PRME

an initiative of the
United Nations Global Compact

2025 Sharing Information on Progress (SIP) Report

Western Michigan University

September 2025

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About the Principles for Responsible Management Education (PRME)

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

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

"

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

"

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME

Purpose

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

Values

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

Teach

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

Research

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

Partner

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

Practice

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

Share

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

The Sustainable Development Goals (SDGs)

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

Getting Started

This section provides foundational information about Western Michigan University, including key details and basic institutional data.

Mission

The mission of WMU Haworth is "To empower learners to build knowledge and develop skills to make a difference."

Vision

The vision of WMU Haworth is "To be the unparalleled leader in transformational business education, applied research and community partnerships."

Strategy

Strategic Plan 2023-2027   View document 🗗   Download document ⬇

Strategy Alignment

Strategic Priority Alignment

Letter from Associate Dean Stephen Newell:

July 29, 2025

At Western Michigan University's Haworth College of Business, we are deeply committed to fostering responsible and ethical leadership in business. These guiding values are embedded throughout our academic mission and day-to-day operations. By aligning with the Principles for Responsible Management Education (PRME), we ensure our students graduate equipped with the integrity, global awareness, and leadership skills required to navigate today's dynamic business environment.

Building on this foundation, our Strategic Planning Committee introduced a range of forward-looking initiatives in our latest strategic plan. Key among them is the establishment of a permanent faculty and staff committee devoted to advancing sustainability practices that reflect both our institutional priorities and our commitment to global stewardship.

At the core of our sustainability efforts is the HCOB Sustainability Center, led by Dr. Tim Palmer. The Center serves as a dynamic hub where innovative ideas are cultivated, grants are secured, diverse stakeholders collaborate, and inspiring speakers are invited to engage in dialogue and work toward solutions. Under Dr. Palmer's leadership, the Center is guiding our students and college community along a thoughtful and responsible path toward a more sustainable future.

Sustainability is a central theme throughout the MBA program at Western Michigan University's Haworth College of Business. Across every discipline from finance to marketing to operations, our courses aim to examine how sustainable practices influence and enhance strategic decision-making. A prime example is MBA 6012: Sustainable Business Strategies for Managers, which equips students with a comprehensive understanding of business sustainability and how to apply these principles in real-world settings. Designed with working professionals in mind, this course (along with the broader curriculum) prepares our students to become thoughtful, responsible leaders ready to make meaningful contributions in today's rapidly evolving business landscape.

Overall, at Western Michigan University's Haworth College of Business, we continue to broaden our understanding of sustainable strategies and responsible business leadership. We actively apply this knowledge to enhance our practices and drive meaningful impact across our academic and operational initiatives.

Sincerely,

Steve Newell, Associate Dean

Haworth College of Business

Western Michigan University

Graduates & Enrollment

2024 Statistics	Number
Graduates	4,298
Faculty & Staff at the University	4,023
Faculty & Staff at the Institution	170
Student Enrollment at the University	17,559
Student Enrollment at the Institution	2,846
Undergraduate Attendance	2,574
Masters-Level Postgraduate Attendance	27
Doctoral Student Attendance	0
	250

2024 Statistics	Number
Certificate, Professional Development, or Continuing Education Attendance	9

Degrees Offered

Bachelor Programs

Bachelor of Business Administration (B.B.A.)

Masters Programs

Master of Business Administration (M.B.A.)   ● Master of Science in Accountancy

● Master of Science in Cybersecurity   ● Master of Science in Finance

Purpose

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

Letter of Commitment

WESTERN MICHIGAN UNIVERSITY

Haworth College of Business
Office of the Dean

June 4, 2025

Western Michigan University's Haworth College of Business showcases a dedicated commitment to responsible and ethical business leadership, embedding these values throughout its educational mission and daily operations. The college aligns its efforts with the Principles for Responsible Management Education (PRME), ensuring that students are prepared for the business world and equipped with the integrity and global responsibility needed for effective leadership.

We are privileged to be a member of PRME. Long recognized as a place where opportunities can and should be connected to the betterment of both local and global communities, WMU's Haworth College of Business has strategically worked to integrate our university's pillars of being Learner-Focused, Discovery Driven, Community Engaged, Equity-Centered, and Sustainability Guided into all programs. These pillars reflect a commitment to meeting each individual as a learner who, through discovery, will find countless ways to influence the world and learn from others; they align well with PRME. Furthermore, PRME enables us to enhance our capacity for an even greater impact on our students.

