to qualified individuals. Since the number of people in Otsego County living below the poverty line is higher than the national average, service provided by the students is substantial.

How do you measure success and impact

No of Returns Prepared, Federal Refund, State Refund

Provide supporting materials...

Field site Visit results for SUNY Oneonta 2024

View document 

FSV SUNY Onenonta final results

View document 

Oneonta VITA data Spring 2025

View document **55.3 Environmental Sciences Club and Economics Club****Period this affiliation covers**

23 00, 2024 - 31 00, 2025

This organization is a:

Student organization

Purpose of work with this organization

- Thought Leadership and Knowledge Sharing
- Social
- Sustainability and Social Impact

Describe your work with this organization

The Environmental Sciences Club and the Economics Club at SUNY Oneonta actively support Principle 3 by transforming traditional learning environments through events that promote responsible management and support the United Nations Sustainable Development Goals (SDGs). They regularly host a variety of public events. For example, the **Sustainable Development Goals Fair** (September 2024) introduces students to actionable goals, while the **SDG Speaker Series** connects academic disciplines with real-world social issues. Recent talks have included "*Huckleberry Finn and American Inequality*" (November 2024) and "*Applying Economics to Maternal Health Disparities: Measurement, Mechanism, and Policy Solutions*" (April 2025). These events demonstrate SUNY Oneonta's commitment to fostering inclusive, ethical, and globally minded learning experiences.

55.4 Mid-Atlantic Association of Colleges of Business Administration (MAACBA)**Period this affiliation covers**

31 00, 2024 - 31 00, 2024

This organization is a:

Education organization

Purpose of work with this organization

- Accreditation and Assessment
- Curriculum Development
- Thought Leadership and Knowledge Sharing
- Sustainability and Social Impact
- Social

Describe your work with this organization

Annual Meetings.

The mission of the Mid-Atlantic Association of Colleges of Business Administration (MAACBA) is to promote and improve collegiate education for business in all areas within the jurisdiction of the Middle States Association of Colleges and Secondary Schools. Events through MAACBA create opportunities for expertise building and knowledge sharing among attendees on topics such as:

Accreditation

Strategic Planning

External Relations

Curriculum Innovation

How do you measure success and impact

Accreditation; Strategic Planning; External Relations; Curriculum Innovation

55.5 Otsego County Chamber of Commerce

Period this affiliation covers

01 00, 2024 - 31 00, 2024

This organization is a:

Non-Profit

Purpose of work with this organization

- Internships and Career Development
- Scholarships and Funding Opportunities
- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Several department faculty, including the internship supervisor, attend the meetings.

55.6 Beta Gamma Sigma International Honor Society (BGS)

Period this affiliation covers

01 00, 2024 - 31 00, 2024

This organization is a:

Student organization

Purpose of work with this organization

- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing
- Global Recognition and Clout
- Curriculum Development

Describe your work with this organization

The value proposition of Beta Gamma Sigma is Purpose, Leadership, Community; and the mission is:

- to encourage and honor academic achievement in the study of business;
- cultivate and celebrate leadership and professional excellence of BGS members and build their professional skills;
- foster an enduring commitment to honor and integrity, the pursuit of wisdom, earnestness, and service; and
- serve its lifetime members by helping them network and connect.

How do you measure success and impact

Highest Honors Chapter

Provide supporting materials...

BGS Highest Honors Chapter State University of New York at Oneonta.pdf

[View document](#)

55.7 Association to Advance Collegiate Schools of Business (AACSB)**Period this affiliation covers**

01 00, 2024 - 31 00, 2024

This organization is a:

Accreditation body

Purpose of work with this organization

- Accreditation and Assessment
- Curriculum Development
- Global Recognition and Clout
- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Accreditation reports and peer-review team visits, attending annual conferences and workshops

How do you measure success and impact

Accreditation; Strategic Planning; External Relations; Curriculum Innovation

Provide supporting materials...

Accreditation _ AACSB.pdf

[View document](#)

55.8 Business Advisory Council (BAC)**Period this affiliation covers**

01 00, 2024 - 31 00, 2024

This organization is a:

Non-Profit

Purpose of work with this organization

- Accreditation and Assessment
- Curriculum Development
- Internships and Career Development

- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing
- Scholarships and Funding Opportunities

Describe your work with this organization


Semi-annual meetings, strategic planning, internships, guest lectures, research collaboration, scholarships, and fundraising

How do you measure success and impact

Accreditation; Strategic Planning; Curriculum Innovation; Networking

Provide supporting materials...

BUSINESS ADVISORY COUNCILAPPENDIX D.docx

[View document](#) 

56. Partner Voices

56.1 Celebrating Three Years of SAP Excellence at SUNY Oneonta

Subjects

- Responsible Management Education
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

We're proud to mark the third anniversary of our SAP program at SUNY Oneonta—three years of hands-on learning, real-world projects, and industry partnerships that empower our students with in-demand SAP skills. Each year, we recognize outstanding achievement through the **SAP Student Recognition Award**, and this year's recipient is **Allison Moger**!

Allison's dedication, curiosity, and leadership in mastering SAP technologies have truly set her apart. Please join me in congratulating her on this well-deserved honor!

A heartfelt thank you to **SAP University Alliances** for their ongoing support and to our incredible faculty mentors who make this program possible. Here's to many more years of innovation, growth, and outstanding student success!

#SAP #SAPUniversityAlliances #StudentRecognitionAward #SUNYOneonta #HigherEd #Congratulations #WomenInTech

56.2 Student Start-up Challenge and Pitch Competition

Subjects

- Sustainable Development
- Entrepreneurship

Provide supporting context

Student Start-up Challenge and Pitch Competition is an exciting event showcasing the next generation of innovators and entrepreneurs. This collaborative effort between SUNY Oneonta and Hartwick College is designed to cultivate leadership, creativity, problem-solving, and resilience among our students. 14 student teams from SUNY Oneonta and Harwick will be presenting their startup concepts to a group of judges. Judges for the competition include alumni and local business owners and the winning students will receive a cash award.

56.3 Research collaboration

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

As a frequent co-author of Prof. Lokshina (and also a member of the Business Advisory Council of the Business Department), I can here provide some insight information on her research in its relation to the Business Departments activities.

Prof. Lokshina is among the most productive scholars that I know, and is covering a wide domain of research. In addition to her own activities, she is a stimulating force in the Business Department, in particular fostering quality research and producing conference papers and publications in quality conferences and renowned peer reviewed publications.

Where initially Prof. Lokshina's research was focused on technological developments and mathematical modelling thereof, including in the domain of (e)Health, over time her research moved to include sustainability and responsible management, in particular applied to the (e)Health domain.

The (e)Health domain is an area where resources are never meeting the ever growing demand and technological driven, seemingly unlimited possibilities (the 'health black hole').

In this domain there is a continuous struggle for resources, and only a balanced allocation of resources can be the way to provide a more or less optimised, satisfactory or at least acceptable set of solutions.

This requires sufficient and quality data sets, the application of rigorous decision processes and a suitable governance system, where all parties, from users, health professionals, industry, research to public authorities, are represented in an appropriate way, as only working together in a balanced way acceptable, responsible and sustainable results can be expected. The COVID-19 Pandemic has shown the importance of these concepts not only for the overall domain but also for important sub-domains: with incomplete data and research, decisions and resource allocation were slow, were overtaking by time, and led to painful and costly consequences.

56.4 LinkedIn: Student Research and Creative Activity (SRCA) Day

Subjects

- Sustainable Supply Chain Management
- Responsible Management Education

Provide supporting context

[Kaelin O'Connor](#) [Kaelin O'Connor](#) • May 2025 SUNY Oneonta graduate

On Wednesday, April 16th, I had the amazing opportunity to participate at my second research showcase for the Student Research and Creative Activity at [SUNY Oneonta](#). I had the privilege to share my research and be awarded the student research grant to support the data collection process.

My research blended two of my passions and interests both supply chain management and marketing. I researched SUNY Oneonta's Generation Z's perception of sustainably sourced products under three categories. A general context, fashion related, and food related.

As a result of my research both gathering quantitative and qualitative data from a Qualtrics survey distributed amongst an array of academic departments spanning business to art related studies and conducting three focus groups.

