

2025 Sharing Information on Progress (SIP) Report

Loyola Marymount University

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nationssupported 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 Loyola Marymount University, including key details and basic institutional data.

Vision

We see business as central to creating a world that advances economic, social, and environmental flourishing. We aspire to be a community of teacher-scholars, students, staff, and stakeholders in the Jesuit and Marymount traditions, devoted to innovation and impact. We aim to be an educational institution of choice for students of all levels and prepare the next generation of principled leaders and global citizens.

Graduates & Enrollment

2024 Statistics	Number
Graduates	646
Faculty & Staff at the University	2000
Faculty & Staff at the Institution	126
Student Enrollment at the University	10000
Student Enrollment at the Institution	2320
Undergraduate Attendance	2247
Masters-Level Postgraduate Attendance	213
Doctoral Student Attendance	11

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

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

Undergraduate Degree Programmes

- Accounting B.S.
 Accounting B.S.
 Accounting B.S.
 Information Systems and Business Analytics B.B.A.
- Information Systems and Business Analytics B.S.
 Entrepreneurship B.B.A.
- Management and Leadership B.B.A.

 Marketing B.B.A.

Masters Degree Programmes

- 且 Taxation M.S. 且 Accounting M.S.A. 且 Entrepreneurship and Sustainable Innovation M.S.
- 围 Management M.S. 国 Applied Business Research M.S.
- 图 Master in Entertainment Leadership and Management 图 Business Administration M.B.A.
- 围 Business Analytics M.S. 旬 Dual M.S. Computer Science/Master of Business Administration
- Dual M.S. Environmental Science/Master of Business Administration
- Dual M.S. Healthcare Systems Engineering/Master of Business Administration
- Dual M.S. Systems Engineering/Master of Business Administration
- Dual M.S.E. Civil Engineering/Master of Business Administration
- Dual M.S.E. Electrical Engineering/Master of Business Administration
- Dual M.S.E. Mechanical Engineering/Master of Business Administration
- 見 J.D./M.B.A. Dual Degree Program: Doctor of Jurisprudence and Master of Business Administration Degrees

Postgraduate Degree Programmes



Certificates, Professional Development, or Associate Programmes

g Foundations of Management Certificate



Values

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

Who Champions Responsible Management Education at Our Institution

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

Student Voices

The following narratives demonstrate how Loyola Marymount University has influenced students' academic journey and personal growth.

Student Voice: Nina Berglund '25 (B.B.A. Marketing)

"When I first entered the College of Business Administration, I thought business was simply about making money. Over time, I've come to see it as much more nuanced—an avenue to connect cultures, span borders, and create meaningful impact. CBA's mission of cultivating moral courage and creative confidence has shaped how I view my future: business is not just a career, it's a responsibility to the global community. Through my experiences in entrepreneurship and marketing, multiple business-forgood courses, and opportunities to travel to countries across multiple continents with CBA—including Korea, Taiwan, Italy, and Colombia—I've realized that there are countless ways to practice business as a force for good. Just to name a few examples, I studied regenerative farming in Italy that provides communities with organic, pesticide-free food; examined regenerative fashion as a model for a more sustainable industry; and learned how a nonprofit in Colombia empowers native-owned businesses to access national and international markets. Together, these experiences revealed that business for good can take many forms, and that it can be both deeply meaningful and genuinely fun. I now see business as a force that empowers creativity, uplifts communities, and strengthens our shared world."

Student Voice: Mohini Parmekar '25 (B.B.A. Finance)

I have always had a passion for sustainability and social justice, but as a finance major at LMU, I thought that I would have to push these interests of mine to the side. However, I was pleasantly surprised with how much the UN SDGs played a role inside and outside of my coursework. All of my CBA classes, from Strategic Management to International Business, integrated the SDGs, in some way, shape or form, into the curriculum. I also had the absolute pleasure of serving as a UN SDG Student

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Ambassador on campus; a role in which I was able to show the LMU student body how the SDGs are relevant to us all. I am so grateful to my CBA family and the LMU community for providing me with the skillset to use business as a force for good.



Teach

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

Courses that support RME

Loyola Marymount University reports 2 courses in 2024 that support responsible management education and sustainable development goals.