This report allows us to chart our progress regarding these principles and embrace the future of our programs. We continually strive to enhance our understanding of sustainability and responsible business management. This report also reflects our strategic approach to integrating these principles into curriculum, research, service, and outreach efforts. As you read, you will see that collaboration—within our college, across campus, with industry, and with our community—is central to our curriculum. We hope this report may inspire ideas in others, as we have often drawn inspiration from the work of other institutions. We welcome the opportunity to collaborate with other institutions in research and dialogue.

Sincerely,

Satish. P. Deshpande

Satish P. Deshpande, Dean
Haworth College of Business

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Accredited by AACSB International

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

13

- ❖ Centralized sustainability office
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Senior leadership office

Teach

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

Courses that support RME

Western Michigan University reports 8 courses in 2024 that support responsible management education and sustainable development goals.

Innovative Ideas for a Better World
| MKTG 5980

Learn how companies can maximize the good they create for people and the planet and then put those principles into practice by generating innovative business ideas that can actually make the world a better place. This intensive two-day workshop combines the power of capitalism with social good, equipping you to generate innovative business ideas that benefit both people and the planet Course Objectives • Produce a polished business idea ready to make a difference. • Gain invaluable skills in purpose-driven innovation, trend analysis, and business model development. • Cultivate a network of supportive peers and mentors. • Build the confidence to change the world, one business idea at a time.

All SDGs included

Business Ethics and Sustainability
| BUS 4500

This course explores the role of business in society and seeks to develop students' understanding of business ethics and sustainability. The goal is to provide students with a strong foundation to become the next generation of responsible business leaders when they leave WMU. Students will assess activities from different functional areas of business in the context of developing sustainable practices. Covera¬ge includes concepts as they relate to a firm's social, environmental, and economic performance. Diverse viewpoints regarding opportunities available to business through sustainability will be explored in the context of alternative strategies for the firm. Why do we pair ethics and sustainability? As we'll discover, sustainability means meeting the needs of the present without jeopardizing the ability of future generations to have their needs be met. From an ethical lens, is it possible to address the needs of future peoples when the needs of most of the world's present population are not being met? What exactly are the needs that must be met? Whose needs matter most? These are challenging, ethical, questions. The primary objectives of the course are: 1. Develop a firm ethical foundation on which to make business decisions 2. Gain insight into the business rationale for sustainability 3. Explore the consequences of business decisions to all relevant stakeholders

All SDGs included

Business and Society

| MGMT 4040

Business and Society is an advanced management class designed to place student teams in real organizational settings solving real client challenges. The course uses the responsible management education model that seeks to blend academic study with community service through service-learning. A significant component of the class will have students working with clients where you will apply business concepts and skills to mutually agreed-upon projects. Coupled with exploration of how business can help solve pressing environmental and social challenges, the course aims to help develop the next generation of responsible business leaders.

All SDGs included

Diversity and Inclusion in Organizations

| MGMT 3500

This course covers strategies on managing an increasingly diverse US workforce. Issues such as gender, age, race, religion, and disability will be examined as they relate to effective HR management. We will look at companies with success and failure with managing diversity. You will be able to assist your future employer in establishing an effective diversity strategy.

Study Abroad in India: Sustainability, Education & Social Justice Issues

| BUS 3961/6960; CEHD 3050/EDLD 6899; IPE 3050/6050

Sustainability in India / Education and Human Development in India / Social Justice in India is an interdisciplinary course conducted outside the United States by WMU faculty in CEHD, WMU Haworth, and CHHS. Undergraduate students enrolled in many WMU colleges may receive credit toward their programs and for Western Essential Studies. BUS 3961/6960, CEHD 3050/EDLD 6899, and IPE 3050/6050 are intended for students who want to learn, and experience, the intersection of business,

education, health and human services, social responsibility, and sustainability in an international setting. The course will provide students with an opportunity to travel to India and learn how business, education, and non-governmental organization structures are conducted in its unique cultural, political, and economic environment. Our focus will be on for-profit business, educational, non-profit, as well as on entrepreneurship activities that further the public good – the creation of enterprises (for profit or non-profit) that benefit communities, encourage civic engagement, and help solve society's problems (e.g., poverty, disease, illiteracy, homelessness). The primary focus of the class and trip will be to grow our perspectives about the question, "what is the role of sustainability, business, education, and social justice in society?" In addition to site visits, the course will include guest speakers in India who will share their insights about either small business development, sustainability, education, or are knowledgeable about social challenges facing the country of India. Students are expected to be actively engaged in these discussions.