My findings resulted in understanding the impacts supply chain has regarding sustainability and ensuring that through a collaborative approach how sustainable products can be promoted to appeal to the Generation Z demographic.

I am very grateful for the help of Dr. Barbara Durkin my faculty advisor on this project for her support and endless encouragement. I also want to extend my gratitude to [Chien-Wei \(Wilson\) Lin](#) for his assistance in the quantitative data collection process!

56.5 PRME Initiatives Regularly Discussed in the Business Advisory Council (BAC) Meetings

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education
- Social Entrepreneurship

Provide supporting context

The Department of Business regularly meets with the Business Advisory Council (BAC), whose members include alumni and business leaders statewide, and discusses our PRME initiatives with them. This year, at our spring and fall meetings, we discussed the following emergent curriculum developments:

- The transition of the 5-year Professional Accounting major program into a 4+1 Professional Accounting major program and an improved curriculum
- Redesigning of Supply Chain Management concentration into the Green Supply Chain concentration and an improved curriculum
- Transition of Marketing concentration into Marketing major and improved curriculum
- Transition of Finance concentration into Finance major and improved curriculum
- Updates on learning outcomes and required skillsets for the future success of business graduates
- Technology in the curriculum (SAP, Bloomberg, gamification, AI, ChatGPT)
- Sustainability in the curriculum
- DEI in curriculum
- New Entrepreneurship curriculum as an upper-division Marketing course and as a Red Dragon seminar
- Business Plan Competition
- Potential for Data Analytics concentration
- Internship Program
- VITA Program
- Required resources, support, and fundraising
- Meeting and discussions with Student Advisory Council members

Connecting the BAC to our students is also a regular part of our PRME efforts; for example, our Student Advisory Council regularly presents its activities and concerns. The connection works both ways.

56.6 AACSB Responds Positively to the Business (Re)Accreditation Application

Subjects

- Business Administration
- Responsible Management Education

Provide supporting context

Continuous Improvement Review (CIR)

AACSB Application Response

Business

March 12, 2025

State University of New York at Oneonta Department of Business/School of Liberal Arts and Business (SLAB)

Business Degree Level(s) Offered: Undergraduate

School Contacts

Jeanine Mingé, Dean Kelly Spettel, Secretary 2

Eileen Morgan-Zayachek, Acting Vice President

Thank you for your school's recent submission of the AACSB Continuous Improvement Review Business Accreditation Application. AACSB has reviewed your application and appreciates the commitment to the Continuous Improvement process demonstrated by your institution.

AACSB staff acknowledges the comprehensive update provided by the school and the progress made since the last peer review team visit. Currently, no additional information is requested from AACSB.

Leading up to the continuous improvement review visit, the school should continue to maintain its focus on addressing the areas identified by the previous peer review team and continue to monitor progress on the strategic activities in support of the school's mission.

Team Build – Next Steps

In February of 2026, you will receive a request to submit potential dates for your visit and to nominate individuals for your peer review team. A CIR Six-Year Cycle reference document specific to your visit year can be found under the Resources tab in myAccreditation.

Future Changes to Comparison Groups, Scope, or Substantive Changes

For updates related to the comparison groups, please access the myAccreditation Comparison Groups survey located within DataDirect. Instructions on how to make updates can be found within.

As a reminder, all AACSB accredited schools are required to complete the following survey and BSQ modules annually via DataDirect: the Staff Compensation & Demographics Survey (SCDS), the BSQ Programs Module, and the BSQ Finances Module. The programs designated by the school as included and excluded within the BSQ Programs Module are then subject to AACSB's official review and approval process. Once confirmed, these serve as the authoritative source for program listings and populate the Scope tab in myAccreditation.

Changes to a school's accreditation scope can occur after submission of the CIR application but must be finalized in advance of the peer review team visit.

Please review the policy on substantive changes relative to AACSB accreditation for examples of anticipated and unanticipated substantive changes. Instructions for when and how to notify AACSB are included in the policy found under the Resources tab in myAccreditation.

Changes to Organizational Contacts

Official contacts can update their organization's official roles and affiliated contacts by logging in to my.aacsb.edu. Additional information and instructions are available on our website.

Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review. Please note that the assigned peer review team will also have access to this report.

We look forward to working with you to prepare for the upcoming accreditation review. Please notify us of any changes to the information you have provided in the application. If you need additional clarification regarding the continuous improvement review process, please do not hesitate to contact me.

Lauren Maradei, Senior Manager of Accreditation, lauren.maradei@aacsb.edu, (813) 769-6519.

Comparison Groups

Comparable Peers - State University of New York at Oneonta Dalton State College

Fort Lewis College

Montana State University Billings Ramapo College of New Jersey

State University of New York at New Paltz University of South Carolina Upstate

Competitors - State University of New York at Oneonta State University of New York at Geneseo

State University of New York at New Paltz State University of New York at Old Westbury

Date Generated: 3/12/2025 Page 1

State University of New York at Oswego

State University of New York at Plattsburgh

The State University of New York Polytechnic Institute University at Buffalo, State University of New York

Aspirants - State University of New York at Oneonta

Saginaw Valley State University Shippensburg University

The College of New Jersey

The Pennsylvania State University at Harrisburg

Included in Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

Undergraduate - Bachelor of Science (BS) - Accounting - Accounting - N/A Undergraduate - Bachelor of Science (BS) - Management - Business Administration - N/A

Undergraduate - Bachelor of Science (BS) - Management - Business Administration - Accounting

Undergraduate - Bachelor of Science (BS) - Management - Business Administration - Finance

Undergraduate - Bachelor of Science (BS) - Management - Business Administration - Marketing

Undergraduate - Bachelor of Science (BS) - Management - Business Administration - Supply Chain Management

Undergraduate - Bachelor of Science (BS) - Economics/ Managerial Economics - Business Economics - Accounting

Undergraduate - Bachelor of Science (BS) - Economics/ Managerial Economics - Business Economics - Finance

Undergraduate - Bachelor of Science (BS) - Economics/ Managerial Economics - Business Economics -

N/A Undergraduate - Bachelor of Science (BS) - Economics/ Managerial Economics - Business Economics - Supply Chain Management

Undergraduate - Bachelor of Science (BS) - Economics/ Managerial Economics - Business Economics - Marketing

Excluded from Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

Undergraduate - Bachelor of Arts (BA) - Arts Administration - Music Industry Undergraduate -

Bachelor of Science (BS) - Sports Management -

Undergraduate - Bachelor of Science (BS) - Hotel/ Restaurant/ Tourism - Food Service and Restaurant Administration

Undergraduate - 3 + 1 Visiting Program with Fashion Institute of Technology - -

Date Generated: 3/12/2025 Page 2

56.7 BGS Chapter Recognized with the Highest Honors Certificate

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

The International Honor Society, Beta Gamma Sigma
is proud to recognize

State University of New York at Oneonta

For qualifying as a

Highest Honors Chapter

For the 2023-2024 academic year

Chairman Signature Secretary Signature

56.8 Roundtable Discussions on Cultural Identities in the Culinary Business

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

I want to share some reflections on yesterday's Roundtable Discussion on Cultural Identities in the Culinary Business—this year's DEI event I organized—as evidence of the business department's ongoing commitment to equity and inclusion.

This event was truly engaging and well-attended. The student turnout exceeded expectations, and the speakers' insights inspired a great deal of curiosity and thoughtful questions from our students.

One point that particularly stood out came from Johnny Fung, the Toronto-based owner of a decades-old international food business. He mentioned that while traditional Hong Kong-style milk tea has a long and cherished history, local businesses adapted it for the Toronto market by adding ice—something that, to many elder Hong Kongers, was previously unimaginable. This shift highlights the evolving tastes of second-generation immigrants and the flexibility required to stay relevant in a new cultural landscape.

Dr. Ho Hon Leung added a powerful sociological perspective, observing that after Hong Kong's return to China, many residents began to experience a sense of identity confusion. As a result, food that symbolizes Hong Kong's unique cultural heritage has taken on a heightened significance—it becomes a way for people to maintain their sense of belonging and cultural identity.

Donald Steele and his brother, co-owners of Happy Feet Caribbean Cuisine in Utica, shared that they channel the natural warmth and "love" embedded in Jamaican culture into their food and hospitality. They emphasized how their passion and heritage shine through every dish they prepare.

I've attached a few photos from the event to capture some memorable moments.