Financial Accounting

BCOR 2110

This course involves the study of financial accounting. Students are introduced to 1) the role of financial accounting and reporting in business and society, 2) the basic concepts and techniques of financial accounting and 3) the preparation and use of financial statements. Topics covered include accrual basis of accounting, the financial accounting cycle, internal controls, ratio analysis, and the reporting and analyzing of financial statement elements.



Environmental Problems, Issues & Impacts

ENSI 6210

Environmental Problems will explore the dynamic and integrated nature of human ecological impacts from a global perspective. With an eye towards entrepreneurial solutions, the course will engage the current theories and practice of the research being conducted on the patterns and process of human-dominated ecosystems – ranging from biodiversity and the water crisis, to public health and environmental justice. Using an active inquiry approach to the curriculum, students will critically evaluate existing research paradigms, design solution-oriented projects and present findings to their peers.









○ Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

○ Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

○ Learning Mindset



To a great extent

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

○ Method of Teaching and Learning



In person

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



Research

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

Research vs Research for RME/Sustainable Development

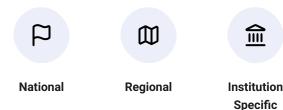
Peer-reviewed articles were published by Loyola Marymount University from this past calendar year.

Peer-reviewed articles were published by Loyola Marymount University from this past calendar year in support of RME.

Research Funding

In 2024, Loyola Marymount University was awarded funding for research that is:

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Socializing Research

In 2024, Loyola Marymount University contributed research findings to:

- Industry and business networks
- Community organizations
- Government and policy makers
- Open-access platforms

Research Awards

In 2024, Loyola Marymount University was awarded 3 research awards for responsibility- and/or sustainability-related research.

Property Fulbright U.S. Scholar Awards

Granter: Fulbright Scholar Program

Grantee: Aidin Namin, Ph.D.

Award Description:

Fulbright Scholar Awards are provide unique opportunities for scholars to teach and conduct research abroad. Namin was been selected as a Fulbright U.S. Scholar for summer 2025 to conduct research in Brazil focusing on using analytics to analyze healthcare disparity in Brazil, especially among marginalized populations.

Granter: 2024 American Accounting Association

Grantee: Yini Wang, Ph.D.

Award Description:

To recognize superior scholarship, a Best Paper Award is presented at the AAA Annual Meeting. Yini Wang of Loyola Marymount University, Febrizio Ferri of University of Miami, and Zeyu Ou of University of Miami won for their paper "Searching for Directors." Abstract: We examine a Securities and Exchange Commission (SEC) rule mandating disclosure of the source recommending new independent directors (NID). In a sample from 2010 to 2019, 42% of the NID are recommended by search firms, 29% by current independent directors, and 20% by CEO and other executives. The recommending source is systematically associated with certain NID characteristics and subsequent actions. These associations suggest that boards turn to search firms when they need to go beyond their immediate network and identify candidates with greater executive expertise, or to diversify in terms of gender and race. In contrast, CEO-recommended candidates are more common when the CEO is powerful and closer to these candidates, consistent with CEOs using their influence to appoint loyal directors. Along these lines, CEO-recommended NID adopt a more management-friendly stance. Finally, we document widespread non-compliance with the disclosure requirement and recommend that the SEC revamp and enforce the rule.

♀ AACSB Influential Leader Award

Granter: Association to Advance Collegiate Schools of Business

Grantee: Alex Glosenberg, Ph.D.

Award Description:

AACSB's Influential Leaders program showcase faculty and alumni from AACSB-accredited business schools whose passion and influence, through research and advancing new knowledge, led to meaningful change in business and society. Glosenberg was recognized for his groundbreaking work on using entrepreneurship to facilitate the empowerment of some of the world's most marginalized populations and his cutting-edge approaches to entrepreneurial mindset training.

Research Presentations Related to RME and/or Sustainability

In 2024, Loyola Marymount University gave 1 research presentation related to RME and/or sustainability.

Do Attractive Proxy Statements Cover for Unattractive Financial Information?

Authors: James Plecnik, Associate Professor of Accounting, Loyola Marymount University | Sophie Luo, Associate Professor of Accounting, Marquette University | Liu Yang, Assistant Professor of Accounting department at Wichita State University

Date of publication: June, 2024

Presented at: Haskayne and Fox Accounting Conference

Department: Accounting

Reputation Management by Proxy (Statement): Do Attractive Proxy Statements Cover for Unattractive Financial Information?



