

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

SUNY Oneonta School of Liberal
Arts and Business

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about SUNY Oneonta School of Liberal Arts and Business, including key details and basic institutional data.

Mission

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.

Vision

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

Strategy

Business Strategic Plan 082324

View document  Download document 

Strategy Alignment

Strategy Alignment

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.

Guiding Principles and Strategic Goals

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.

Institutional History

Alignment with the AACSB Standards

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.

Long-Term Commitment to PRME

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.

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Social Impact

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.

Graduates & Enrollment

2025 Statistics	Number
Graduates	103
Faculty & Staff at the University	1202
Faculty & Staff at the Institution	22
Student Enrollment at the University	5536

2025 Statistics	Number
Student Enrollment at the Institution	719
Undergraduate Attendance	719
Masters-Level Postgraduate Attendance	0
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	719

Degrees Offered

Bachelor Programs

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

Masters Programs

-  Master of Science (M.Sc. or M.S.)
-  Master of Arts (M.A.)
-  Master of Education (M.Ed.)

Undergraduate Degree Programmes

-  Business Administration Major
-  Professional Accounting Major
-  Marketing Major

Masters Degree Programmes

-  New M.B.A. in Accounting Program (in review and approval process)
-  New MBA (General Management - under review)
-  New MBA (Marketing) - under review
-  New MBA (Finance) - under review

Postgraduate Degree Programmes

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

Certificates, Professional Development, or Associate Programmes

-  Bloomberg Market Concepts
-  Bloomberg Environmental Social Governance Certificate
-  SAP Student Recognition Award (SRA)
-  IRS tax return preparation certification
-  Google Data Analytics Certificate (under development)
-  Google Digital Marketing Certificate (under development)
-  Google Project Management Certificate (under development)



Purpose

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

Letter of Commitment



School of Liberal Arts and Business

Our Continuing Commitment to PRME

Over the past several years, the Department of Business has significantly deepened its commitment to the Principles for Responsible Management Education (PRME). We remain proud of our status as a PRME signatory and, more importantly, increasingly recognize PRME as an essential framework for preparing responsible business leaders, strengthening our academic programs, and advancing our contributions to society.

As part of our most recent AACSB accreditation process, we carefully reflected on our priorities, achievements, and opportunities for continued growth. Despite constrained resources, the ongoing effects of the pandemic on our students, and sustained demands on faculty, we reaffirmed our commitment to PRME. Its values-driven framework provides an important foundation for moving forward with purpose, integrity, and a clear focus on positive societal impact.

PRME is now embedded across our curriculum, research, and co-curricular activities. We have integrated principles of ethical leadership, sustainability, and global citizenship into students' learning experiences and continue to engage faculty through meetings, retreats, and professional development. Our commitment to the United Nations Sustainable Development Goals (SDGs) further strengthens this work by connecting our academic and community initiatives to globally recognized priorities.

Importantly, our commitment has progressed from intention to measurable action. All Business Administration and Professional Accounting students are now required to complete Corporate Social Responsibility (MGMT 3354), ensuring that PRME principles are an integral part of their educational experience. We have also begun collecting and analyzing baseline assessment data to evaluate student learning and the development of ethical awareness.

Faculty engagement with the SDGs has also expanded, with a growing body of scholarly work, service activities, and campus initiatives focused on sustainability and responsible leadership. These efforts demonstrate that PRME is both a curricular commitment and a values framework that increasingly shapes our scholarship, service, and broader engagement with our community.

PRME continues to inform the evolution of our academic programs. We successfully launched a new Finance major, moved closer to rolling out our MBA programs, and transformed our 150-

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SUNY ONEONTA

School of Liberal Arts and Business

credit undergraduate Professional Accounting program into a four-year pathway. These initiatives expand access to high-quality business education while maintaining a strong foundation in ethical leadership, sustainability, and responsible management.

Perhaps most visibly, our remodeled Alumni Hall building, which houses the Department of Business, stands as a physical representation of our values. Designed with sustainability and community-building in mind, the space fosters greater collaboration among students, faculty, and staff. We are proud that the building achieved LEED Platinum certification — further demonstrating our commitment to environmental stewardship and responsible management.

Our remodeled Alumni Hall visibly represents these commitments. Designed to promote sustainability, collaboration, and community, the building creates an environment that supports interaction among students, faculty, and staff. Its LEED Platinum certification further reflects our commitment to environmental stewardship and responsible management.

Looking ahead, PRME will remain central to the identity, priorities, and future direction of the Department of Business. We are committed not simply to maintaining our status as PRME signatories, but to continually advancing the principles through meaningful action, assessment, innovation, and reflection. We will build on the progress achieved to date, strengthen the integration of responsible management education across our programs, and continue seeking opportunities to increase our positive impact on students, our institution, our community, and society.

This report documents our progress, the tangible outcomes of our initiatives, and our strategic priorities for further strengthening our impact in the years ahead. We look forward to continuing this important work and to advancing PRME's mission through sustained institutional commitment and collective action.

Sincerely,



Brett S. Heindl, Ph.D., Interim Dean
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Definition of 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.

Institutional Engagement

76% - 100%

of faculty at SUNY Oneonta School of Liberal Arts and Business actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

TABLE 9-1. SOCIETAL IMPACT ACROSS
STANDARDS 11262025

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

NSSE26 High-Impact Practices

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

NSSE26 Topical Module - Civic Engagement

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

NSSE26 Engagement Indicators

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

Purpose - continue telling our story

SUNY Oneonta continues to strengthen its commitment to responsible management education through experiential learning, community engagement, and the integration of sustainability and ethical leadership across the curriculum. Faculty members regularly incorporate real-world projects, case analyses, and learning opportunities that encourage students to address complex social, environmental, and economic challenges.

We encourage our students to engage with local businesses, nonprofit organizations, and community stakeholders. Through internships, service-learning projects, student organizations, and professional development activities, students gain practical experience while developing the leadership, communication, and ethical decision-making skills necessary for responsible management.

Faculty scholarship also contributes to the advancement of responsible management practices. Research conducted by faculty members addresses topics such as sustainability, innovation, ethical leadership, organizational effectiveness, stakeholder management, and social responsibility. Faculty actively disseminate their findings through academic publications and conference presentations.

In addition, we support a culture of transparency and continuous improvement through regular assessment of student learning outcomes, curriculum review processes, accreditation activities, and stakeholder engagement. Feedback from students, alumni, employers, and community partners is incorporated into program development to ensure that curricula remain relevant and responsive to emerging societal needs.

The university's commitment to diversity, equity, inclusion, and belonging further reinforces responsible management education by preparing students to work effectively in diverse organizations and communities.



Values

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



How We Define Values

Our values 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.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

The following narratives demonstrate how SUNY Oneonta School of Liberal Arts and Business has influenced students' academic journey and personal growth.