Liyao Pan, Ph.D.

Assistant Professor of Management

SUNY Oneonta

liyao.pan@oneonta.edu

56.9 Over 300 Children's Books Donated to Support Local Families and Community Programs

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education

Provide supporting context

Over 300 children's books were donated through a recent SUNY Oneonta Beta Gamma Sigma book drive, supporting the Oneonta Family Services Association and the SUNY Oneonta VITA Program. These books will now be made available to families and children throughout the Oneonta community.

This event was led by Emilie Peterson and this was the first time hosting such an initiative. "I am truly thankful to everyone who took the time to clean out their attics and dust off their bookshelves to donate," said Emilie. "This experience has provided me with valuable skills in event promotion, community outreach, and leadership—and it has inspired me to continue engaging in meaningful service that creates a positive impact."

Additional gratitude is extended to Kylie Mussaw, Tudor Wolfson, and Bridget Doherty, for their support and dedication in making the drive a success.

Thanks to this collaborative effort, hundreds of books will now find new homes, encouraging literacy and joy for children in the region.

AACBS is recognizing our Beta Gamma Sigma Chapter accomplishments and our BGS induction ceremony 2025.



Practice

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



57. Define Practice

We are committed to integrating sustainability and social responsibility into our operations, strategic planning, and campus culture, ensuring that our actions reflect the values we teach in the classroom.

58. RME Practices


- Campus operations guides
- Faculty hiring, tenure, and promotion guidelines
- Responsible procurement policies
- Accreditation body recommendation documents
- Employee equity, diversity, inclusion
- AASHE STARS report
- Carbon reduction or offset commitments
- Environmental stewardship policies
- Open-access guides
- Professional training opportunities
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)

59. RME Policies

59.1 Response to Bias Acts and Hate Crimes Policy

Upload or select a document


Response to Bias Acts and Hate Crimes Policy.pdf

View document 

59.2 AASHE STARS report

Upload or select a document

State University of New York at Oneonta _ Scorecard _ Institutions _ STARS Reports.pdf

View document 

59.3 Clean Energy Master Plan

Upload or select a document


suny_oneonta_Clearn Energy Master Plan.pdf

View document 

59.4 Open Access Policy


Upload or select a document

Open Access Policy.pdf

View document **59.5 Student Diversity, Equity, and Inclusion Council (SDEIC)**


Upload or select a document

Student Diversity, Equity, and Inclusion Council (SDEIC).pdf

View document **59.6 Faculty Center for Teaching, Learning & Scholarship**


Upload or select a document

Faculty Center for Teaching, Learning & Scholarship.pdf

View document **59.7 Elimination of Single Use Plastics and Preference for Durable and Reusable Alternatives**


Upload or select a document

Elimination of Single Use Plastics and Preference for Durable and Reusable Alternatives.pdf

View document **59.8 Sustainability and Procurement**


Upload or select a document

Sustainability+and+Procur.pdf

View document **59.9 Sustainability Policy and Plan**


Upload or select a document

Sustainability Policies & Plans.pdf

View document **59.10 Workplace Violence Policy**


Upload or select a document

Workplace Violence Policy.pdf

View document **59.11 Responsible Conduct in Research Policy**


Upload or select a document

Responsible Conduct in Research Policy.pdf

View document **59.12 Freedom of Expression and Assembly Policy**


Upload or select a document

Freedom of Expression and Assembly Policy.pdf

View document **59.13 No Idling Policy**


Upload or select a document

No Idling Policy.pdf

View document **59.14 Building Temperature Policy**

Upload or select a document

Building Temperature Policy.pdf

View document **59.15 Scientific Misconduct Policy**

Upload or select a document

Scientific Misconduct Policy.pdf

View document **59.16 Discrimination and Sexual Harassment Complaint Procedure**

Upload or select a document

Discrimination and Sexual Harassment Complaint Procedure.pdf

View document 

60. Practice Awards

60.1 LEED Platinum Certification for Alumni Hal

Award Granter

U.S. Green Building Council (USGBC)

Award Grantee

SUNY Oneonta/Alumni Hall

Description of Award

LEED Platinum Certification for Alumni Hall: In February 2025, Alumni Hall achieved LEED Platinum certification, the highest level awarded by the U.S. Green Building Council. This certification reflects the university's dedication to sustainable building practices and energy efficiency. The Alumni Hall is home to the Business Department. SUNY Oneonta's recent renovation of Alumni Hall is a model for sustainable campus buildings. The project incorporated energy-efficient technologies and practices to reduce carbon emissions by 130 tons annually, aligning with the UN Global Compact's commitment to environmental responsibility. Alumni Hall is the first building on campus to employ geothermal wells as its main source of heating and cooling, making it a leader in renewable energy use. Alumni Hall is the new home for the Department. The renovation is also SUNY Oneonta's first major investment in reducing its carbon footprint. It sets a new standard for sustainable building practices across the SUNY system and is expected to achieve LEED Gold certification. Renewable energy purchasing offsets the electrical power required to operate the building. These efforts not only support responsible building practices but also promote a culture of global social responsibility within the university community.

Link

<https://greenbuildingnews.com/2025/02/25/suny-oneontas-leed-platinum-reflects-years-long-commitment-to-sustainability/>

60.2 National Recognition for Sustainability Leadership

Award Granter

The Princeton Review Guide to Green Colleges 2025

Award Grantee

SUNY Oneonta

Description of Award

The newly released Princeton Review Guide to Green Colleges: 2025 Edition features a profile of SUNY Oneonta with an 88 Green Rating on a scale of 60-99 measuring the school's performance as an environmentally aware and prepared institution. Specifically, it rates a campus' quality of life that is both healthy and sustainable; how well a school is preparing students for employment in the clean-energy economy of the 21st century; and its environmentally responsible school policies.

Link

<https://www.princetonreview.com/college-rankings?rankings=green-colleges>

60.3 NYSAR3 Leadership Award:

Award Granter

New York State Association for Reduction, Reuse and Recycling

Award Grantee

SUNY Oneonta

Description of Award

NYSAR3 Leadership Award: In October 2024, the university received this award from the New York State Association for Reduction, Reuse and Recycling for its innovative Student Move-In Program. This initiative successfully diverted significant amounts of recyclable materials from landfills during student move-in days.

Link

<https://suny.oneonta.edu/news-events/national-recognition-sustainability-leadership>

61. Practice Voices

61.1 Student Start-up Challenge and Pitch Competition

Subjects

- Sustainable Development
- Entrepreneurship

Provide supporting context

Student Start-up Challenge and Pitch Competition is an exciting event showcasing the next generation of innovators and entrepreneurs. This collaborative effort between SUNY Oneonta and Hartwick College is designed to cultivate leadership, creativity, problem-solving, and resilience among our students. 14 student teams from SUNY Oneonta and Harwick will be presenting their startup concepts to a group of judges. Judges for the competition include alumni and local business owners and the winning students will receive a cash award.

61.2 Engagement in Service Activities

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development
- Sustainable Supply Chain Management
- Social Entrepreneurship
- Accounting
- Business Administration
- Entrepreneurship

Provide supporting context

Business faculty serve as advisors for various student clubs and organizations. Together with discipline-specific clubs, chapters of honor society - Beta Gamma Sigma, the American Marketing Association, and Startup Grind (a global community for entrepreneurs) sponsor outreach activities on campus and in the community that reflect PRME values.

Notably, our accounting program partners with the IRS's Volunteer Income Tax Assistance (VITA) program to offer free tax preparation for qualified individuals. Since the number of people in Otsego County living below the poverty level is higher than the national average, the service provided by the students is substantial. Business faculty are also encouraged to volunteer their expertise in the local communities. We are actively exploring opportunities to better support local businesses in the area by connecting them with interns and other initiatives through interaction and discussions with the local Chamber of Commerce. The campus has also strengthened collaboration with our geographic region through a new body called the Oneonta Regional Innovation Council,

hosted by our campus. Business faculty have been participating in workgroups to support community initiatives around entrepreneurship, small manufacturing, and various high-tech business development opportunities in upstate New York.

61.3 Global Engagement

Subjects

- Business Administration

Provide supporting context

Global Education Office reported for year 2024 that we had 4 International Students in Business (22% of all international students at SUNY Oneonta).

We had 9 students studying abroad (12% of all study abroad students from SUNY Oneonta).