It is difficult to know the long term impact but the goal is to have students critically explore the role of business in society with a focus on human rights, social justice and environmental sustainability.


Business, Sustainability, and Culture in Spain | BUS 3961 / BUS 6960

BUS 3961 Study Abroad Sustainability Seminar: An international study seminar for undergraduate students. BUS 3961 provides students with first hand exposure to cultural differences and sustainability efforts in other environments. This course will also explore how business is conducted overseas through visits to foreign manufacturing, service, governmental and/or non-governmental organizations supplemented by coordinated lectures and assigned readings. This course meets the student learning outcomes in the WMU Essential Studies Level 3- Global and International Perspective Category. This course also meets the Planetary Sustainability student learning outcome. Students will require to demonstrate effective and appropriate oral and digital communication. May be repeated for credit. This study abroad will offer students the opportunity to experience life and explore diverse business cultures in a non-US cultural environment. In addition, the program also provides better understanding of how local businesses in that region deal with sustainability issues and build their strategic clusters to compete in the global market. The course will include classroom instruction at WMU before departure as well as field trips to visit local communities, government institutions,

corporations, and local universities. Students will be introduced to the ways consumers, society, government, economy, and business operates in that part of the world. In addition, there will be field trips in which students will observe and interact with different types of business establishments to better understand how products, services, technology, and business strategy differ in these cultures. Also, the site visits will examine how business establishments maintain and established their projects.

This study abroad was just recently completed. It is difficult to assess impact at this point.
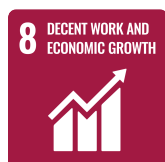
International Marketing

MKTG 4750

This course examines the principles and environment of International Marketing. We will explore the major concepts and dimensions of international marketing for small and large businesses using real world case studies and the managerial frameworks used to plan, analyze and assess global or multinational marketing programs.

Light reference to SDGs

Sustainable Business Strategy

MBA 6012

This MBA-level course explores the critical intersection of business strategy and sustainability, equipping future leaders with the knowledge and skills to drive sustainable innovation and create long-term value., Over the next 15 weeks, we will cover a comprehensive range of topics, including the business case for sustainability, circular economics and supply chains, corporate social responsibility, sustainable innovation, and impact investing. Each week features a case study of a leading company's sustainability initiatives, complemented by current articles from business and academic journals.

All SDGs included

Teaching Voices

The following statement demonstrates ways in which educators at Western Michigan University support sustainability and responsible management in their classrooms.

Project-Based Learning (PBL) Assignment: ESG Changemakers Project

Project Overview / Dr. Viva Nsair's summer 2025 section of BUS 4500 (Business Ethics and Sustainability)

In this course, you will complete a Project-Based Learning (PBL) assignment called **ESG Changemakers Project,** which challenges you to become an ethical change-maker, not just an individual sustainability consumer.

While reducing your personal carbon footprint is important, the real power of ethical business practice lies in influencing systems, shaping stakeholder behaviors, and driving collective impact. This project asks you to find an ESG (Environmental, Social, or Governance) issue that you are genuinely passionate about — ideally one that connects to your own life, frustrations, or hopes — and to design and pilot a real-world strategy that aims to influence others, improve organizational practices, or raise public awareness.

You will apply ethical frameworks (such as utilitarianism, deontology, or virtue ethics) and sustainability models (like the Triple Bottom Line, Circular Economy, or UN Sustainable Development Goals) to analyze the issue, craft a strategy, and measure the real-world impact of your efforts.

The project is not just an academic exercise; it is an opportunity to:

- Develop expertise in a topic you care about
- Practice ethical reasoning and stakeholder analysis
- Learn how to design for influence and systems change
- Move from theory to action by testing your ideas in the real world
- Reflect honestly on what works, what fails, and what can improve

Throughout the project, you will engage in weekly PBL Progress Discussions to share your deliverables, update peers on your progress, and receive feedback. By the end, you will submit a professional infographic report and deliver a 3–5 minute presentation summarizing your strategy, implementation, outcomes, and key learnings.