Volunteer Income Tax Assistance (VITA)

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.

Internships

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.

Backpacks to Briefcases (B2B)

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.

LinkedIn: Student Research and Creative Activity (SRCA) Day

[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!

Collaborative Online International Learning (COIL)

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.

Student Awareness

76% - 100%

of students at SUNY Oneonta School of Liberal Arts and Business are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100%

of students at SUNY Oneonta School of Liberal Arts and Business actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Celebrating Earth Month 2026

With sustainability as one of our core institutional values, this year we invite you to reflect on how to be a responsible steward of our community and its resources. Our campus practices sustainability every day, but Earth Month offers a chance to participate in special, meaningful ways.

Our annual Green Dragon Week has become Green Dragon Weeks! From **Apr. 20 - May 2**, join the campus-wide celebration of sustainability by participating in workshops, stopping by tabling in the quad, making your commute more eco-friendly, and more! Check out [the 2026 Green Dragon Weeks schedule](#) and the other [Earth Day/Month-themed events](#).

This year, we look forward to welcoming Ethan Tapper to deliver the [2026 Cornell-Gladstone-Hanlon-Kaufmann \(CGHK\) Lecture in Environmental Education and Communication](#). Tapper is a forester, ecosystem steward, and author of *How to Love a Forest*. Please join us at the lecture on **Wednesday, Apr. 29, at 7p.m.** in the Hunt Union Ballroom. This event is free and open to the public.

Lastly, please mark your calendars for the Earth Festival on Saturday, May 9. The Otsego County Conservation Association will be hosting a drive-through recycling drop off and we'll have activities, food, and more. [See full event details](#).

We hope to see you at some of the events and activities planned!

Sincerely,

Alberto J.F. Cardelle, President

Rachel Kornhauser, Associate Director of Sustainability

Celebrating Values

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

Roundtable Discussions on Cultural Identities in the Culinary Business

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.
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Over 300 Children's Books Donated to Support Local Families and Community Programs (2025)

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."

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.

Celebrating Three Years of SAP Excellence at SUNY Oneonta

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

Commitment to Responsible Management Education and Sustainability

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.

Student Ambassadors

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.

Continue telling your story

Sustainability Milestones & Future Goals - 2026

Sustainability Milestones & Future Goals	The Office of Sustainability and the University Advisory Council on Sustainability are excited to share updates about sustainability efforts and initiatives here at SUNY Oneonta.	First is a thank you to everyone who has contributed to the various sustainability-focused programs and events we offer.
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- This year, 40% of on-campus students have earned their [Green Room Certification](#).
- We have 12 faculty and staff who participated in our 2026 [Sustainable Susquehanna Workshop](#).
- There are 74 [courses with a sustainability designation](#) for the 2025-2026 academic year.
- More than 100 individuals have donated clothing and house wares to the Red Dragon Thrift Shop this year. In turn, we've raised over \$3,000 for our sustainability scholarship that provides financial support to four students!

What's coming up:

- **Centralized Waste Collection**
- From Feb. 2 - Mar. 20, four buildings on campus (Sherman, Hunt Union, MOC, and Facilities) are piloting a new procedure for managing trash and recycling from offices and classrooms called centralized waste collection (CWC). We are incorporating this practice to help us meet requirements from the State and SUNY that state we must work to eliminate the use of garbage bags within offices and classrooms (see below). To do this, there will be several centralized waste collection stations in each building (hallways, break rooms, shared printing locations, etc.) with large receptacles where people can toss their trash and recycling.

-
- CWC practices will be rolled out to other building on campuses after the pilot. Stay tuned for a timeline and additional updates. Details about centralized waste collection, FAQs, and more are available on [our CWC SharePoint intranet site](#).
-
- [The University Teach-in today, Monday, Feb. 2](#) will provide more information about the Centralized Waste Collection initiative and other sustainability efforts on campus. Join us at 3 p.m. in Fizzle 106.
-
- **SUNY Single-Use Plastics Elimination Compliance**
- In March 2024, SUNY enacted a new policy for the [Elimination of Single Use Plastics](#) that applies to all SUNY campuses. This requires us to take steps for phased elimination of purchasing or using items like plastic grocery bags, trash bags for offices & classrooms, balloons, plastic straws, plastic utensils, and more.
-
- We've already done a great job in eliminating things like plastic grocery bags and straws. The Office of Sustainability is always happy to help you brainstorm on sustainable alternatives to single-use products like balloons, takeout containers, bottles, etc.
-
- **Fresh Air Kits**
- We're offering new ["Fresh Air Kits"](#) for the campus community to borrow from the Thrift Shop. These kits provide supplies and tips for simple outdoor activities like birdwatching, stargazing, nature photography, and more. The goal is to support personal well-being efforts with environmental responsibility and inclusive activities. This effort was made possible through support from the Capek Fund for Inclusive Excellence and in partnership with the Office of Equity and Inclusion and the Counseling Center.
-
- **Composting Pilot in Ford Hall**
- Students living in Ford Hall have the opportunity to join our "compost crew" and learn how to compost food waste. This is a pilot program that we're hoping will become a staple!

How to get involved:

- Encourage students to work with the Office of Sustainability as [Eco Reps or interns](#).
- Plan to attend the Cornell-Gladstone-Hanlon-Kaufmann Lecture in Environmental Education and Communication on April 29. This year's speaker is Ethan Tapper.
- Mark your calendar for a community-wide EarthFestival on May 9. The Otsego County Conservation Association will be joining us to host a recycling drop off program, sustainability activities, and more.

- Volunteer for the [move-out donation program](#). Each year we need volunteers to help us sort through the thousands of items students donate as they move out of the residence halls. Reach out to sustainability@oneonta.edu if you're interested in helping organize our free community "sale" in mid-May.
- Take [steps to conserve energy](#) when you leave your office or room on campus.
- Participate in any of the initiatives mentioned above!

All of the work listed above is in addition to other Facilities and university-wide efforts, like our Clean Energy Master Plan, LEED certified buildings, Grind2Energy food scrap recycling, planned solar array and battery projects, and more.	Thank you for your support in upholding our commitment to SUNY Oneonta's institutional value of sustainability!
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2026 Sustainable Susquehanna Workshop

SUNY Oneonta's Sustainable Susquehanna program is a two-day workshop (Jan. 21 - 22, 2026) for those who are interested in integrating sustainability into new or existing courses or programming for the campus community. Participants will receive an honorarium upon completion of the workshop and submission of a revised syllabus or program plan (with implementation slated for Fall 2026 or sooner). [Learn more about the Sustainable Susquehanna workshop.](#)

Eligibility:

The program is open to all current faculty and staff.