61.4 PRME Initiatives Regularly Discussed in the Business Advisory Council (BAC) Meetings

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education
- Social Entrepreneurship

Provide supporting context

The Department of Business regularly meets with the Business Advisory Council (BAC), whose members include alumni and business leaders statewide, and discusses our PRME initiatives with them. This year, at our spring and fall meetings, we discussed the following emergent curriculum developments:

- The transition of the 5-year Professional Accounting major program into a 4+1 Professional Accounting major program and an improved curriculum
- Redesigning of Supply Chain Management concentration into the Green Supply Chain concentration and an improved curriculum
- Transition of Marketing concentration into Marketing major and improved curriculum
- Transition of Finance concentration into Finance major and improved curriculum
- Updates on learning outcomes and required skillsets for the future success of business graduates
- Technology in the curriculum (SAP, Bloomberg, gamification, AI, ChatGPT)
- Sustainability in the curriculum
- DEI in curriculum
- New Entrepreneurship curriculum as an upper-division Marketing course and as a Red Dragon seminar
- Business Plan Competition
- Potential for Data Analytics concentration
- Internship Program
- VITA Program
- Required resources, support, and fundraising
- Meeting and discussions with Student Advisory Council members

Connecting the BAC to our students is also a regular part of our PRME efforts; for example, our Student Advisory Council regularly presents its activities and concerns. The connection works both ways.

61.5 Student Ambassadors

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

The Student Ambassador Program for the School of Liberal Arts and Business

Proposed December 2024 (updated April 8, 2025)

Jeanine M. Mingé, Ph.D., Greg Hummel, Ph.D., and Meagan Connolly (Lead Ambassador)

The Student Ambassador Program for the School of Liberal Arts and Business would be an excellent opportunity for students to participate actively in the promotion and marketing of the school and its departments. Here's how the program could be structured:

Purpose: The Student Ambassador Program aims to enhance the visibility and reputation of the School of Liberal Arts and Business. Ambassadors will actively promote the school's various academic departments, connect with prospective students, engage alumni, and involve the wider community. By sharing their personal experiences and participating in outreach activities, ambassadors will serve as vital liaisons between the school and its stakeholders. The ambassadors will also meet with the Lead Ambassador and the Dean for guidance and updates.

Program Structure:

1. Department-Specific Ambassadors:

- Each academic department will have one ambassador.
- Ambassadors will collaborate directly with their respective Department Chairs and faculty.
- Their role will be to represent, collect, and propose to market the department's academic programs and initiatives, enhancing student engagement and promoting department-specific events or opportunities.

2. Internship with Academic Credit & Paid Through Career Services:

- Ambassadors are hired as interns, earning academic credit for their participation.
- The Student Ambassadors will be enrolling in INTD 3997 for special internship credit, making them eligible to be paid for their on-campus internship. Students who want to have INTD 3997 count toward their major requirements should seek prior approval from their Department Chair.
- Payment for their work will be processed through the Career Services office, providing an added incentive for students to engage in the program while also gaining professional experience.

3. Faculty Advisor:

- The Dean or Associate Dean will oversee and grade each of the students on their internship credit.

4. Site Supervisor:

- The Site Supervisor will continue to be the Department Chair or designee.

1. Lead Ambassador:

- A Lead Ambassador will oversee the entire ambassador group, organizing and facilitating weekly meetings.
- The Lead Ambassador ensures that communication flows smoothly between all ambassadors, the Dean, and the respective departments.
- The Lead Ambassador plays a key role in mentoring other ambassadors and ensuring that each department's ambassador is effectively fulfilling their role.

2. Monthly Meetings with the Dean:

- Ambassadors will meet bi-weekly with the Dean.
- These meetings will provide an opportunity for the Dean to hear directly from students, gather feedback, and discuss new initiatives or upcoming events within the school.
- Ambassadors will also report on their activities, share updates on outreach efforts, and exchange ideas for future promotional strategies.

Student Ambassador Key Responsibilities**1. 1. Marketing and Outreach:**

- Work with their department to find stories, events, etc., that are relevant and timely.
- Collate that information to give to the Dean to distribute to key partners such as Alumni Relations, Communications & Marketing, and Admissions.
- Help create Social Media content (blog posts, social media posts, video testimonials) that highlights the academic and student life experience at the school.
- Promote departmental events, speaker series, and special initiatives across various platforms.
- Create content for a Bi-Annual Newsletter for the School of Liberal Arts and Business to share with external partners such as parents, alumni, and donors.

1. Student Re-Engagement Plan:

- Create social media accounts to boost the interconnectivity of students on campus
- Create content for a newsletter to educate families, students, and high school seniors about student stories and opportunities on campus as a recruitment tool
- Collaborate with Student Affairs to promote campus events and create new ones
- Create and host events on campus to promote social media pages, encouraging students in majors/minors to follow

1. Feedback and Engagement:

- Participate in focus groups and surveys to provide feedback on programs and events.
- Actively engage in student leadership opportunities and contribute to discussions on ways to improve marketing strategies.
- When possible, interact with prospective students during open houses.

Benefits to Ambassadors:

- **Skill Development:** Public speaking, mediated communication, marketing, networking, and event planning.
- **Professional Experience:** A valuable addition to a résumé and a way to build strong connections within the academic and professional community.
- **Networking:** Direct interaction with faculty, staff, alumni, and prospective students.
- **Exclusive Access:** Invitations to attend special events or participate in exclusive departmental activities typically reserved for faculty and staff.

Eligibility Criteria:

- Be a current student enrolled in a major within the School of Liberal Arts and Business.
- Demonstrate strong written and verbal communication skills.
- Be active on social media and comfortable creating content (optional but beneficial).
- Show enthusiasm for representing their Department, School, and assisting others.

Application Process:

- Submit a short essay on why you want to be a Student Ambassador.
- Provide a recommendation from a faculty member or mentor.
- Participate in a brief interview to assess communication skills and enthusiasm.

This program could really benefit the School of Liberal Arts and Business by creating a strong student-led presence in marketing efforts and engaging prospective students in a meaningful way.

61.6 Internships**Subjects**

- Ethical Leadership
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development

Provide supporting context

Our internship program allows our students to work closely with business leaders as well as the business aspect of a variety of entities. We have long-term relationships with several firms such as ABM and JP Morgan and local organizations such as the Oneonta School Board and the New York Small Business Development Center. The Business Department strives for internships that provide students the opportunity to apply the tools and concepts learned in courses to practical settings. Dr. Sean Shannon advises students and supervises the academic credit-bearing internships that have been approved by the Business Department. To foster quality assurance for the internship program, each intern is required to write a paper summarizing the internship experience and highlighting the coursework that was most relevant to the internship. In addition to the application process open through the College Foundation's financial support for applied learning (e.g., several endowment funds are earmarked for such purposes), generous gifts from Mr. Kent Newhart '77 created a fund, described above, that led to an innovative first for Business and SUNY Oneonta: a student-managed investment portfolio that began in spring 2019. It has made an immediate and significant impact on teaching and learning in finance. Our annual review of the EBI SKYfactor Benchworks Undergraduate Exit Assessment reveals that up to 50% of graduates in a given year had completed an internship or other applied learning activity through the Business Department, providing students with applied learning experiences that are the path to full-time employment placement with specific firms and strengthen our connections to the communities we serve. Business students who have completed internships with ABM, British Telecom, Ernst & Young, JP Morgan, and KPMG, among others, have received offers of employment.

61.7 Backpacks to Briefcases (B2B)

Subjects

- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Responsible Management Education
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

In the fall semester, the Business Department, in cooperation with the Office of Alumni Engagement, sponsors Backpacks-to-Briefcases, a networking event in New York City. Alumni of the University and the School of Liberal Arts and Business welcome current students to their places of employment. Alumni representing firms such as ABM, Alliance Bernstein, Bloomberg, Citibank, and Ernst & Young host some 50 to 80 students each year. Alumni mentor students in understanding the job search process and career advancement. Backpacks-to-Briefcases is a regular source of placement and internship leads for participants.

61.8 Volunteer Income Tax Assistance (VITA)

Subjects

- Accounting
- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Responsible Management Education
- Sustainable Development
- Social Entrepreneurship

Provide supporting context

Volunteer Income Tax Assistance (VITA) is a program in which students complete over 50 hours of structured training and then begin to prepare income taxes for those taxpayers who qualify for the VITA program (i.e., taxpayers who make \$58,000 or less per year). This is an opportunity for our students to work with the community to provide a valuable service for those in need, particularly the elderly and low-income residents.

