

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Western Michigan University

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 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

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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

2025 Statistics	Number
Graduates	1,030
Faculty & Staff at the University	1,433
Faculty & Staff at the Institution	144
Student Enrollment at the University	19,022
Student Enrollment at the Institution	3,366
Undergraduate Attendance	3,023
Masters-Level Postgraduate Attendance	343
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	67

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

Undergraduate Degree Programmes

 RME in BBA Program

Masters Degree Programmes

 RME in MBA Program



Purpose

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

Letter of Commitment



Haworth College of Business
Office of the Dean

August 14, 2026

Western Michigan University's Haworth College of Business remains steadfastly committed 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) to prepare students for the demands of the business world and to instill the integrity and global responsibility required for effective leadership.

We are privileged to be PRME members. Long recognized as an institution where opportunity is inextricably linked to the betterment of local and global communities, the Haworth College of Business has strategically integrated the University's foundational pillars—Learner-Focused, Discovery-Driven, Community-Engaged, Equity-Centered, and Sustainability-Guided—across all its programs. These pillars reflect a commitment to engaging each individual as a learner who, through discovery, will identify countless avenues to influence the world and learn from others; as such, they align closely with PRME's aims. PRME, in turn, enhances our capacity to achieve an even greater impact on our students' development.

This report documents our progress in advancing these principles and informs the ongoing evolution of our programs. We remain committed to deepening our institutional understanding of sustainability and responsible management practice. The report also outlines our strategic approach to integrating these principles across the curriculum, research, service, and outreach. As the following pages demonstrate, collaboration—within the College, across the University, with industry partners, and with the broader community—remains central to our curricular approach. We hope this report will inspire others, as we have drawn considerable inspiration from the work of peer institutions. We welcome opportunities to collaborate with other institutions in research and scholarly dialogue.

Sincerely,

A handwritten signature in cursive script that reads 'Satish P. Deshpande'.

Satish P. Deshpande, Dean
Haworth College of Business

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Continue telling your story

Associate Dean Yaman letter 2026

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PRME Letter 2026 - Steve Newell

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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

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

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Bronco Challenge for Sustainable Impact

The 4th consecutive Bronco Challenge for Sustainable Impact was held during academic year 2025-2026. The Challenge is a competition in which students work for prizes, not grades. The Challenge is open to all full-time students ranging from freshman through all levels of graduate work. Students work in self-selected, 4-person, interdisciplinary teams on a project of their choice. The project must target an innovative solution to a problem or issue embedded in one or more of the United Nations Sustainable Development Goals. Project results are presented in written and oral format and are judged by a panel of faculty and outside judges. The first-place team wins \$10,000 (split 4 ways); 2nd and 3rd place teams split \$6,000 and \$3,000 respectively.

Prize money is funded by corporate sponsors, augmented by a University contribution. Corporate Sponsors in 2025-2026 were Greif, Haworth, Invenergy, Kalsec and Owens Corning. Sponsorships were \$5,000. Sponsor benefits from the investment include the opportunity to engage directly with talented students, who may be future interns, employees, or customers. Sponsors also have the option to serve as project mentors throughout the year or as judges in the final competition.

In 2026 the winning team developed and demonstrated a method for packaging coffee with materials that are 100 percent recyclable. Standard methods of packaging coffee employ layers of materials that are not easily separated and therefore not recyclable. With encouragement from industry project mentors, the team is looking into ways to commercialize their solution. Seven teams competed as semi-finalists in the competition; the 28 students on those teams represented 23 different academic majors.



Bronco Challenge Finalists



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 12 courses in 2025 that support responsible management education and sustainable development goals.

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. Coverage 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



Applied Business Communication for Worldwide Sustainability | BCM 4540

Applied Business Communication for Worldwide Sustainability is designed to strengthen students' communication skills by reading, writing, and discussing businesses' sustainability scenarios with culturally diverse audiences. Students will evaluate real examples of how businesses communicate their values, changes, and impact on the planet. Students will also discuss the impacts of such communication on the business's success, other countries' economies, and the environment. Fulfills WMU Essential Studies Level 3: Global Perspectives and Planetary Sustainability categories.