Sustainable Development Goals Speaker Series 2025-2026

The campus community was invited to the Hulbert Event Center at 3pm on Friday, October 24, 2025 for the [Sustainable Development Goals Speaker Series](#) hosted by the Department of Economics. The SDG Speaker Series brings to campus researchers whose expertise connects to one or more of the [U.N. Sustainable Development Goals](#).

In the eighth talk of this series, Brian Dillon (Cornell University) discusses recent research aimed at improving the monitoring of food security for populations that are difficult to reach due to conflict, environmental disaster, state action, or other barriers.

The campus community was invited to the Otsego Grille (Morris Conference Center, Lower Level) at 3pm on Friday, September 26, for the [Sustainable Development Goals Speaker Series](#) hosted by the Department of Economics. The SDG Speaker Series brings to campus researchers whose expertise connects to one or more of the [U.N. Sustainable Development Goals](#). In the seventh talk of this series, Dr. Amit Batabyal (Arthur J. Gosnell Professor of Economics and Head of the Department of Sustainability at the Rochester Institute of Technology) proposes a new method for managing air

pollution in one of the world's most polluted cities: New Delhi, India. This innovative approach guides policymakers in determining the length of time for air quality regulations to remain in place, thereby protecting both the ecological and economic health of the city.

The campus community was invited to Le Café (Morris Hall) at 3pm on Friday, March 27, 2026 for the Sustainable Development Goals Speaker Series hosted by the Department of Economics. The SDG Speaker Series brings to campus researchers whose expertise connects to one or more of the [U.N. Sustainable Development Goals](#). Refreshments will be served.

In the ninth talk of this series, Dr. Chad Sparber (Colgate University) examines how the H-1B visa program shapes innovation and job opportunities in the United States, while remaining one of the most debated areas of immigration policy. He analyzes recent policy changes and considers who stands to gain or lose. Dr. Sparber's research has been cited in the *New York Times* and *Wall Street Journal*, and featured in Forbes.

Core Value in Focus: Inclusivity SUNY Grant & Capek Fund Nurture Belonging Efforts

Through [SUNY's "Outdoors for All" program](#), SUNY Oneonta was one of 13 campuses to receive an \$8,000 grant to engage more students in outdoor activities and promote inclusivity, sustainability, wellness, and community development.

A collaboration between Campus Recreation, the Counseling Center, the Office of Equity and Inclusion, and the Office of Sustainability led to an idea to foster belonging and inclusivity by increasing student access to outdoor activities. The group is offering a variety of ways for students to experience our natural environment, reducing barriers such as the need to own high-cost equipment, and hosting welcoming, low-commitment programming. The grant has helped the university:

- Purchase outdoor equipment for students to borrow - including specialized gear in a wide range of sizes and more user-friendly options. This decreases the chance that someone's financial means, physical traits, or experience level would prevent them from participating in activities.
- Host events that feature demonstrations and workshops with experts. Organizations like Nature Rx and the Otsego County Conservation Association have held events in partnership with different offices and groups to de-mystify outdoor recreation and allow students to ask questions in small group settings.

The Office of Sustainability and Counseling Center also collaborated to create "[fresh air kits](#)" through support from the Capek Fund for Inclusive Excellence. The kits provide all necessary supplies for various outdoor activities, including nature photography, mindfulness, birdwatching, and stargazing. Students can borrow a fresh air kit anytime for free, making activities that benefit both physical and mental health more approachable and low-risk. Stop by the Thrift Shop during its regular operating hours to sign a fresh air kit out!

TABLE 9-1. SOCIETAL IMPACT ACROSS
STANDARDS 11262025

View document  Download document 

NSSE26 High-Impact Practices

View document  Download document 

NSSE26 Topical Module - Civic Engagement

View document  Download document 

NSSE26 Engagement Indicators

View document  Download document 

NSSE26 Snapshot

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Teach

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



How We 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.

Courses that support RME

SUNY Oneonta School of Liberal Arts and Business reports 25 courses in 2025 that support responsible management education and sustainable development goals.

Fundamentals of Management | MGMT 2241

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.

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.





Management Information Systems | MIS 3351

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.

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.



Strategic Management | MGMT 4990

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.

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.

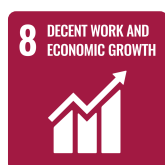


Organizational Behavior | MGMT 3343

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.

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.

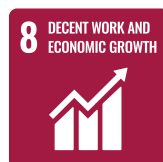
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Human Resource Management | MGMT 3341

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

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.



Corporate Social Responsibility | MGMT 3354

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.

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



Legal Environment of Business | LAW 2222

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.

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)).

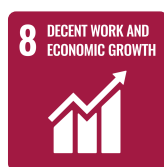
In this class, we address ESG metrics because each element has significant legal implications for business. In addition to the regulatory and legal compliance necessary in environmental law, due to global warming, businesses now must be concerned with the legal liability, insurance, and managing risk 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.



Managerial Accounting | acct 2122

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.

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.



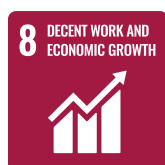
Corporate Finance | FINC 3231

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.

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.



Governmental & Nonprofit Accounting | ACCT 4333

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.

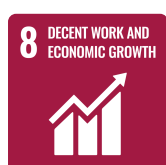
Students gain understanding of not only how to record financial events for governments and nonprofits, but also of the importance of accountability, transparency, and fiduciary responsibility. Governments are answerable to the public at large. Nonprofits are answerable to their supporters and the clientele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



Principles of Microeconomics | ECON 1111

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).

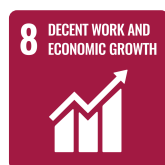
This course has a sustainability-related designation. This means, according to the AASHE guideline: "a course that includes sustainability that is primarily focused on a topic other than sustainability but incorporates a unit or module on sustainability or a sustainability challenge, includes one or 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.



Human Resource Management | MGMT 3341-01

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

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.



Portfolio Management | FINC 4333

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.

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.



Investment Management | FINC 3233

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.

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



Federal Taxation -- Business Entities | ACCT 4323

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.

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.



Adventures in Entrepreneurship | DRGN 1000-02

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

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.



Business Analytics | MGMT 3350

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.

At the end of the course, students will:

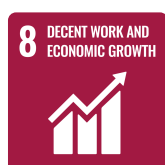
1. Develop an increased appreciation for the use of analytical methods in business decision-making.
2. Obtain an understanding of business analytics and its relevance to modern business practices.
3. Be capable to read, understand and communicate in the language of applied business analytics.
4. Evaluate 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.



Case Studies in Business | BUS 3000

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.

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.



Management Information Systems | MIS 3351

This course 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.

The 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.



Production & Operations Management | MGMT 3353

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.

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).



Supply Chain Strategy | MGMT 3362

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.

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.



Fundamentals of Marketing | MKTG 2261

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.