(SIP) Report

These students obtain qualifications from the Internal Revenue Service and complete NYS training, allowing them to meet an identified and measurable learning outcome, obtain industry-specific competencies as well, and attain clear, desirable, and transferable skills.

The SUNY Oneonta VITA Program increased its appointments with the Oneonta community members by a third, while engaging 31 students. We have three of our Accounting students recognized by the Southern New York Chapter of CPAs in the 2025 ceremony.

61.9 Collaborative Online International Learning (COIL)**Subjects**

- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Human Resources
- Sustainable Development
- Responsible Management Education

Provide supporting context

Collaborative Online International Learning (COIL) is an approach that brings students and professors together across countries and cultures to learn, discuss, and collaborate as part of their class. Professors partner to design the experience, and students partner to complete the activities designed. COIL becomes part of the class, enabling all students to have a significant intercultural experience within their course of study.

61.10 Distinguished Alumni Lecture Series**Subjects**

- Ethical Leadership
- Responsible Management Education
- Sustainable Development
- Accounting
- Finance

Provide supporting context

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

In recent years the following alumni have visited us:

- 2023-24 – John DeMelis
- 2024-25 - Scott Salmirs

61.11 International Partnerships**Subjects**

- Business Administration
- Business Law
- Ethical Leadership
- Responsible Management Education

- Sustainable Development

Provide supporting context

To promote international partnerships and the United Nations Sustainable Development Goals, Dr. Sean Shannon has been teaching a course, Ethics and Law for International Managers, every summer at JAMK University of Applied Sciences in Jyväskylä, Finland, since 2021. The course addresses the UN SDGs and sustainability through contract law in the global apparel and fashion industries. In addition, the University and Business Department encourage our students to study abroad through our Office of Global Education.



Share

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



62. Define Share

At SUNY Oneonta, we value open communication and continuous improvement. By sharing both our successes and challenges across departments and with our broader community, we foster a learning environment where collaboration, reflection, and shared purpose guide our growth and help us align our actions with our institutional values.

63. Transparent Engagement

- 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

64. Transparency Barriers

- Data privacy regulations
- Inconsistent updates
- Audience reach

65. Audiences

- 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
- Non-governmental organizations (NGOs)
- Prospective and current students
- Research and academic networks

66. Sharing Voices

66.1 PRME Initiatives Discussed in the Recent BAC Meeting

Subjects

- Ethical Leadership
- Responsible Management Education

- Sustainable Development

Provide supporting context

Business Advisory Council Meeting Agenda

ABM Industries - One Liberty Plaza, NYC

April 3, 2025

1:00-1:15 PM

Arrival

1:15-1:30 PM

Welcome & Introduction

Jeanine M. Minge, Ph.D., Dean and Izabella Lokshina, Ph.D., Chair

1:30-1:45 PM

Startup Wars

Entrepreneurship Simulation Game, Start-up Competition, & Entrepreneur of Impact Award Update

Presented by Alsius David and student Alexia Michetti

1:45-2:00 PM

Generative AI in Business Curriculum

Integrating SAP Cloud Analytics in MIS and Business Analytics

Presented by Alsius David and Izabella Lokshina

2:00-2:45 PM

Guided Discussion with the Business Advisory Council (BAC)

2:45-3:00 PM

Service Learning, PACC, and VITA Updates

Presented by Lisa Flynn and VITA Students

3:00-3:15 PM

Bloomberg 2024 Global Trading Challenge Updates

Presented by Catalina Hurwitz

3:15-4:00 PM

Building Alumni and Industry Engagement for Long-Term Impact (BAC)

Discussion Questions for the BAC:

Are there other innovative ways companies are investing in talent pipelines through academic partnerships?

Internships, hackathons, capstone sponsorships, mentorships, etc.?

What types of interdisciplinary or experiential learning are a competitive advantage for graduates, and make alumni or corporate sponsors proud to support?

Are there other models we should be exploring or scaling up?

What motivates donors and alumni to support innovation-focused initiatives?

Are there specific themes or outcomes that resonate most—e.g., entrepreneurship, community impact, social equity, or technological advancement?

How can we better align our academic priorities with donor interests?

Are there opportunities to co-develop initiatives, naming opportunities, or impact reports that would strengthen engagement?

Are there donor circles, corporate partners, or foundations we should be approaching based on your networks?

Would you be open to making introductions or facilitating conversations?

What strategies have you seen work well at other institutions to build long-term donor pipelines?

What role can the BAC play in shaping or supporting those strategies here?

66.2 Celebrating Three Years of SAP Excellence at SUNY Oneonta

Subjects

- Responsible Management Education
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

We're proud to mark the third anniversary of our SAP program at SUNY Oneonta—three years of hands-on learning, real-world projects, and industry partnerships that empower our students with in-demand SAP skills. Each year, we recognize outstanding achievement through the **SAP Student Recognition Award**, and this year's recipient is **Allison Moger!**

Allison's dedication, curiosity, and leadership in mastering SAP technologies have truly set her apart. Please join me in congratulating her on this well-deserved honor!

A heartfelt thank you to **SAP University Alliances** for their ongoing support and to our incredible faculty mentors who make this program possible. Here's to many more years of innovation, growth, and outstanding student success!

#SAP #SAPUniversityAlliances #StudentRecognitionAward #SUNYOneonta #HigherEd #Congratulations
#WomenInTech

66.3 Student Start-up Challenge and Pitch Competition**Subjects**

- Sustainable Development
- Entrepreneurship

Provide supporting context

Student Start-up Challenge and Pitch Competition is an exciting event showcasing the next generation of innovators and entrepreneurs. This collaborative effort between SUNY Oneonta and Hartwick College is designed to cultivate leadership, creativity, problem-solving, and resilience among our students. 14 student teams from SUNY Oneonta and Harwick will be presenting their startup concepts to a group of judges. Judges for the competition include alumni and local business owners and the winning students will receive a cash award.

66.4 LinkedIn: Student Research and Creative Activity (SRCA) Day**Subjects**

- Sustainable Supply Chain Management
- Responsible Management Education

Provide supporting context

[Kaelin O'Connor](#)[Kaelin O'Connor](#) • May 2025 SUNY Oneonta graduate

On Wednesday, April 16th, I had the amazing

opportunity to participate at my second research showcase for the Student Research and Creative Activity at [SUNY Oneonta](#). I had the privilege to share my research and be awarded the student research grant to support the data collection process.

My research blended two of my passions and interests both supply chain management and marketing. I researched SUNY Oneonta's Generation Z's perception of sustainably sourced products under three categories. A general context, fashion related, and food related.

As a result of my research both gathering quantitative and qualitative data from a Qualtrics survey distributed amongst an array of academic departments spanning business to art related studies and conducting three focus groups.

My findings resulted in understanding the impacts supply chain has regarding sustainability and ensuring that through a collaborative approach how sustainable products can be promoted to appeal to the Generation Z demographic.

I am very grateful for the help of Dr. Barbara Durkin my faculty advisor on this project for her support and endless encouragement. I also want to extend my gratitude to [Chien-Wei \(Wilson\) Lin](#) for his assistance in the quantitative data collection process!

66.5 PRME Initiatives Regularly Discussed in the Business Advisory Council (BAC) Meetings

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education
- Social Entrepreneurship

Provide supporting context

The Department of Business regularly meets with the Business Advisory Council (BAC), whose members include alumni and business leaders statewide, and discusses our PRME initiatives with them. This year, at our spring and fall meetings, we discussed the following emergent curriculum developments:

- The transition of the 5-year Professional Accounting major program into a 4+1 Professional Accounting major program and an improved curriculum
- Redesigning of Supply Chain Management concentration into the Green Supply Chain concentration and an improved curriculum
- Transition of Marketing concentration into Marketing major and improved curriculum
- Transition of Finance concentration into Finance major and improved curriculum
- Updates on learning outcomes and required skillsets for the future success of business graduates
- Technology in the curriculum (SAP, Bloomberg, gamification, AI, ChatGPT)
- Sustainability in the curriculum
- DEI in curriculum
- New Entrepreneurship curriculum as an upper-division Marketing course and as a Red Dragon seminar
- Business Plan Competition
- Potential for Data Analytics concentration
- Internship Program
- VITA Program
- Required resources, support, and fundraising
- Meeting and discussions with Student Advisory Council members

Connecting the BAC to our students is also a regular part of our PRME efforts; for example, our Student Advisory Council regularly presents its activities and concerns. The connection works both ways.