Publications Related to RME and/or Sustainability

When Employees Go to Court: Employee Lawsuits and Talent Acquisition in Audit Offices

<u>DOI</u>

Authors: Jade Huayu Chen, Assistant Professor of Accounting, Loyola Marymount University

Date of publication: August, 2025

Department: Management | Accounting

I examine whether employee-initiated lawsuits against an audit office adversely affect its ability to attract high-quality talent and deliver quality audits. I posit that employee lawsuits erode prospective employees' perceptions of an office, diminishing their willingness to join. Using a comprehensive data set of individual auditor profiles, I find a decline in the quality of newly hired auditors following an employee lawsuit. Cross-sectionally, the adverse effect of employee lawsuits on talent acquisition is more pronounced when an office is undergoing higher growth and when a case receives greater media attention. Conversely, this adverse effect is less pronounced when an audit office is larger or offers more competitive wages within the local area. When an audit office is unable to recruit high-quality

talent, its audit quality is likely to suffer. Consistent with this, I find a deterioration in audit quality provided by an office following an employee lawsuit. Overall, this study underscores the importance of human capital management and employer reputation for audit offices that operate in competitive labor markets.





Intercultural Capacity Building in Virtual STEM Communities

DOI

Authors: Ruth V. Akumbu, Ph.D. Instructor, Loyola Marymount University | Eugene Kim, Professor of Leadership & Dissertation Chair, Concordia University Irvine | Kristina Lux, Post-doctorate Fellow, Pepperdine University | Danielle Espino, Ph.D., co-principal investigator and project manager for NSF-funded research, Pepperdine University | Eric Hamilton, Jan and Robert Davidson Endowed Professor, Pepperdine University

Date of publication: September, 2025

Department: Psychology | Education

This article examined the impact of culture on learners by applying the Transfer and Adoption of Universal Principles (TAUP) model to analyze intercultural differences between students from the U.S. and Africa. Using Epistemic Network Analysis (ENA), the study modeled relationships in virtual cross-collaborative team interactions between learners from Global North (U.S.) and Global South (Kenya, Cameroon, and Namibia). Cameroonian participants were statistically distinct (p < 0.05) from U.S. and other African learners. Analysis showed that knowledge transferred by Cameroonian students related to heritage, cultural practices, and local STEM (LSTEM) contributed to U.S. learners' cultural sensitivity and fostered reciprocal understanding across contexts.





Research Barriers

In 2024, Loyola Marymount University identified the following barrier to conducting research related to sustainability and/or responsibility:

Funding challenges



Partner

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

Institutional Partnerships

- ♦ AACSB (Association to Advance Collegiate Schools of Business)
- ♦ Aim2Flourish
- Executive Doctorate in Business Administration Council (EDBAC)
- Global Business School Network
- GRLI (Globally Responsible Leadership Initiative)
- Financial Times
- Graduate Management Admission Council (GMAC)
- Quacquarelli Symonds (QS)
- University Councils
- Local institutions and associations

Student Organization Partnerships

Net Impact



Practice

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

How We Define Practice

LMU defines sustainability as a holistic commitment to reducing environmental impact while promoting human health, serving the whole person, and contributing to the betterment of our world. Rooted in ecological balance and social responsibility, sustainability at LMU is integrated into campus life, operations, and education for lasting positive change.

Institutional Policies and Practices

- ♦ AASHE STARS report
- Buildings/real estate
- Campus operations guides
- Climate action plan
- Curriculum guidelines
- Employee equity, diversity, inclusion
- Environmental stewardship policies
- Ethical leadership or good governance policies
- Faculty hiring, tenure, and promotion guidelines
- Greenhouse gas emissions
- Local staff/student/faculty transportation
- Professional training opportunities
- Responsible procurement policies
- Student equity, diversity, inclusion
- USGBC building guides
- Water
- Zero-waste guides
- Sustainability strategy or strategic plan (school or university level)



Share

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

Engagement Opportunities

Loyola Marymount University 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
- Partnerships with local organizations
- Public events and panel discussions

Communication Audiences

Loyola Marymount University communicates its policies and progress on sustainable development and responsibility with:

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Chamber of commerce and local communities
- Faculty and staff

SIGNATORY

Loyola Marymount University

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