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.



Consumer Behavior | MKTG 3364

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.

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).



Introduction to Business | BUS 1111

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.

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.



Marketing Management | MKTG 4890

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.

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.



Teaching Awards

In 2025, 37 awards were given to faculty and educators at SUNY Oneonta School of Liberal Arts and Business.

National Recognition for Sustainability Leadership

Granter: The Princeton Review Guide to Green Colleges 2025

Grantee: SUNY Oneonta

Award Description:

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.

NYSAR3 Leadership Award:

Granter: New York State Association for Reduction, Reuse and Recycling

Grantee: SUNY Oneonta

Award Description:

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.

LEED Platinum Certification for Alumni Hall

Granter: U.S. Green Building Council (USGBC)

Grantee: SUNY Oneonta/Alumni Hall

Award Description:

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.

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

Granter: SUNY Oneonta

Grantee: Dr. Sean Shannon



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).

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

Grantee: Dr. Sean Shannon



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

Granter: SUNY Oneonta Alumni Association

Grantee: Dr. Barbara Durkin



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

Granter: SUNY Oneonta Alumni Association

Grantee: Dr. Lisa Flynn

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

Granter: SUNY Oneonta Alumni Association

Grantee: Dr. Izabella Lokshina



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

Granter: SUNY

Grantee: Dr. Mine Ozer



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

Granter: SUNY

Grantee: Dr. Wilson Lin



2024 Best Faculty Award, BGS Honor Society, Teaching, Advisement, Service. (May 2024).

Granter: BGS Honor Society

Grantee: Dr. Lisa Flynn



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

Granter: American Society of Business and Behavioral Sciences

Grantee: Prof. Charlene Foley-Deno



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

Granter: American Society of Business and Behavioral Sciences

Grantee: Prof. Charlene Foley-Deno



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

Granter: Bloomberg

Grantee: DR. Catalina Hurwitz

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

Granter: SUNY Oneonta Alumni Association

Grantee: Dr. Dona Siregar



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

Granter: SUNY Oneonta

Grantee: Dr. Barbara Durkin



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

Granter: Eastern Academy of Management Annual Conference

Grantee: Dr, Simona Giura



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

Granter: 2024 American Marketing Association (AMA) Annual International Collegiate Conference

Grantee: Dr. Wilson Lin



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

Granter: SUNY Oneonta

Grantee: Dr. Izabella Lokshina



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

Granter: SUNY Oneonta

Grantee: Dr. Mine Ozer



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

Granter: SUNY Oneonta

Grantee: Dr. Simona Giura



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

Granter: SUNY Oneonta

Grantee: Dr. Jie Feng



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

Granter: SUNY Oneonta

Grantee: Dr. Wilson Lin



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

Granter: SUNY Oneonta

Grantee: Dr. Barbara Durkin



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

Granter: SUNY Oneonta

Grantee: Dr. Liyao Pan



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

Granter: SUNY Oneonta

Grantee: Dr. Jing Yang



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

Granter: SUNY Oneonta

Grantee: Dr. Lambrianos Nikiforidis



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

Granter: EUROSIS-ETI SCIFI-IT'2023 conference

Grantee: Dr. Izabella Lokshina



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

Granter: EUROSIS-ETI.

Grantee: Dr. Izabella Lokshina



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

Granter: Oneonta's engengBGS Chapter

Grantee: Dr. Lisa Flynn



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

Granter: Bloomberg

Grantee: Dr. Catalina Hurwitz



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

Granter: Journal of Business Ecosystems, IGI Global

Grantee: Dr. Izabella Lokshina

Student Research Grant - Research/Creative Activity Shadowing Track

Granter: Research Committee

Grantee: Chien-Wei Lin and Robert Cellura

Award Description:

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.

2024 Sheth Foundation AMA Case Competition - Commendable

Granter: American Marketing Association

Grantee: The Marketing Club Team

Award Description:

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.

Top 15 Collegiate Chapters of the Year Award

Granter: American Marketing Association

Grantee: The Marketing Club

Award Description:

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.

BGS Certificate of the Highest Honors Chapter (2025)

Granter: BGS

Grantee: BGS

Award Description:

The highest recognition a BGS chapter can obtain.

Pillar Award, SUNY Oneonta Alumni Association, Teaching. (April 2026).

Granter: SUNY Oneonta Alumni Association

Grantee: Izabella Lokshina

Award Description:

Pillar Award

Educator Recognition

At SUNY Oneonta School of Liberal Arts and Business, we recognize educators for quality of teaching in the following ways:

- ❖ Course evaluation scores
- ❖ Annual teaching excellence awards
- ❖ Faculty promotion and tenure consideration
- ❖ Pedagogical innovation grants

Teaching Voices

The following statement demonstrates ways in which educators at SUNY Oneonta School of Liberal Arts and Business support sustainability and responsible management in their classrooms.

Integrating Corporate Social Responsibility into Responsible Management Education at SUNY Oneonta

In my CSR-related course components, I position Corporate Social Responsibility as a core competency of responsible management education rather than an add-on topic. The course uses real-world business cases to help students apply stakeholder thinking and ethical decision-making frameworks to evaluate CSR actions and their social impacts, and it emphasizes evidence-based judgment through structured learning activities (e.g., a formal debate on balancing economic viability and corporate philanthropy, followed by a reflection paper). Students are required to support claims with theoretical rationale and empirical or factual evidence, engage respectfully with opposing arguments, and articulate how their understanding of CSR evolves through analysis and dialogue. The resulting artifacts (debate materials, reflections) provide clear evidence of student learning.

Barriers to Innovative Curriculum

In 2025, SUNY Oneonta School of Liberal Arts and Business identified the following barriers to innovating, updating, or taking risks in existing curriculum:

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

Barriers to Innovative Pedagogy

In 2025, SUNY Oneonta School of Liberal Arts and Business identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

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

Continue telling your story

Teach - continue telling our story 2026

At SUNY Oneonta, responsible management education is intentionally embedded across the curriculum rather than confined to a single course, with faculty integrating ethical reasoning, sustainability, and stakeholder awareness into core and elective offerings. Through experiential learning approaches, such as applied projects, case-based discussions, students are encouraged to connect theory to practice while addressing real-world organizational and societal challenges. Faculty continuously refine their teaching through assessment of student learning outcomes, reflective assignments, and ongoing curriculum review, ensuring that responsible management principles remain current and impactful.

In addition, engagement with local organizations, student-led initiatives, and co-curricular activities reinforces these values beyond the classroom.

NSSE26 Topical Module - Experiences with
Information Literacy

View document  Download document 

NSSE26 Engagement Indicators

View document  Download document 

NSSE26 Snapshot

View document  Download document 



Research

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

How We 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.