66.6 BGS Chapter Recognized with the Highest Honors Certificate

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

The International Honor Society, Beta Gamma Sigma is proud to recognize State University of New York at Oneonta For qualifying as a Highest Honors Chapter For the 2023-2024 academic year

Chairman Signature Secretary Signature

66.7 Roundtable Discussions on Cultural Identities in the Culinary Business

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

I want to share some reflections on yesterday's Roundtable Discussion on Cultural Identities in the Culinary Business—this year's DEI event I organized—as evidence of the business department's ongoing commitment to equity and inclusion.

This event was truly engaging and well-attended. The student turnout exceeded expectations, and the speakers' insights inspired a great deal of curiosity and thoughtful questions from our students.

One point that particularly stood out came from Johnny Fung, the Toronto-based owner of a decades-old international food business. He mentioned that while traditional Hong Kong-style milk tea has a long and cherished history, local businesses adapted it for the Toronto market by adding ice—something that, to many elder Hong Kongers, was previously unimaginable. This shift highlights the evolving tastes of second-generation immigrants and the flexibility required to stay relevant in a new cultural landscape.

Dr. Ho Hon Leung added a powerful sociological perspective, observing that after Hong Kong's return to China, many residents began to experience a sense of identity confusion. As a result, food that symbolizes Hong Kong's unique cultural heritage has taken on a heightened significance—it becomes a way for people to maintain their sense of belonging and cultural identity.

Donald Steele and his brother, co-owners of Happy Feet Caribbean Cuisine in Utica, shared that they channel the natural warmth and "love" embedded in Jamaican culture into their food and hospitality. They emphasized how their passion and heritage shine through every dish they prepare.

I've attached a few photos from the event to capture some memorable moments.

Liyao Pan, Ph.D.

Assistant Professor of Management

SUNY Oneonta

liyao.pan@oneonta.edu

66.8 Over 300 Children's Books Donated to Support Local Families and Community Programs

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education

Provide supporting context

Over 300 children's books were donated through a recent SUNY Oneonta Beta Gamma Sigma book drive, supporting the Oneonta Family Services Association and the SUNY Oneonta VITA Program. These books will now be made available to families and children throughout the Oneonta community.

This event was led by Emilie Peterson and this was the first time hosting such an initiative. "I am truly thankful to everyone who took the time to clean out their attics and dust off their bookshelves to donate," said Emilie. "This experience has provided me with valuable skills in event promotion, community outreach, and leadership—and it has inspired me to continue engaging in meaningful service that creates a positive impact."

Additional gratitude is extended to Kylie Mussaw, Tudor Wolfson, and Bridget Doherty, for their support and dedication in making the drive a success.

Thanks to this collaborative effort, hundreds of books will now find new homes, encouraging literacy and joy for children in the region.

AACBS is recognizing our Beta Gamma Sigma Chapter accomplishments and our BGS induction ceremony 2025.

66.9 Student Ambassadors

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

The Student Ambassador Program for the School of Liberal Arts and Business

Proposed December 2024 (updated April 8, 2025)

Jeanine M. Mingé, Ph.D., Greg Hummel, Ph.D., and Meagan Connolly (Lead Ambassador)

The Student Ambassador Program for the School of Liberal Arts and Business would be an excellent opportunity for students to participate actively in the promotion and marketing of the school and its departments. Here's how the program could be structured:

Purpose: The Student Ambassador Program aims to enhance the visibility and reputation of the School of Liberal Arts and Business. Ambassadors will actively promote the school's various academic departments, connect with prospective students, engage alumni, and involve the wider community. By sharing their personal experiences and participating in outreach activities, ambassadors will serve as vital liaisons between the school and its stakeholders. The ambassadors will also meet with the Lead Ambassador and the Dean for guidance and updates.

Program Structure:

1. Department-Specific Ambassadors:

- Each academic department will have one ambassador.
- Ambassadors will collaborate directly with their respective Department Chairs and faculty.
- Their role will be to represent, collect, and propose to market the department's academic programs and initiatives, enhancing student engagement and promoting department-specific events or opportunities.

2. Internship with Academic Credit & Paid Through Career Services:

- Ambassadors are hired as interns, earning academic credit for their participation.
- The Student Ambassadors will be enrolling in INTD 3997 for special internship credit, making them eligible to be paid for their on-campus internship. Students who want to have INTD 3997 count toward their major requirements should seek prior approval from their Department Chair.
- Payment for their work will be processed through the Career Services office, providing an added incentive for students to engage in the program while also gaining professional experience.

3. Faculty Advisor:

- The Dean or Associate Dean will oversee and grade each of the students on their internship credit.

4. Site Supervisor:

- The Site Supervisor will continue to be the Department Chair or designee.

1. Lead Ambassador:

- A Lead Ambassador will oversee the entire ambassador group, organizing and facilitating weekly meetings.
- The Lead Ambassador ensures that communication flows smoothly between all ambassadors, the Dean, and the respective departments.
- The Lead Ambassador plays a key role in mentoring other ambassadors and ensuring that each department's ambassador is effectively fulfilling their role.

2. Monthly Meetings with the Dean:

- Ambassadors will meet bi-weekly with the Dean.

- These meetings will provide an opportunity for the Dean to hear directly from students, gather feedback, and discuss new initiatives or upcoming events within the school.
- Ambassadors will also report on their activities, share updates on outreach efforts, and exchange ideas for future promotional strategies.

Student Ambassador Key Responsibilities

1. **1. Marketing and Outreach:**
 - Work with their department to find stories, events, etc., that are relevant and timely.
 - Collate that information to give to the Dean to distribute to key partners such as Alumni Relations, Communications & Marketing, and Admissions.
 - Help create Social Media content (blog posts, social media posts, video testimonials) that highlights the academic and student life experience at the school.
 - Promote departmental events, speaker series, and special initiatives across various platforms.
 - Create content for a Bi-Annual Newsletter for the School of Liberal Arts and Business to share with external partners such as parents, alumni, and donors.
1. **1. Student Re-Engagement Plan:**
 - Create social media accounts to boost the interconnectivity of students on campus
 - Create content for a newsletter to educate families, students, and high school seniors about student stories and opportunities on campus as a recruitment tool
 - Collaborate with Student Affairs to promote campus events and create new ones
 - Create and host events on campus to promote social media pages, encouraging students in majors/minors to follow
1. **1. Feedback and Engagement:**
 - Participate in focus groups and surveys to provide feedback on programs and events.
 - Actively engage in student leadership opportunities and contribute to discussions on ways to improve marketing strategies.
 - When possible, interact with prospective students during open houses.

Benefits to Ambassadors:

- - **Skill Development:** Public speaking, mediated communication, marketing, networking, and event planning.
 - **Professional Experience:** A valuable addition to a résumé and a way to build strong connections within the academic and professional community.
 - **Networking:** Direct interaction with faculty, staff, alumni, and prospective students.
 - **Exclusive Access:** Invitations to attend special events or participate in exclusive departmental activities typically reserved for faculty and staff.

Eligibility Criteria:

- - Be a current student enrolled in a major within the School of Liberal Arts and Business.
 - Demonstrate strong written and verbal communication skills.
 - Be active on social media and comfortable creating content (optional but beneficial).
 - Show enthusiasm for representing their Department, School, and assisting others.

Application Process:

- - Submit a short essay on why you want to be a Student Ambassador.
 - Provide a recommendation from a faculty member or mentor.
 - Participate in a brief interview to assess communication skills and enthusiasm.

This program could really benefit the School of Liberal Arts and Business by creating a strong student-led presence in marketing efforts and engaging prospective students in a meaningful way.