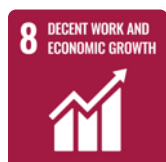


HR Analytics | MGMT 3540

This course examines evidence-based management, where leaders use statistical data and analysis to make informed decisions about human resources initiatives. While organizations recognize that people are their most valuable asset, many leaders still rely heavily on intuition instead of data. In this course, students learn to take an evidence-based approach to HR management by utilizing data analysis tools to draw meaningful insights from employee metrics.

Key skills include designing data collection, interpreting statistical outputs, and translating analytic findings into actionable recommendations.

Learning Objectives: • Recognize the value of data-driven reasoning to support effective HR management decisions and policies. • Apply organizational behavior and HR theories to identify metrics tied to business outcomes. • Use statistical analysis tools to examine HR data and uncover insights. • Interpret analytic outputs and translate key findings into practical conclusions and recommendations for the organization. • Develop evidence-based plans and initiatives that optimize HR management and employee performance.



Organizational Behavior | MGMT 2500

What makes employees more effective? What makes work enjoyable? What makes employees want to stay with their employers? How do people work in teams? THIS purpose of this course is to introduce the student to the theory and practice of Organizational Behavior; in other words, we will study people in organizational settings. We will focus on the core areas of include: leadership, stress, personality, and employee attitudes as they relate to the organization-at-large, teams, groups, and individuals. The course objectives will be accomplished through the use of assignments, quizzes, and other activities.



Sustainability Study Abroad in Thailand | BUS 3961

Sustainability and responsible management are integrated into several experiential learning activities where students examine how tourism businesses and local communities can create economic value while protecting animals, culture, and the natural environment.

One example is our visit to Baan Chang Elephant Sanctuary in Chiang Mai. Students examine how a non-riding, non-show elephant sanctuary can compete with traditional elephant camps that rely on riding and performances. Students experience the operation as customers while also serving as elephant caretakers for the day, interacting with young, old, and disabled elephants. They learn about elephant behavior, animal welfare, the role of elephants in Thai culture, and the history of elephant tourism in Thailand. The activity encourages students to consider how responsible business practices can balance customer experience, animal welfare, economic sustainability, and social responsibility.

During the same portion of the program, students stay in a Lahu hill-tribe homestay in the mountains of northern Thailand. This experience introduces students to a community-based tourism model in which local residents generate income by sharing their culture, food, lifestyle, and natural environment with visitors. Students observe how tourism can create economic opportunities while helping preserve local culture and encouraging communities to live in harmony with the surrounding environment. Interaction with families and children in the village is an important part of the experience because it helps students understand the human and social dimensions of sustainable tourism beyond the business operation itself.

Students examine the tension between commercial viability and responsible tourism by comparing the value proposition of non-riding elephant experiences with traditional riding and entertainment-based models. The activity connects responsible customer choices, animal welfare, and sustainable business practices to SDGs 8, 12, and 15.

And the Lahu experience could be described as:

Through an overnight community-based homestay, students examine how tourism can generate local economic opportunities while maintaining cultural identity and relationships with the natural environment, connecting the experience to SDGs 8, 11, and 12.



Business Professionalism | BUS 4000

Designed for senior-level students, the Business Professionalism course provides students the opportunity to build professional competencies through the completion of online modules and live virtual experiences, in order to prepare them for career success. This course is the capstone experience for the SPuRS program, and a graduation requirement for students seeking the BBA degree with catalog year 2016 or later.

Throughout the course, students engage with topics including professionalism and ethics, leadership, communication, teamwork, critical thinking, technology, career and self-development, and equity and inclusion. These topics are reinforced through career-ready assignments, employer guest speakers, virtual discussions, and reflection activities that help students consider how they will apply these competencies in the workplace. The SPuRS framework specifically identifies professionalism and ethics, equity and inclusion, teamwork, leadership, and critical thinking as core areas of career readiness.

As the culminating SPuRS experience, BUS 4000 provides graduating students with an opportunity to synthesize their academic, co-curricular, and professional experiences and consider their role as responsible professionals and contributors to the workplace and broader community.