Research vs Research for RME/Sustainable Development

8 Peer-reviewed articles were published by SUNY Oneonta School of Liberal Arts and Business from this past calendar year.

vs

5 Peer-reviewed articles were published by SUNY Oneonta School of Liberal Arts and Business from this past calendar year in support of RME.

Research Funding

In 2025, SUNY Oneonta School of Liberal Arts and Business was awarded funding for research that is:



Local



Regional



National



International

Socializing Research

In 2025, SUNY Oneonta School of Liberal Arts and Business contributed research findings to:

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

Research Projects

In 2025, SUNY Oneonta School of Liberal Arts and Business reported 2 research projects that implemented responsible or sustainable activities.

AACSB Table 8-1 Intellectual Contributions (Date Range: September 1, 2020 - August 31, 2026), Integrated for All Business Faculty.

Period Covering: August, 2026 - September, 2026

Department: Business Administration

AACSB Table 8-1 Intellectual Contributions Date Range: September 1, 2020 - August 31, 2026



Business Faculty Publications AY 2025-26

Period Covering: September, 2025 - August, 2026

Department: Business Administration

Business Faculty Publications AY 2025-26



Research Awards

In 2025, SUNY Oneonta School of Liberal Arts and Business was awarded 1 research award for responsibility- and/or sustainability-related research.

Izabella Lokshina - The Best Paper award - ISC'2025

Granter: ISC

Grantee: Izabella Lokshina

Award Description:

Izabella Lokshina - The Best Paper award - ISC'2025 - Algorithms for Accelerating Rare Event Simulation with Markov Chain Modeling in Communication Networks.. Skovde: Eurosis - ETI.

Research Presentations Related to RME and/or Sustainability

In 2025, SUNY Oneonta School of Liberal Arts and Business gave 2 research presentations related to RME and/or sustainability.

Conference Presentations

Authors: | | | z | a | b | e | | | | a | | L | o | k | s | h | i | n | a

Date of publication: April, 2025

Presented at: National or international discipline-specific conference

Department: Business Administration

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.



Peer-reviewed Papers in Conference Proceedings | [DOI](#)

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: April, 2025

Presented at: National or international discipline-specific conference

Department: Business Administration

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.



Publications Related to RME and/or Sustainability

COVID-19 digital proximity-tracing applications: uptake, performance, and public health management implications

| [DOI](#)

Authors: Izabella Lokshina | Cees Lanting

Date of publication: May, 2026

Department: Business Administration

The COVID-19 pandemic profoundly disrupted public health systems worldwide, underscoring the need for tools to manage infectious disease transmission. Contact tracing has long been a core strategy in epidemic response, and the widespread availability of smartphones has enabled its evolution into digital proximity tracing via mobile applications. During the pandemic, numerous countries and regions implemented such apps based on location data and short-range communication technologies. This study examines the adoption, operational integration, and real-world effectiveness of digital proximity-tracing apps across multiple national contexts. Evidence suggests that these applications had a limited impact on reducing COVID-19 transmission due to low adoption rates and uneven integration into public health service operations. Furthermore, concerns about privacy, data security, and trust significantly influenced their adoption and performance. The findings emphasize that successful digital health interventions depend not only on technology but also on governance frameworks, communication strategies, and service design during public health emergencies.



Accelerated buffer overflow simulation in self-similar queuing networks with long-range dependent processes and finite buffer capacity

| [DOI](#)

Authors: Izabella Lokshina | Cees Lanting

Date of publication: June, 2026

Presented at: National or international discipline-specific conference

Department: Business Administration

The paper recommends an approach for effectively estimating the probability of buffer overflow in high-speed communication networks that can carry diverse traffic, including self-similar teletraffic, and support varying quality-of-service levels. Simulations are conducted using stochastic, long-range dependent self-similar traffic-source models. A new efficient algorithm, based on a variant of the RESTART/LRE method, is developed and applied to accelerate buffer overflow simulation in a finite-buffer single-server model under long-range dependent self-similar traffic with different buffer sizes. Numerical examples and simulation results are shown.



Algorithms for accelerating rare event simulation with Markov chain modeling in communication networks

Authors: Izabella Lokshina | Cees Lanting

Date of publication: June, 2025

Presented at: National or international discipline-specific conference

Department: Business Administration

This paper recommends new methods to estimate effectively the probability of buffer overflow in communication networks, which, due to design criteria, is very small in telecom queuing systems; therefore, it can be considered a rare event and estimated using rare event simulation with Markov chains. Two-node queuing systems with feedback are considered and an event of buffer overflow at the second node is studied. Based on the importance sampling and cross-entropy routines, two efficient rare event simulation algorithms are developed and applied to accelerate buffer overflow simulations with Markov chain modeling. Numerical examples and simulation results are provided.



Research Voices

The following statements demonstrate ways in which researchers at SUNY Oneonta School of Liberal Arts and Business bring sustainability and responsible management into their research.

Research collaboration

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.

Support for Scholarship and Professional Development

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.

Innovative and Impactful Research

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.

Research Barriers

In 2025, SUNY Oneonta School of Liberal Arts and Business identified the following barriers to conducting research related to sustainability and/or responsibility:

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

Continue telling your story

TABLE 9-1. SOCIETAL IMPACT ACROSS
STANDARDS 11262025

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Align faculty scholarship with PRME

The Department of Business is committed to promoting mission-related and high-quality research that advances societal impact and aligns with the principles of PRME and the United Nations Sustainable Development Goals, particularly SDG #1 focused on reducing poverty and promoting social well-being. Beginning in Fall 2026, the department will implement an annual cycle of initiatives designed to strengthen faculty scholarship, increase research productivity, and support research development activities. To encourage mission-driven scholarship, the department will host at least one annual faculty research workshop focused on PRME principles, SDG-related research, and societal impact. These workshops will provide opportunities for faculty collaboration, idea development, and the sharing of best practices in impactful research.

NSSE26 Topical Module - Experiences with
Information Literacy

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

NSSE26 Engagement Indicators

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

AACSB Table 8-1 Intellectual Contributions (Date Range: September 1, 2020 - August 31, 2026), Integrated for All Business Faculty.

Period Covering: August, 2026 - September, 2026

Department: Business Administration

AACSB Table 8-1 Intellectual Contributions Date Range: September 1, 2020 - August 31, 2026



Business Faculty Publications AY 2025-26

Period Covering: September, 2025 - August, 2026

Department: Business Administration

Business Faculty Publications AY 2025-26



NSSE26 Snapshot

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Partner

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

How We 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.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Mid-Atlantic Association of Colleges of Business Administration (MAACBA)

Student Organization Partnerships

- ❖ Hillel International
- ❖ Beta Gamma Sigma International Honor Society (BGS)

Partnerships

The following provides more details on 8 key partnerships at SUNY Oneonta School of Liberal Arts and Business.