The PBL assignment will make up 50% of your grade broken down by the following assignment areas:

- PBL Progress Discussions 15%
- **Infographic Report 25%**
- **Presentation 10%**

This project rewards creativity, rigor, and adaptability — and ultimately, your ability to translate personal passion into ethical, measurable impact on the world around you. The rubrics for the presentation and the infographic document will be made available in the first few weeks of the term.

The assessment criteria will include the following:

- Relevance & Depth of ESG Issue Analysis

• Strategic Clarity & Ethical Framing

• Pilot Design, Execution, and Problem-Solving

• Use of ESG Frameworks & Metrics

• Infographic Communication Quality

• Presentation Quality

What is a PBL Project Anyway?

The **ESG Changemakers Project** is designed as a **Project-Based Learning (PBL)** experience, which means you will not simply complete isolated assignments — you will engage in a continuous, developmental process that builds over time. In a PBL project, you take on an authentic, real-world challenge, break it into meaningful steps, apply learning iteratively, and refine your work through ongoing feedback from both your instructor and your peers.

Rather than rushing to produce a polished final product at the last minute, you will work on your **infographic report and presentation script gradually throughout the term**. Each week, you will complete a focused task (such as researching your issue, drafting an executive summary, or sharing a pilot implementation update – refer to the course calendar on the last page) and then share your progress in the **PBL Progress Discussions**. These discussions are not just check-ins — they are structured opportunities to receive targeted feedback (and give feedback), reflect on challenges, and improve your project in small, manageable increments.

This developmental approach has three key benefits:

- **You gain regular feedback and fresh perspectives** from your peers, allowing you to strengthen your ideas and strategies.
- **You break the project into achievable steps,** reducing the risk of feeling overwhelmed or stuck at the end of the term.
- **You develop as a changemaker over time,** building confidence and insight as you apply ethical reasoning, sustainability frameworks, and real-world implementation strategies.

By the time you submit your final infographic and presentation, you will have already tested your ideas, refined your materials, and reflected on your growth. The goal is not perfection but progress — demonstrating how you've applied learning, adapted to challenges, and taken meaningful action on an issue that matters to you.

Ideas for PBL Assignment: ESG Changemakers Project

Environmental

- **Campus Recycling Initiative:** Identify barriers to recycling in a campus or office setting and implement an educational campaign with signage and tracking bins.
- **Sustainable Food Practices:** Explore food waste in dining facilities or local restaurants; propose composting or menu redesign options.
- **Plastic-Free Challenge:** Launch a local challenge to reduce plastic use and track participation and outcomes.
- **Fast Fashion Footprint Reduction** – Social media campaign highlighting unsustainable brands; use engagement metrics to track reach.

Social

- **Work-Life Balance Advocacy:** Study work-life imbalance in specific demographics (e.g., working parents), develop support resources, and share them via social media or campus workshops.
- **Mental Health Accessibility:** Research mental health stigmas and access barriers, and develop a toolkit or awareness campaign targeted at a specific community or workplace.
- **Inclusive Hiring Campaign:** Address hiring biases and advocate for equity in recruitment practices through data visualization and outreach to local businesses.

Governance

- **Corporate Transparency Tracker:** Evaluate and compare CSR or ESG disclosures of local/national firms; advocate improvements using formal letters or public awareness tools.
- **Whistleblower Protection Awareness:** Educate peers or employees on ethical reporting pathways and protections through workshops or an informational series.
- **Ethical AI Practices:** Research AI ethics policies and propose governance guidelines or awareness tools for businesses using predictive algorithms.
- **AI Ethics in Hiring** – Research and address bias in automated hiring tools; recommend ethical guidelines and share with companies.

https://youtu.be/sn90cnS6NPI?si=RqkXXTSvCFzeW3ew

💡 Fostering Innovation

✓ **A lot**
Our institution supports innovation significantly through teaching and learning.

💡 Experiential Learning

✓✓ **To a great extent**
Teaching and learning at our institution strongly encourage experiential learning.