Procurement Management | SCM 3030

Sustainability and responsible management are integrated throughout SCM 3030 through course lectures, presentation materials, student handouts, classroom activities, case discussions, and industry engagement. Students are introduced to Environmental, Social, and Governance (ESG) principles and examine how sustainability considerations influence supplier selection, sourcing strategies, and procurement decisions. Course topics include ethical sourcing, labor practices, human rights, environmental stewardship, life-cycle thinking, circular economy principles, and greenwashing.

Students apply these concepts through activities that evaluate supplier alternatives using sustainability criteria and the United Nations Sustainable Development Goals (SDGs), particularly SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action). The course also introduces students to "wicked problems" in supply chains, encouraging systems thinking and discussion of complex tradeoffs between economic, environmental, and social objectives.

In addition, students explore sustainability challenges associated with global sourcing, including

environmental regulations, labor standards, compliance requirements, and supply-chain disruption risks. Industry engagement further supports these topics through guest speakers addressing sustainability and continuous improvement in supply chain management.



Logistics & Transportation Management | SCM 3050

SCM 3050 incorporates responsible management principles through systems thinking, total-cost analysis, and technology-enabled logistics design. Students learn to evaluate transportation, inventory, and logistics decisions from a whole-system perspective rather than focusing solely on isolated cost measures.

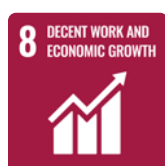
A major applied project requires students to design technology-enabled inventory and logistics solutions that incorporate ESG considerations. Students evaluate opportunities to reduce waste, improve energy efficiency, enhance traceability, support sustainable packaging initiatives, and improve supply chain visibility through technologies such as IoT sensors, RFID, blockchain, and analytics. The project emphasizes both operational performance and sustainability outcomes.

Students are encouraged to consider how logistics system design can contribute to responsible resource use, improved supply chain transparency, spoilage reduction, and broader organizational sustainability goals.



Introduction to FinTech | FIN 3410

This course delves into the application of cutting-edge technologies in the finance sector, serving as a pivotal exploration of the burgeoning field of financial technology, or fintech. Those new technologies are closely examined within the context of their practical applications in finance.



Business, Culture and Sustainability in Spain | BUS 3960

A major focus of the program is sustainability and responsible management. Students have visited organizations such as Holaluz, where they learned about renewable energy, decarbonization, and sustainable business models; dsm-firmenich, where the focus included responsible sourcing, biodiversity, climate action, sustainable product innovation, and global supply chains; and the Port of Valencia, where students explored sustainability in logistics, transportation, energy efficiency, alternative fuels, and port decarbonization.

The program also includes several experiential sustainability activities. Students visited a farm that uses sustainable farming techniques to produce food, where they learned about sustainable food production, resource conservation, soil and water management, and local food systems. A farmers market visit focused on local sourcing, shorter supply chains, seasonal production, food waste, and responsible consumption. We are also incorporating a winery visit focused on sustainable supply chains, including sustainable agriculture, production, packaging, transportation, waste reduction, and how sustainability extends from production through distribution to the consumer.



Business Sustainability, Social Justice & Education Study Abroad in India

| BUS 3961

The Business Sustainability, Social Justice & Education Study Abroad in India program involves an interdisciplinary course conducted outside the United States by WMU faculty in College of Education and Human Development, Haworth College of Business and the College of Health and Human Services. Undergraduate students enrolled in many WMU colleges receive credit toward their programs and for Western Essential Studies.

The India study abroad is designed 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 and study abroad provides 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 is 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 is to grow participants’ perspectives about the question, “what is the role of sustainability, business, education, and social justice in society?”

In addition to site visits, the course includes guest speakers in India who share their insights about either small business development, sustainability, education, or are knowledgeable about social challenges facing the country of India.



Global Sustainability Accounting Reporting Standards | ACTY 3910

Western Michigan University’s Department of Accountancy offers an annual study abroad program in Ireland focused on environmental, social, and governance accounting and reporting. Students explore sustainability reporting, the European Union’s Corporate Sustainability Reporting Directive, the EU Taxonomy, and double materiality while meeting with accounting firms, businesses, and professional organizations in Dublin and Belfast. The program also examines the Irish economy, U.S. Ireland economic relationships, and the broader social and cultural environment in which organizations operate.

The experience gives students an opportunity to see how sustainability, transparency, stakeholder expectations, and responsible business practices are addressed in an international setting. Students are able to connect classroom concepts with real world applications while developing a broader understanding of the evolving role of accountants in organizations and society.