Regional Innovation Council (RIC)

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.

Mid-Atlantic Association of Colleges of Business Administration (MAACBA)

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

Otsego County Chamber of Commerce

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

Beta Gamma Sigma International Honor Society (BGS)

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.

Association to Advance Collegiate Schools of Business (AACSB)

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

Business Advisory Council (BAC)

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

Internal Revenue Service (IRS)

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.

Environmental Sciences Club and Economics Club

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.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at SUNY Oneonta School of Liberal Arts and Business support sustainability and responsible management education.

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

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.

Workshop on Smart Cities and Digital Society

On April 5, 2017, representatives from industry, non-profit organizations, and academia held a workshop to discuss how national and state initiatives in Smart Cities and the Digital Society can provide economic opportunities for the City of Oneonta, Otsego County, and the broader region. Sponsored by the Otsego County Chamber of Commerce, Custom Electronics, Inc., and ARMA International, LLC, the program of workshop included a plenary presentation, five break-out sessions, and extensive discussions on how to best achieve the defined goals. The workshop was hosted by SUNY Oneonta.

Participants at the workshop believed that taking advantage of emerging technology opportunities is a vital enabler for economic growth. One such opportunity mentioned involves investments made by industry as well as federal, state, and local agencies within the framework of Smart Cities and the Digital Society. Core abilities of Smart Cities involve effective and efficient solutions to the numerous and diverse services provided to citizens by municipalities. It was stated that while a central role of government is to establish priorities in allocating resources and in developing the needed policies, technological advances to implement these policies originate from the private sector. Relevant technologies and related opportunities for the City of Oneonta were discussed in break-out sessions. The following five parallel sessions took place in which participants discussed ideas, needs, and opportunities for the regions and made recommendations for action:

Session 1: Energy, Effectiveness & Efficiency

Session 2: Environmental Sustainability & the Built Environment

Session 3: Transport & Mobility

Session 4: Information for Quality of Life, Food Health & Art

Session 5: Innovation Opportunity Development (IOD) & Technology Transfer

Dedicated scribes took extensive notes on all points discussed during each breakout session, after which they presented each session's findings and recommendations to all participants. Extensive discussions followed, and the recommendation was made to create an organizational entity to continue to deliberate on opportunities and the best ways to capture them for the benefit of the City of Oneonta and of the entire region. It was further recommended that the needed entity be in the form of a consortium in which members will be interested corporations, academic, non-profit organizations, government entities, and individuals.

A vote was taken and the proposal was approved unanimously by all participants who were defined as the first Founding Members of the Consortium. An initial name for the latter was accepted as the Consortium for Complete Community Solutions. The organizers of the workshop were charged with the creation of a plan to implement the structure of the Consortium and the decisions made during the workshop.

AACSB Responds Positively to the Business (Re)Accreditation Application

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

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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 - -

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Roundtable Discussions on Cultural Identities in the Culinary Business

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

Over 300 Children's Books Donated to Support Local Families and Community Programs (2025)

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."

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.

LinkedIn: Student Research and Creative Activity (SRCA) Day

[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!

Celebrating Three Years of SAP Excellence at SUNY Oneonta

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

Student Start-up Challenge and Pitch Competition

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.

BGS chapter recognized with the highest honors (2025)

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 2024-2025 academic year.
Due to this recognition, one student will receive a 1000 dollars scholarship.

Continue telling your story

Partnership - continue telling our story

SUNY Oneonta continues to strengthen its commitment to responsible management education through meaningful partnerships with businesses, nonprofit organizations, alumni, and community stakeholders. These partnerships provide students with opportunities to apply classroom knowledge to real-world challenges while developing professional skills and an understanding of the broader societal impact of management decisions.

The School of Liberal Arts and Business maintains strong relationships with regional employers and community organizations that support internships, guest speakers, experiential learning projects, mentoring opportunities, and career development activities. These collaborations help ensure that academic programs remain relevant to the evolving needs of organizations and society.

Faculty members regularly engage with practitioners through community-based projects. These partnerships facilitate the exchange of knowledge between academia and practice and contribute to the development of innovative and responsible management practices.

Alumni also play an important role in supporting student success through networking opportunities, career panels, mentoring, and participation in classroom activities. By maintaining strong connections with alumni and external stakeholders, SUNY Oneonta creates a collaborative learning environment that benefits students, faculty, organizations, and the broader community.

These ongoing partnerships reinforce the university's mission of preparing students to become ethical, responsible, and effective leaders who can contribute positively to their organizations and society.

TABLE 9-1. SOCIETAL IMPACT ACROSS STANDARDS 11262025	View document  Download document 
NSSE26 High-Impact Practices	View document  Download document 
NSSE26 Topical Module - Civic Engagement	View document  Download document 

NSSE26 Topical Module - Experiences with
Information Literacy

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

NSSE26 Engagement Indicators

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

NSSE26 Snapshot

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



Practice

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

How We 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.

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

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

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Sustainability+and+Procur

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Sustainability Policies & Plans

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Workplace Violence Policy

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Responsible Conduct in Research Policy

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Freedom of Expression and Assembly Policy

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No Idling Policy	View document 	Download document 
Building Temperature Policy	View document 	Download document 
Scientific Misconduct Policy	View document 	Download document 
Discrimination and Sexual Harassment Complaint Procedure	View document 	Download document 
Response to Bias Acts and Hate Crimes Policy	View document 	Download document 
State University of New York at Oneonta _ Scorecard _ Institutions _ STARS Reports	View document 	Download document 
suny_oneonta_Clean Energy Master Plan	View document 	Download document 
Open Access Policy	View document 	Download document 
Student Diversity, Equity, and Inclusion Council (SDEIC)	View document 	Download document 
Faculty Center for Teaching, Learning & Scholarship	View document 	Download document 

Practice Awards

In 2025, SUNY Oneonta School of Liberal Arts and Business received 5 awards for responsible and/or sustainable practices.

NYSAR3 Leadership Award:

Granter: New York State Association for Reduction, Reuse and Recycling

Grantee: SUNY Oneonta

Award Description:

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.

LEED Platinum Certification for Alumni Hall

Granter: U.S. Green Building Council (USGBC)

Grantee: SUNY Oneonta/Alumni Hall

Award Description:

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.

Green Dragon Recognition Program (2025)

Granter: SUNY Oneonta

Grantee: Various students

Award Description:

Seventy SUNY Oneonta students were recently honored for their dedication to sustainability efforts on campus thanks to the Green Dragon Recognition Program. The Green Dragon Recognition Program (organized by the Office of Sustainability) seeks to celebrate and recognize students who have shown commitment to sustainability during their time at SUNY Oneonta.