💡 Learning Mindset

✓ **A lot**
Our institution supports a lifelong learning mindset significantly through teaching and learning.

💡 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

40 Peer-reviewed articles were published by Western Michigan University from this past calendar year.

vs

18 Peer-reviewed articles were published by Western Michigan University from this past calendar year in support of RME.

Research Funding

In 2024, Western Michigan University was awarded funding for research that is:

Institution Specific

Socializing Research

In 2024, Western Michigan University contributed research findings to:

- ❖ Open-access platforms
- ❖ Local media
- ❖ Industry and business networks
- ❖ Community organizations

Publications Related to RME and/or Sustainability

Redefining Corporate Social Responsibility: The Role of Strategic Communication Practices

| [DOI](#)

Authors: Umaru Kargbo, Research Assistant, Department of Commerce, University of Kerala, Thiruvananthapuram 695034, Kerala, India | Dr. Biju Terrance, Department of Commerce, University of Kerala, Thiruvananthapuram 695034, Kerala, India | Dr. Timothy B. Palmer, Haworth College of Business, Western Michigan University, USA

Date of publication: September, 2025

Department: Management

Abstract: Corporate Social Responsibility (CSR) and its sustainability-focused communications are now recognized as essential corporate activities. As society increasingly holds firms accountable for their social, environmental, and sustainability impacts, academic interest in CSR communications has similarly grown, with scholars exploring how CSR communication influences stakeholder engagement and corporate strategies. In response to this growing interest, we conducted a systematic literature review utilizing bibliometric analysis to identify and examine publication trends and patterns in CSR and CSR-associated communications, drawing from a robust dataset of 3513 documents extracted from Scopus and Web of Science. The analysis was conducted using the Biblioshiny R package and Excel to ensure methodological precision and analytical depth. We explored the characteristics of publications related to topics such as business, authorship, and journals over a four-decade period spanning from 1984 to 2024. Our results reveal four strategic clusters of CSR disclosure, reflecting a shift from symbolic to strategic and stakeholder-focused communication. Thematic evolution highlights the growing integration of ESG frameworks and digital reporting practices. This study is significant not only in its methodological rigor but also in its timely contribution to the intersection of CSR, sustainability, and strategic communication. Also, this study introduces a new theoretical framework through the CSR strategic disclosure indicator metric, which connects the level of disclosure maturity with the focus on different stakeholder groups. We discuss the implications of our findings not only for future scholarly research in CSR but also for corporate sustainability practitioners who look to academia for insights on emerging trends in CSR and CSR reporting.

All SDGs included

The Influence of Environmental Knowledge and Religiosity on Public Preferences for Ecosystem Services in Urban Green Spaces—An Example from China

|

Authors: Professor, Xiaodan Wang, Haworth College of Business, Western Michigan University, USA | Professor, Chen Wang, Haworth College of Business, Western Michigan University, USA | Professor, Jennifer Bott, Haworth College of Business, Western Michigan University, USA

Date of publication: September, 2025

Department: Management

Drawing on upper echelons theory and stakeholder theory, this study examines the relationship between CEO overconfidence and CSR engagement. It is argued that CEOs with varying levels of overconfidence differ in motivation and approaches to CSR engagement. Both less and more overconfident CEOs have distinct reasons to engage in different CSR activities. Such complexity implies that the relationship between CEO overconfidence and CSR engagement may not be linear but

curvilinear. Accordingly, a U-shaped relationship between CEO overconfidence and CSR engagement is proposed. Results of fixed-effect regression analysis using an unbalanced panel of 21,034 firm-year observations representing 2,223 unique U.S. firms support our hypothesis. This study contributes to the emerging body of literature on the effects of CEO characteristics on CSR policies and performance, enhancing our understanding of the driving forces behind firms' CSR engagement.