66.10 Internships

Subjects

- Ethical Leadership

- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development

Provide supporting context

Our internship program allows our students to work closely with business leaders as well as the business aspect of a variety of entities. We have long-term relationships with several firms such as ABM and JP Morgan and local organizations such as the Oneonta School Board and the New York Small Business Development Center. The Business Department strives for internships that provide students the opportunity to apply the tools and concepts learned in courses to practical settings. Dr. Sean Shannon advises students and supervises the academic credit-bearing internships that have been approved by the Business Department. To foster quality assurance for the internship program, each intern is required to write a paper summarizing the internship experience and highlighting the coursework that was most relevant to the internship. In addition to the application process open through the College Foundation's financial support for applied learning (e.g., several endowment funds are earmarked for such purposes), generous gifts from Mr. Kent Newhart '77 created a fund, described above, that led to an innovative first for Business and SUNY Oneonta: a student-managed investment portfolio that began in spring 2019. It has made an immediate and significant impact on teaching and learning in finance. Our annual review of the EBI SKYfactor Benchworks Undergraduate Exit Assessment reveals that up to 50% of graduates in a given year had completed an internship or other applied learning activity through the Business Department, providing students with applied learning experiences that are the path to full-time employment placement with specific firms and strengthen our connections to the communities we serve. Business students who have completed internships with ABM, British Telecom, Ernst & Young, JP Morgan, and KPMG, among others, have received offers of employment.

66.11 Backpacks to Briefcases (B2B)

Subjects

- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Responsible Management Education
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

In the fall semester, the Business Department, in cooperation with the Office of Alumni Engagement, sponsors Backpacks-to-Briefcases, a networking event in New York City. Alumni of the University and the School of Liberal Arts and Business welcome current students to their places of employment. Alumni representing firms such as ABM, Alliance Bernstein, Bloomberg, Citibank, and Ernst & Young host some 50 to 80 students each year. Alumni mentor students in understanding the job search process and career advancement. Backpacks-to-Briefcases is a regular source of placement and internship leads for participants.

66.12 Volunteer Income Tax Assistance (VITA)

Subjects

- Accounting
- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Responsible Management Education
- Sustainable Development
- Social Entrepreneurship

Provide supporting context

Volunteer Income Tax Assistance (VITA) is a program in which students complete over 50 hours of structured training and then begin to prepare income taxes for those taxpayers who qualify for the VITA program (i.e., taxpayers who make \$58,000 or less per year). This is an opportunity for our students to work with the community to provide a valuable service for those in need, particularly the elderly and low-income residents. These students obtain qualifications from the Internal Revenue Service and complete NYS training, allowing them to meet an identified and measurable learning outcome, obtain industry-specific competencies as well, and attain clear, desirable, and transferable skills.

The SUNY Oneonta VITA Program increased its appointments with the Oneonta community members by a third, while engaging 31 students. We have three of our Accounting students recognized by the Southern New York Chapter of CPAs in the 2025 ceremony.

66.13 Collaborative Online International Learning (COIL)**Subjects**

- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Human Resources
- Sustainable Development
- Responsible Management Education

Provide supporting context

Collaborative Online International Learning (COIL) is an approach that brings students and professors together across countries and cultures to learn, discuss, and collaborate as part of their class. Professors partner to design the experience, and students partner to complete the activities designed. COIL becomes part of the class, enabling all students to have a significant intercultural experience within their course of study.

66.14 Promotion of Global Social Responsibility Values**Subjects**

- Responsible Management Education
- Ethical Leadership

Provide supporting context

The Department actively promotes PRME values throughout our academic activities, co-curricular opportunities, and curricula. The curriculum engages students in activities that emphasize ethics, responsible management, and sustainability. Our values encourage business knowledge for informed citizens, consumers, business professionals, and educators. Faculty members focus on scholarship that emphasizes professional development, service, ethical decisions, multicultural understanding, and responsible management education.

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

66.15 Fostering Innovation through New Programs and Concentrations**Subjects**

- Accounting
- Finance
- Entrepreneurship
- Sustainable Supply Chain Management

- Responsible Management Education

Provide supporting context

The Department of Business is excited to report on a new green supply chain management concentration. The green supply chain management concentration prepares students for careers in managing the complex and global supply chains of today's businesses. Students learn about the latest SAP ERP technologies and how to use them to improve efficiency and transparency in supply chain management. They also develop the skills needed to manage projects of all sizes successfully. This concentration aligns with the SDGs: SDG 8 Decent Work and Economic Growth; SDG 9 Industry, Innovation, and Infrastructure; SDG 12 Responsible Consumption and Production.

Since 2022, the Department has been working on designing and implementing a new master's program in accounting to replace the existing 150-semester-hour undergraduate accounting program. As part of this work, we incorporate the recommendations of the CPA Evolution initiative, which is transforming the CPA licensure model to address the changing skills and competencies needed by students entering the accounting profession. This initiative is a joint effort by the National Association of State Boards of Accountancy (NASBA) and the American Institute of Certified Public Accountants (AICPA).

The accounting faculty members have completed a series of meetings with the Business Advisory Council and certain individual BAC members. In addition, the accounting faculty reviewed the existing curriculum to see how our program aligns with the new model curriculum developed by the AICPA and to identify topical areas where we need to adjust material covered in existing courses as well as add new courses. Finally, the accounting faculty identified problematic areas that need additional work, such as improving communication skills (both written and oral) and developing a better understanding of ethical issues in accounting, as well as areas with increased importance, such as data analytics and digital acumen. Many of these were recognized as problem areas for accounting students over the years; however, under this initiative, data analytics and digital acumen are new areas of focus. As we develop the new curriculum, we will address these perceived weaknesses.

The accounting faculty members have made great progress in incorporating PRME into the Accounting curriculum. For example, our new curriculum introduces Environmental Sustainability in the very first year of the program, along with micro- and macroeconomics. In addition, various skills courses have been added to address the perceived weaknesses of students entering the accounting profession. We have added an advanced Excel course as well as a Library and Internet Research course. At the Junior and Senior levels, in addition to the traditional accounting courses, students take Environmental Economics, Business Analytics, Corporate Social Responsibility, and Natural Resource Economics. These four courses directly support the PRME focus and provide a strong basis for students entering the new Master of Accounting program.

We believe it is essential to address the changing educational needs of accounting students. These efforts should help maintain the outstanding performance of our students on the CPA exam as well as better prepare them for entering the workforce. We attempt to have the new Master of Accounting program ready for implementation in 2026.

In 2025, the Department of Business developed a new major program in marketing and is currently working on developing a new major program in finance (currently a concentration in our BSAD major). These majors will provide students with the knowledge and skills they need to succeed in competitive fields where they often find employment, especially in New York City. We believe that the new programs will help us continue to provide our students with a high-quality education that prepares them for success in the global economy while sparking the enrollment growth we want to sustain a healthy department and campus.

66.16 Committee Chair Reports

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education

Provide supporting context

The Strategic Planning Committee Chair, Dr. Mine Ozer, met with the Dean, Chair, and other department committee chairs to discuss plans for the department. Dr. Ozer met with the Strategic Planning Committee members to have further conversations about future plans. The committee also discussed a new risk assessment plan. The committee was also responsible for helping to write the annual PRME report.

The Curriculum Committee Chair, Dr. Jie Feng, reported that the committee has been working on several important curriculum matters. In 2024, a significant development was made in the curriculum. Twelve new courses in the disciplines of Management (3), Marketing (1), MIS (2), Accounting (5), and Finance (2) were proposed and approved. Two new microcredential programs, including VITA and SAP Applications in Business, were approved, with a new Data-driven Decision Making in Business microcredential program being proposed. The curricular development includes undergraduate BS in Accounting, BS in Marketing, and BS in Finance major programs, and graduate Accounting MBA.

The Faculty Qualification Committee Chair, Dr. Lisa Flynn, reported that the committee worked on the faculty qualification matters. In the Spring 2025 semester, the committee evaluated the intellectual contributions of every faculty member and determined the level of individual scholarly activity based on the point system. The evaluation results were shared with all faculty in March 202.

The Personnel Committee Chair, Dr. Hua Zhong, reported that the committee had an extremely busy year. There were 4 contract renewal hearings. The committee had a very challenging time scheduling and conducting all these hearings and writing the letters on time. The committee anticipates a heavy load for the next year, too.

PRME Lead Writer Dr. Simona Giura was nominated in the Fall 2024 semester to write the 2014-25 PRME report in a new PRME Commons digital platform and submit it to the United Nations by June 2025. Dr. Giura, assisted by a small writing team including the Department Chair, Strategic Planning Committee Chair, and the Dean, successfully and timely manner produced the PRME report, submitted to the UN.