Honorees received the following Green Dragon Recognition awards: Roots, Shoots and Saplings. Students who received the Roots award attended eight sustainability-tagged events throughout the 2024-2025 academic year. The Shoots award was given to students who attended 10 sustainability-tagged events and earned a B or above in two sustainability-related courses or one sustainability-focused course.

The Saplings award was given to students who attended 10 sustainability-tagged events, earned a B or above in two sustainability-related courses or one sustainability-focused course, and completed two sustainability-leadership experiences, including internships, presenting sustainability-related posters at Student Research and Creative Activity day, being an EcoRep, Sustainability Resident Advisor, Recycling Ambassador and more.

Sustainability is a core value at SUNY Oneonta, and it is infused into all aspects of campus life, from academics to operations and engagement. Evidence of the university's commitment to sustainability can be seen in the student-run Red Closet Thrift Shop, courses with sustainability designations in more than half of the academic departments, an active University Advisory Council made up of faculty, staff and students, and an overall commitment to supporting a community that is socially just, environmentally healthy and economically stable.



Local Leadership Project Excellence Award for Upstate NY from the United States Green Building Council (USGBC) 2026

Granter: United States Green Building Council (USGBC)

Grantee: Alumni Hall Building

Award Description:

The renovation of Alumni Hall was recently selected as the recipient of the Local Leadership Project Excellence Award for Upstate NY from the United States Green Building Council (USGBC). This recognition celebrates projects that showcase outstanding achievement in advancing sustainable, healthy, and resilient communities through better buildings. The Alumni Hall project was selected specifically for significant advancement in green innovation and sustainability outcomes within our local area.

Campus Architect Jared Shue represented SUNY Oneonta at the USGBC's New York Impact Symposium held on Mar. 4 at SUNY ESF in Syracuse. This annual event highlights the latest in green building topics and how to drive meaningful impact through technology, sustainability, and more.

National Recognition for Sustainability Leadership

Granter: The Princeton Review Guide to Green Colleges 2025

Grantee: SUNY Oneonta

Award Description:

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.

Practice Voices

The following statements from stakeholders at SUNY Oneonta School of Liberal Arts and Business demonstrate our commitment to sustainable and responsible practices.

Engagement in Service Activities

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.

International Partnerships

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.

Global Engagement

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).

Spring 2026 - Oneonta-Hartwick Student Start-up Challenge and Pitch Competition

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. Teams from SUNY Oneonta and Hartwick 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.

Workshop on Smart Cities and Digital Society

On April 5, 2017, representatives from industry, non-profit organizations, and academia held a workshop to discuss how national and state initiatives in Smart Cities and the Digital Society can provide economic opportunities for the City of Oneonta, Otsego County, and the broader region. Sponsored by the Otsego County Chamber of Commerce, Custom Electronics, Inc., and ARMA International, LLC, the program of workshop included a plenary presentation, five break-out sessions, and extensive discussions on how to best achieve the defined goals. The workshop was hosted by SUNY Oneonta.

Participants at the workshop believed that taking advantage of emerging technology opportunities is a vital enabler for economic growth. One such opportunity mentioned involves investments made by industry as well as federal, state, and local agencies within the framework of Smart Cities and the Digital Society. Core abilities of Smart Cities involve effective and efficient solutions to the numerous and diverse services provided to citizens by municipalities. It was stated that while a central role of

government is to establish priorities in allocating resources and in developing the needed policies, technological advances to implement these policies originate from the private sector. Relevant technologies and related opportunities for the City of Oneonta were discussed in break-out sessions. The following five parallel sessions took place in which participants discussed ideas, needs, and opportunities for the regions and made recommendations for action:

Session 1: Energy, Effectiveness & Efficiency

Session 2: Environmental Sustainability & the Built Environment

Session 3: Transport & Mobility

Session 4: Information for Quality of Life, Food Health & Art

Session 5: Innovation Opportunity Development (IOD) & Technology Transfer

Dedicated scribes took extensive notes on all points discussed during each breakout session, after which they presented each session's findings and recommendations to all participants. Extensive discussions followed, and the recommendation was made to create an organizational entity to continue to deliberate on opportunities and the best ways to capture them for the benefit of the City of Oneonta and of the entire region. It was further recommended that the needed entity be in the form of a consortium in which members will be interested corporations, academic, non-profit organizations, government entities, and individuals.

A vote was taken and the proposal was approved unanimously by all participants who were defined as the first Founding Members of the Consortium. An initial name for the latter was accepted as the Consortium for Complete Community Solutions. The organizers of the workshop were charged with the creation of a plan to implement the structure of the Consortium and the decisions made during the workshop.

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

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. 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.

Student Ambassadors

The Student Ambassador Program for the School of Liberal Arts and Business started in the Fall of 2025.

The Student Ambassador Program for the School of Liberal Arts and Business is an excellent opportunity for students to actively participate in the promotion and marketing of the school and its departments.

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 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.
- 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. 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.

4. Monthly Meetings with the Dean:

- Ambassadors will meet once a month with the Dean of the School of Liberal Arts and Business.
- 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

Key Responsibilities

1. **1. Marketing and Outreach:**
 - Help create 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.
1. **1. Peer Support:**
 - Offer guidance to prospective and current students by sharing personal academic experiences.
 - Serve as a liaison between students and faculty to help build community connections.
1. **1. Public Speaking and Networking:**
 - Engage in virtual and in-person events, providing insights into programs and student life.
 - Work with admissions teams and marketing team to support recruitment activities and marketing opportunities by offering firsthand knowledge of programs.
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.

Benefits to Ambassadors:

- - **Skill Development:** Public speaking, 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.

Eligibility Criteria:

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

Volunteer Income Tax Assistance (VITA)

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.

Each spring, students gain real-world accounting experience while simultaneously serving the greater Oneonta community through the Volunteer Income Tax Assistant (VITA) program. Students who are selected as VITA interns learn to prepare tax returns and become IRS-certified volunteers. Then, they offer free basic tax preparation to local residents, most of whom are senior citizens, persons with disabilities, those with limited proficiency in English, or those who meet VITA income requirements for this region.

This year, 42 students participated and hosted approximately 185 appointments with community members, a 25% increase in clients compared to last year. In total, the VITA students helped their clients get back more than \$260,000 in returns.

While the students are the ones preparing the tax returns, IT Services, University Police, Custodial, and Facilities ensure the VITA space in Alumni Hall is equipped and prepared to support the program. As a result of last year's VITA efforts, VITA Coordinator, Assistant Professor of Accounting **Charlene Foley-Deno**, partnered with Associate Professor of Accounting **Dr. Lisa Flynn** and VITA intern **Emma Heckert '26**, on a paper about VITA community outreach and student experiential learning. They submitted the paper to the Federation of Business Disciplines 2026 conference and were selected to present. In March, Dr. Flynn and Emma traveled to Dallas, TX, and presented their session titled "Implementation of a Successful and Growing VITA Program to Foster Community Impact and Student Growth."