All SDGs included

Sustainable Organic Agriculture Supply Chains | DOI

Authors: Professor, Anaya Rattanawong, Dept of Agro-Industrial Technology, Kasetsart University, Bangkok Thailand | Professor, Pornthipa Ongkunaruk, Department of Industrial Engineering, Kasetsart University, Bangkok Thailand | Professor, Thaweephan Leingpibul, Department of Marketing, Western Michigan University, USA

Date of publication: September, 2025

Department: Marketing

The global demand for organic produce has surged, with notable growth among Thai consumers. However, within Thailand's organic agricultural sectors, supply chain obscurity has impeded the understanding and resolution of emerging challenges associated with meeting this rising demand. Public interest has traditionally centered on mainstream economic sectors, resulting in inadequate attention to the sustainable organic farming supply chains. This study aims to explore the complexities of current sustainable organic supply chain configurations in Thailand, addressing gaps that lead to suboptimal planning and non-sustainable practices. Utilizing the Integration Definition for Function Modeling (IDEF0) framework, this research collected data from key stakeholders through in-depth interviews. Participants included representatives from each stage of the supply chain, providing comprehensive insights into the operational dynamics. The analysis identified several critical challenges within the supply chain, including insufficient collaborative planning, reduced productivity, inaccurate demand forecasting, ineffective budgetary planning, and inadequate cold chain management. These challenges highlight the fragmented nature of the current supply chain and the need for strategic improvements. To address these shortcomings, the study suggests integrating technological advancements in demand planning, operations, and budgeting, fostering collaboration among supply chain members, and forming strategic partnerships with cold chain management service providers. These recommendations aim to enhance the efficiency and sustainability of Thailand's organic produce supply chain, ensuring it can meet increasing global and domestic demands effectively.
Keywords: Business process; IDEF0; Organic farming; Supply

Diversity Indices

Authors: Professor, Alain Klarsfeld, Toulouse Business School, France | Professor, Eddy Ng, Smith School of Business, Queen's University, Canada | Professor, Christina Stamper, Haworth College of Business, Western Michigan University, USA | Asst. Professor, Yu (Jade) Han, Faculty of Business Administration, University of Regina, Canada

Recently, there has been a call for greater use of national indices -- developed by various supranational, non-governmental/non-profit, professional, and media organizations -- to facilitate comparative research to advance equality and diversity around the world (Klarsfeld et al., 2016; Ng & Klarsfeld, 2018). These diversity indices encompass various measures, such as economic data and perceptual measures, and rely on various methodologies from national statistics (e.g., UN Human Development Index) to organizational surveys of managers (e.g., SHRM Global Diversity Readiness Index). Collectively, they cover a broad range of dimensions including human development, gender equality, migration and integration, multiculturalism, ethnic diversity, and societal attitudes towards minorities. The indices are developed to rank countries on a number of economic, social, and inequality indicators, and to assist with public policy setting aimed at eliminating inequality and improving the welfare of socially disadvantaged groups (Cherchye, Moesen, & Puyenbroeck, 2004; Heung, 2006). National indices (e.g., UN Gender Development Index) are also related to organizational support for work-life balance (Lyness & Kropf, 2005). However, the large number of indices provides an unwieldy picture of a country's performance on equality and diversity. These indices also do not provide information on how well the data is collected or how well the surveys are completed. Researchers have criticized that existing indices are susceptible to political influences, cultural biases, and institutional agendas (e.g., Bardhan & Klasen, 1999; Hirway & Mahadevia, 1996; Klugman, Rodríguez, & Choi, 2011; cf. Tayar, 2017) rendering these indices misleading and unhelpful. This entry seeks to cast light on some of the popular and frequently cited indices in efforts to benchmark and measure progress towards diversity and equity. We have reviewed 23 indices ranging from broader, more general indices such as the UN Human Development Index (HDI) supporting elements of equity (e.g., health and education outcomes) to more specific ones such as the PEW Religious Diversity Index (RDI) which focuses on the diversity of religion in a particular nation (Ng et al., 2021).

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)

Student Organization Partnerships

❖ Campus Crusade for Christ
❖ Hillel International
❖ Muslim Student Association

Practice

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

Institutional Policies and Practices

- ❖ AASHE STARS report
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Climate action plan
- ❖ Employee equity, diversity, inclusion
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Responsible procurement policies
- ❖ Sustainability strategy or strategic plan (school or university level)

Policy Documents Related to RME and/or Sustainability

| WMU Strategic Plan - Sustainability | View document ⬀ Download document ⬇ |

| Strategic Plan 2023-2027 | View document ⬀ Download document ⬇ |

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

Western Michigan 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
- ❖ Community events and consultation forums
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Western Michigan University communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Faculty and staff
- ❖ Prospective and current students

Western Michigan University

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