Donor support has also helped reduce financial barriers to participation, making the program more accessible to first generation and Pell eligible students. For many participants, the program represents their first international travel experience and provides an important combination of global learning, professional development, and experiential education.



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BUILD~1

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WMU students visiting a school for young women in Varanasi



WMU students in Spain



WMU students in Thailand



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 Western Michigan University from this past calendar year.	vs	Peer-reviewed articles were published by Western Michigan University from this past calendar year in support of RME.
47		16

Research Funding

In 2025, Western Michigan University was awarded funding for research that is:



Institution
Specific

Socializing Research

In 2025, Western Michigan University contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Local media

Research Projects

In 2025, Western Michigan University reported 9 research projects that implemented responsible or sustainable activities.

Coordinated Promotion of Agricultural Net-Zero Emission Achievement and Diversified Product Supply-Demand Balance under the New “Dual Circulation” Development Pattern of China.”

Period Covering: January, 2026 - September, 2026

Department: Finance

-Zhang, L., Arugaslan, H., Cai, C.& Yaman, D. (2026). "Coordinated Promotion of Agricultural Net-Zero Emission Achievement and Diversified Product Supply-Demand Balance under the New "Dual Circulation" Development Pattern of China." Technology innovation has a significant regional heterogeneity This is an effective path to address the coordinated promotion of agricultural net-zero emission achievement and diversified product supply-demand balance under "high carbon emission", "high temperature" and "high precipitation" conditions.



Spatial Correlation Network and Influencing Factors of Industrial System Modernization in China

Period Covering: January, 2026 - September, 2026

Department: Finance

Zhang, L., Arugaslan, H., Cai, C.& Yaman, D. (2026). "Spatial Correlation Network and Influencing Factors of Industrial System Modernization in China". Based on the data on 30 provinces in China, a multi-dimensional indicator system for industrial system modernization level is constructed from the perspectives of high-end, digitalization, security, openness, advanced infrastructure and ecology. Results show that China should implement relevant technological innovation considering the impact of geographical proximity and carbon emission efficiency.



Understanding Enthusiasm to Participate in Service Learning

Period Covering: October, 2025 - May, 2026

Department: Management

Professors Jennifer Bott, David Flanagan, Timothy Palmer

Educators increasingly incorporate service learning to connect business with society while enhancing career readiness. Student enthusiasm is vital: Enthusiastic participants embrace opportunities and benefits, enhancing learning potential and advantages to community partners. Despite its importance, this relationship remains under-researched. This study applies the theory of planned behavior to examine factors influencing enthusiasm for a sophomore-level business course service learning

assignment. Using survey data from 140 students, our model explained 61% of variance in enthusiasm. Findings reveal that enthusiasm was greater among students with positive attitudes toward service learning, perceived support, adequate skills and time, and openness.



Enhancing Profitability and Sustainability in Organic Farming Supply Chains: Evidence from a Thai SME Case Study

Period Covering: January, 2025 - December, 2025

Department: Marketing

Professor [Thaweephan \(Duke\) Leingpibul](#)

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.



Women's and men's authorship experiences: A prospective meta-analysis. Journal of Management, 51(4), 1273–1287.

Period Covering: January, 2025 - December, 2025

Department: Management

Professor Chen Wang

The opaqueness of author naming and ordering, when coupled with power dynamics, can lead to a number of disadvantages in academic careers. In this commentary, we investigate gender differences in authorship experiences in a large prospective meta-analytic study ($k=46$; $n=3,565$; 12 countries). We find that women's and men's authorship experiences differ significantly with women reporting greater prevalence of problematic behaviors. We present seven actionable recommendations for improving the receipt and reporting of intellectual credit. Such actions are needed to ensure fairness in authorship, which is one of the most powerful factors in academics' career outcomes.



CEO–TMT vertical pay gap and firm productivity: A tournament theory perspective.