[Read more about this year's VITA program in an AllOtsego article](#) written by **Brianna Ferguson '27**, a OnNY Community Media Lab and SUNY Institute for Local News intern.

Distinguished Alumni Lecture Series

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

2025-2026 - Spencer Rosman '82

Internships

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.

Backpacks to Briefcases (B2B)

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.

Collaborative Online International Learning (COIL)

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.

Continue telling your story

TABLE 9-1. SOCIETAL IMPACT ACROSS
STANDARDS 11262025

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

NSSE26 High-Impact Practices

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NSSE26 Topical Module - Civic Engagement

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NSSE26 Topical Module - Experiences with
Information Literacy

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NSSE26 Engagement Indicators

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NSSE26 Snapshot

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Practice - Continue Telling Our Story

SUNY Oneonta is committed to providing students with opportunities to apply responsible management principles through experiential and practice-based learning. Faculty members incorporate case studies, simulations, team projects, service-learning activities, internships, and community-engaged learning experiences that allow students to connect theoretical concepts with real-world managerial challenges.



Share

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



How We Define Share

At 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.

Engagement Opportunities

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

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

Communication Audiences

SUNY Oneonta School of Liberal Arts and Business communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

Sharing Voices

The following statements from stakeholders at SUNY Oneonta School of Liberal Arts and Business demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

International Partnerships

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.

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

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.

Workshop on Smart Cities and Digital Society

On April 5, 2017, representatives from industry, non-profit organizations, and academia held a workshop to discuss how national and state initiatives in Smart Cities and the Digital Society can provide economic opportunities for the City of Oneonta, Otsego County, and the broader region. Sponsored by the Otsego County Chamber of Commerce, Custom Electronics, Inc., and ARMA International, LLC, the program of workshop included a plenary presentation, five break-out sessions, and extensive discussions on how to best achieve the defined goals. The workshop was hosted by SUNY Oneonta.

Participants at the workshop believed that taking advantage of emerging technology opportunities is a vital enabler for economic growth. One such opportunity mentioned involves investments made by industry as well as federal, state, and local agencies within the framework of Smart Cities and the Digital Society. Core abilities of Smart Cities involve effective and efficient solutions to the numerous and diverse services provided to citizens by municipalities. It was stated that while a central role of government is to establish priorities in allocating resources and in developing the needed policies, technological advances to implement these policies originate from the private sector. Relevant technologies and related opportunities for the City of Oneonta were discussed in break-out sessions. The following five parallel sessions took place in which participants discussed ideas, needs, and opportunities for the regions and made recommendations for action:

Session 1: Energy, Effectiveness & Efficiency

Session 2: Environmental Sustainability & the Built Environment

Session 3: Transport & Mobility

Session 4: Information for Quality of Life, Food Health & Art

Session 5: Innovation Opportunity Development (iOD) & Technology Transfer

Dedicated scribes took extensive notes on all points discussed during each breakout session, after which they presented each session's findings and recommendations to all participants. Extensive discussions followed, and the recommendation was made to create an organizational entity to continue to deliberate on opportunities and the best ways to capture them for the benefit of the City of Oneonta and of the entire region. It was further recommended that the needed entity be in the form of a consortium in which members will be interested corporations, academic, non-profit organizations, government entities, and individuals.

A vote was taken and the proposal was approved unanimously by all participants who were defined as the first Founding Members of the Consortium. An initial name for the latter was accepted as the Consortium for Complete Community Solutions. The organizers of the workshop were charged with the creation of a plan to implement the structure of the Consortium and the decisions made during the workshop.

Roundtable Discussions on Cultural Identities in the Culinary Business

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

Over 300 Children's Books Donated to Support Local Families and Community Programs (2025)

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.”

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.

LinkedIn: Student Research and Creative Activity (SRCA) Day

[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!

Celebrating Three Years of SAP Excellence at SUNY Oneonta

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

Student Start-up Challenge and Pitch Competition

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.

BGS chapter recognized with the highest honors (2025)

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 2024-2025 academic year.

Due to this recognition, one student will receive a 1000 dollars scholarship.

Promotion of Business Knowledge for All Stakeholders

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.

Fostering Innovation through New Programs and Concentrations

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.

Distinguished Alumni Lecture Series

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

Dialogue among Stakeholders on Global Social Responsibility and Sustainability

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.

Sharing Knowledge with External Business Stakeholders

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.

Internships

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.

Backpacks to Briefcases (B2B)

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.

Volunteer Income Tax Assistance (VITA)

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.

Collaborative Online International Learning (COIL)

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.

Student Ambassadors

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.

Communication Barriers

SUNY Oneonta School of Liberal Arts and Business faces the following barriers in transparent communications:



**Data privacy
regulations**



**Inconsistent
updates**



**Audience
reach**

Continue telling your story

TABLE 9-1. SOCIETAL IMPACT ACROSS
STANDARDS 11262025

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

NSSE26 High-Impact Practices

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NSSE26 Topical Module - Civic Engagement

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NSSE26 Topical Module - Experiences with
Information Literacy

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NSSE26 Engagement Indicators

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NSSE26 Snapshot

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Lecture in Environmental Education & Communication!

The Cornell-Gladstone-Hanlon-Kaufmann (CGHK) Committee is pleased to announce **Ethan Tapper** as the distinguished speaker for this year's Lecture in Environmental Education & Communication! **Tapper will be on campus on April 29, 2026**, to deliver the [2026 CGHK Lecture](#), which is free and open to all. Part of 2026 Green Dragon Week, the lecture will be delivered at 7 p.m. in the Hunt Union Ballroom.

Ethan Tapper is a forester, digital storyteller, and the bestselling author of *How to Love a Forest: The Bittersweet Work of Tending a Changing World*. For more than a decade, Tapper has been recognized as a thought-leader in the world of ecosystem stewardship, winning numerous regional and national awards for his work. Since its publication in 2024, *How to Love a Forest* has been named the winner of the 2025 New England Book Award for nonfiction and received international acclaim.

Tapper's message of relationship, responsibility, and hope reaches millions of people each year through his writing, social media, and the hundreds of walks, talks, and keynotes that he hosts across North America.

Established in 2000 with the generous support of Dr. William Kaufmann and Virginia Kaufmann '44, the Cornell-Gladstone-Hanlon-Kaufmann (CGHK) lectureship (named to honor the Kaufmann's family members) is an endowed fund within the SUNY Oneonta Foundation. The purpose of this lectureship

is to bring international leaders in environmental thought and education to the SUNY Oneonta campus to interact with the university community and present a free public lecture. [Learn more about the lecture and past speakers.](#)

SIGNATORY

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