The Sustainability Curriculum Subcommittee Chair, Dr. Barbara Durkin, reported about her contributions to the Sustainable Susquehanna workshop with its focus on sustainable curriculum development - significant revision of the course description and the syllabus for Mgmt 3354 Corporate Social Responsibility. The following courses were taught as *Sustainability Related*: Mgmt 3362 Supply Chain Strategy, Finc 3233 Investment Management, Mgmt 3353 Production and Operations Management, Mgmt 3354 Corporate Social Responsibility, and Mgmt 3365 Project Management. These courses support our efforts related to sustainability in the curriculum for PRME and the University Global Coalition.

The Academic Advisement and Cooperative Program Coordinator, Dr. Dona Siregar, reported on:

- Meeting and guiding students who want to declare BSEC or PACC majors, Accounting, Finance, Marketing, Supply Chain concentration, or Business minor.
- Discuss with students the courses to take and ensure they can graduate from the programs on time.
- Worked with students to complete the form and communicate the form applications to the Office of Academic Advisement
- Coordinating with the Office of Academic Advisement and the Business Department chair for students who need to take courses from other Colleges or Universities.
- Assisting and handling advertising questions from faculty members
- Facilitating the process of identifying students eligible for academic awards at the level of the College, School, and department
- Chairing the Advisement Committee of the Business Department

Admissions Events Coordinator Dr. Barbara Durkin reported that the department faculty have been actively involved in supporting the university's efforts to recruit students for the Business Administration and Professional Accounting majors. Twelve faculty members have participated in the Admissions events. They were joined by students representing the clubs affiliated with the department. These events have included the Open House in November and the two Scholars Day events in February. This group also participated in the Admitted Students Open House and the Red Dragon Day in April. OnMark, the student chapter of the American Marketing Association, was instrumental in updating the PowerPoint presentations for each of these events. The revisions produced a product with vibrant graphics and information of high interest to prospective students. In addition, the process has been streamlined for coordinating participation in the Admissions events. Spreadsheets are developed to ensure adequate faculty representation from different disciplines for these occasions. Checklists ensure that the department's efforts to collaborate with the Admissions Office go smoothly.

The Volunteer Income Tax Assistance (VITA) Program Faculty Supervisor, Professor Charlene Foley-Deno, reported that a group of students trained by the state and the IRS to be certified volunteers provided free tax preparation and filing. Also, their services were available on campus to any member of the community, free of charge. Highlights are related to return review, site review, and positive feedback.

- The returns at this site are reviewed three times before they are submitted.
- The site has met 10 of the Quality Site Requirements, resulting in a 100% accuracy rate.
- The site has a good relationship with the taxpayers they assist at their site. The clients comment on how great a service Charlene and her students provide. The Civil Rights poster and Vol Tax poster are displayed in full view of taxpayers as soon as they enter the site. All required site materials and publications are kept in a neat and orderly fashion. This is a drop-off site. Clients come in with their income statements and are greeted cordially. They are then interviewed and verified during the intake process. Preparers then prepare the returns in a secure room requiring key access at all times. The returns are then triple reviewed, and the client is scheduled to come back at a later date to pick up the completed return.

The Internship Faculty Supervisor, Dr. Sean Shannon, reported about providing opportunities to students to work in the field of their choice and earn academic credit. Internships offer an experience that bridges academic work and “real-world” training. These experiences assist students with career interest clarification by incorporating academic work and practical application. Each internship is set up individually, which allows for each student to develop and grow and ensures success for all participants. These experiences, in their intended profession, are extremely beneficial and can be achieved with sole proprietors, large or small companies, not-for-profits, as well as governmental agencies. They are offered on campus, in the Oneonta community, and throughout New York State. These opportunities continue to provide students with avenues to apply skillsets, exercise professionalism, and incorporate the practical application of textbooks and classroom information.

DEI Office Fellow Dr. Liyao Pan reported on two DEI initiatives he proposed and coordinated in Spring 2025:

- Round Table Discussions on Restaurant Entrepreneurship and Diverse Ethnic Backgrounds. The events explored how cultural identity influenced restaurant business operations, discussing both opportunities and challenges while combining perspectives from academia and business.
- Business Simulation Game and Research on Inclusive Leadership. This initiative incorporated the Bodyswap “Resolving Conflict” simulation into management education to help students develop self-awareness of biased behaviors and foster an inclusive leadership mindset.

Collaborative Online International Learning (COIL) Fellow Dr. Barbara Durkin reported on collaboration with Drs. Maria Montoya of SUNY Oneonta and Miki Yamashita of Reitaku University in Japan in 2024. Earlier, Dr. Durkin's Human Resource Management (Mgmt 3341) and Dr. Yamashita's Intercultural Communication course explored how Hofstede's cultural dimensions were reflected in the business practices in different countries. The students in both courses exchanged ideas, culminating in a final reflection and group presentations. Dr. Durkin plans to visit Dr. Yamashita in Spring 2026 during her sabbatical leave. In the Spring of 2025, invited by international collaborators of Dr. Montoya, Dr. Durkin joined her to visit Columbia. As a result, Dr. Durkin plans to explore other global opportunities through COIL to connect, collaborate, and travel internationally.

66.17 Distinguished Alumni Lecture Series

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development
- Accounting
- Finance

Provide supporting context

The Office of Alumni Engagement has the great pleasure of inviting alumni back to the SUNY Oneonta Campus as part of the Distinguished Alumni Lecture Series. This series affords alumni who have distinguished themselves in their field an opportunity to give back to their alma mater by sharing practical advice with their fellow graduates

as well as current students. Lectures are tailored to the speakers' interests and availability and can include speaking with students about their careers, navigating the graduate school process, strategies for finding employment and networking advice, addressing a class in their specialty area, and interacting with faculty. In recent years the following alumni have visited us:

- 2023-24 – John DeMelis
- 2024-25 - Scott Salmirs

66.18 International Partnerships

Subjects

- Business Administration
- Business Law
- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

To promote international partnerships and the United Nations Sustainable Development Goals, Dr. Sean Shannon has been teaching a course, Ethics and Law for International Managers, every summer at JAMK University of Applied Sciences in Jyväskylä, Finland, since 2021. The course addresses the UN SDGs and sustainability through contract law in the global apparel and fashion industries. In addition, the University and Business Department encourage our students to study abroad through our Office of Global Education.

66.19 Dialogue among Stakeholders on Global Social Responsibility and Sustainability

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education

Provide supporting context

President Cardelle formed the Regional Innovation Council to increase coordination between the various economic and community development entities in the region. The council is split into nine subgroups that will collaborate on regional issues and opportunities in health care and human services, education, business development and entrepreneurship, employee recruitment and retention, arts and culture, sustainability and agriculture, and nonprofit support.

The Department is involved in campus-wide sustainability activities. Prof. Durkin has been an invited presenter at university-wide events such as Sustainable Development Goal 9 - Industry, Innovation, and Infrastructure: What Should Everyone Know? as part of the United Nations Sustainable Development Goals (SDGs) Spotlight Series; The State of Sustainability at SUNY Oneonta: Curricular Accomplishments during SUNY Oneonta Green Dragon Week Program; and Sustainable Development Goal 9 - Industry, Innovation and Infrastructure in Medellin, Colombia, as part of the SUNY Oneonta SDGs for Total Peace Dragon Seminar Series.

Many students participated in the Student Research and Creative Activity (SRCA) Day. Their research posters were designated as sustainability-related by the President's Advisory Council on Sustainability. Business faculty members annually present their sustainability-related research projects at the Life of the Mind Faculty Showcase on the SUNY Oneonta campus.

66.20 Sharing Knowledge with External Business Stakeholders

Subjects

- Corporate Social Responsibility (CSR)
- Responsible Management Education
- Ethical Leadership

Provide supporting context

Interaction and development of new relationships with external business stakeholders to share knowledge in order to address challenges in meeting social and environmental responsibilities and explore jointly effective approaches and strategies to meet these challenges.

SIGNATORY

SUNY Oneonta School of Liberal Arts and Business



Address

226 Netzer Administration Building, 108 Ravine Parkwayion, Oneonta, , 13820
US



Website

<http://suny.oneonta.edu/>