Period Covering: January, 2025 - December, 2025

Department: Management

Professor Chen Wang

Does the pay gap between the CEO and TMT members influence how firms perform? For long, this question has been of scholarly interest yet prior research exploring it has largely yielded equivocal findings. One possible reason for this is the way firm performance is traditionally operationalized. Addressing past equivocal findings, we instead examine the influence of the CEO–TMT vertical pay gap on firm productivity, which is a more immediate reflection of TMT members' effort that is motivated by the CEO–TMT vertical pay gap. Drawing on tournament theory, we theorize that a greater CEO–TMT vertical pay gap will lead to higher firm productivity. We also explore boundary conditions around this relationship by examining the influence of external and internal promotional opportunities for TMT members. Specifically, we contend that this positive relationship will be stronger when firms are headquartered in states with high noncompete enforceability (i.e., when TMT members have fewer external opportunities to be promoted to CEO) and weaker when firms have heirs apparent (i.e., TMT members have fewer internal opportunities to being promoted to CEO). Using data from 1,811 US

public firms from 1993 to 2012, we find broad support for our hypotheses. Our study advances scholarly understanding of tournament incentives in the form of the CEO–TMT vertical pay gap and provides practical implications on how boards of directors can incorporate tournament incentives into the design of executive compensation.



Building an ecosystem to embrace the contribution of replication and reproducibility studies, one special issue at a time

Period Covering: January, 2025 - December, 2025

Department: Management

Professor Chen Wang

This editorial introduces the Group & Organization Management special issue on replication and reproducibility studies, discussing how replication research contributes to the field, the critical importance of developing an institutional ecosystem for replication research, and practical guidelines for authors preparing submissions. The guest editorial team details how replications support cumulative scientific progress, allow for contextual boundary testing, help triangulate causal claims, and serve as an experiential pedagogical tool for doctoral education, while advocating for systemic structural support such as registered reports to promote research integrity, transparency, and credibility across management science.



Green Patents, Brown Outcomes? Evidence from Global Biodiversity Footprints

Period Covering: July, 2025 - July, 2026

Department: Finance

Professor Zagdbazar Davaadorj

This paper examines the relationship between green innovation and corporate biodiversity footprints using global firm-level data. Contrary to the conventional view that green innovation mitigates environmental harm, we find that firms with more green patents are associated with higher

biodiversity footprints in subsequent years. This relationship is more pronounced in countries with stricter environmental regulations and higher income levels, in industries with lower dependence on nature, and among firms with lower asset tangibility. We provide evidence consistent with a scale-based mechanism, whereby green patenting is followed by higher firm sales, and increases in sales, in turn, are associated with larger biodiversity footprints. We do not find evidence indicative of a rebound effect in which green innovation reduces per-unit biodiversity impact even as total footprint increases through expansion. Overall, our findings suggest that, when evaluated through the lens of biodiversity, green innovation does not necessarily translate into improved environmental outcomes at the firm level.



Is investment in dirty sector portfolios linked to performance? Evidence from the insurance industry

Period Covering: January, 2025 - December, 2025

Department: Finance

Professor Balasubramnian

We investigate how dirty sector investment strategies affect performance using evidence from the property and casualty insurance industry. We find that dirty sector investments are positively correlated with investment income, primarily driven by dirty stock holdings rather than dirty bonds. We also show that insurers with greater dirty sector exposure tend to have higher AM Best credit ratings and higher risk-based capital ratios. Evidence from state-level climate-risk disclosure mandates offers insights relevant to the ongoing debate over the SEC's climate risk disclosure rule. We also contribute to the literature on ESG and firm performance by examining actual environmentally harmful holdings rather than the subjective and inconsistent ESG scores.





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

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Cohort 1 of Next Level Leaders

Next Level Leaders

Next Level Leaders is a professional development program designed for thought leaders and change agents from Midwest US companies who seek to drive positive impact through innovative projects. This cohort-based fellowship program includes five in-person seminars held May through September, focusing on the pillars of leadership, design and innovation, networking and reflection. Fellows benefit from peer coaching, networking, nature-connected learning and the unique opportunity to design and implement a project for their company that will make a positive social or environmental change in their community and beyond. The experience fosters personal growth and purpose-driven work while providing tools for real-world application.



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
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Responsible procurement policies
- ❖ 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

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:

- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Boards and advisory committees
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ 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
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Non-governmental organizations (NGOs)
- ❖ Research and academic networks

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Good for the community. Good for business. _

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