

2024 Sharing Information on Progress (SIP) Report

Quinlan School of Business

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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.





Purpose

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

Letter of Commitment

Quinlan School of Business demonstrates its commitment to PRME's Principles through the following letter from senior leadership.

QUINLAN SCHOOL OF BUSINESS
Schreiber Center • Water Tower Campus
820 N. Michigan Avenue • Chicago, IL 60611
312.915.7057 • quinlan@LUC.edu • LUC.edu/Quinlan

Do well—and good—with a nationally ranked business education. At Loyola University Chicago's Quinlan School of Business, we educate and inspire difference makers who strengthen today's global economy. And we prepare future business leaders to make the world a better place through the positive power of business while enjoying a successful career.

Transformative Education for Difference Makers

At the heart of Loyola University Chicago's Jesuit mission is a quest for excellence inextricably tied with purpose: a desire to build knowledge and expertise in service to humanity. This mission is reflected in the vision of the Quinlan School of Business:

"We are difference makers. We are a leading Jesuit institution of transformative learning that empowers students to discern their life's purpose while preparing them to make an impact in the world through data-driven decision making, critical thinking and innovation. We develop ethical, responsible and forward-thinking leaders who value diversity, equity and inclusion to drive sustainable business growth and inspire positive change in organizations, communities and in society. As scholars and life-long learners, we foster a rigorous, experiential learning culture in the heart of Chicago and around the world to pursue knowledge in the service of others."

Our faculty, staff, students, and community partners embody what it means to be difference makers. Together, we are an academic and scholarly community in a Jesuit, Catholic University inspiring intellectual curiosity, a concern for others, and the common good. We prepare leaders to contribute to society through ethical, sustainable, and socially responsible conduct and to act effectively in complex organizational settings. As thought leaders, our faculty blends business theory with real-world practice for a transformative and nationally respected learning experience. Businesses, students, neighbors, and communities are viewed as partners in collectively addressing the most pressing challenges. The Quinlan School of Business is committed to transformative learning and reflection that empowers students to discern their life's purpose while preparing them to make a difference in the world.

Experiential Learning Inspired by Ignatian Pedagogy

A cornerstone of Quinlan's educational approach is experiential learning, deeply rooted in Ignatian pedagogy, as we continually strive to pursue knowledge in the service of others. At Quinlan, experiential learning extends beyond the classroom into the real world, where students collaborate with community partners to address pressing issues. This approach not only enhances learning but also embodies the Jesuit tradition of service to others. Our partnerships span a range of sectors, including non-profits, startups, and corporate enterprises, in Chicago and around the world. Experiential learning enables students to apply their classroom knowledge to complex, real-world problems. Such practical work contributes to Loyola's adoption of the Laudato Si' framework, an ecological- and values-based approach derived from Pope Francis. This framework encourages commitment to sustainability and climate action, and it informs our educational practices by promoting transformative, inter-generational ethical principles. For our university, our partners, and our most marginalized communities.

A Legacy of Impact and Commitment to Inclusive Excellence

Our distinct mission-driven and outcomes-oriented strategy continues to strengthen our reputation as leader in business education in Chicago and beyond. According to the 2025 U.S. News & World Report, Quinlan's Undergraduate Business Program ranks among the Top 25 in the nation and #1 in Chicago, the nation's third largest city. Quinlan is proud to have held this #1 position in Chicago for more than 10 years in a row. Other notable nationwide rankings of our bachelor's programs include #18 in Information Systems, #19 in Marketing, and #21 in Accounting. At the graduate level, Quinlan's Part-time MBA Program is ranked #42 in the nation and #3 in Chicago. Quinlan is the only AACSB-accredited school in the state of Illinois to offer a specialized MBA in Healthcare Management and one of the few to offer an MS in Supply Chain Management.

Quinlan stands out not only for its high rankings and academic excellence but also for its enduring commitment to inclusive excellence. We understand that true leadership is built on a foundation of diversity, equity, inclusion, and belonging (DEIB). This commitment has driven us to continually innovate our practices to support and enhance inclusivity, even as societal trends evolve. Recent initiatives underscore our dedication to this mission, including the appointment of Dr. Arilova Randrianasolo as our inaugural Director of DEIB, the introduction of Quinlan's Black Excellence Awards—now celebrating its third year—and the ongoing support and development of identity-based affinity groups such as the Black Business Student Association (BBSA), Association of Latino Professionals for America (ALPFA), and Women in Business. These efforts collectively drive sustainable business growth and inspire positive change in organizations and communities, reaffirming our role as a leader in creating ethical, responsible, and forward-thinking leaders.

From groundbreaking local and global programs to convening business and civic leaders around community benefit, Loyola University Chicago's Quinlan School of Business advances knowledge and educates new generations of values-based leadership while ensuring a persistent on personal integrity, ethical behavior in business with an appropriate balance between justice and fairness.

It's an exciting time at Quinlan School of Business as we integrate doing good and doing well in service of humanity as aligned with the United Nations Principles for Responsible Management Education.



Michael Behnam, Ph.D.
Dean, Quinlan School of Business
Professor of Strategy & International Business
Loyola University Chicago
312-915-6115
mbehnam@luc.edu



Values

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

RME Leadership Accountability

At Quinlan School of Business, accountability for responsible management education is structured as follows:

Informal Faculty/Staff Stewardship

Organizational Structure for RME

The following organizational entities at Quinlan School of Business are responsible for RME:

- ❖ No Entity Yet



Teach

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

RME Elements in Degree Programs

Quinlan School of Business integrates responsible management education into its degree programs through 6 different approaches:

Guest Speakers and Showcase Events

Teach - Introduction

Quinlan's School of Business has educated and inspired ethical and responsible leaders who have contributed to the economy and social good for more than 100 years. We work to make the world a better place through the positive power of business, blending business theory and real-world practice for a transformative learning experience. We go beyond traditional educational boundaries seeking tangible and sustainable change by emphasizing responsible leadership, innovation, and societal impact that benefits all. Our vision states that "We are difference makers" as a sign of our commitment to foster progress, innovation, and positive change. We believe that all students, staff, faculty and administrators at Quinlan are difference makers for Chicago and the world.

More than fifty years ago, Fr. Raymond C. Baumhart, S.J., dean of the business school and subsequently president of Loyola University Chicago, helped pioneer the first business ethics courses taught in a business school. Currently, ethics in business is a required course in all Quinlan programs. In addition, we offer advanced ethics (i.e., International Business Ethics), environmental sustainability, social enterprise, and innovative social responsibility courses and have done so for numerous years.

More recently, for more than ten years we have consistently offered (social) entrepreneurship courses at the undergraduate and graduate levels. Since 2016, we have offered a sustainability minor for undergraduates, in addition to courses offered by Loyola's School of Environmental Sustainability (SES).

With excellence in teaching and faculty development goals in mind, Quinlan created a new **Teaching Committee** in Spring 2024. This committee oversees matters relating to advancement of teaching; assists in onboarding new faculty to school and sharing departmental teaching norms. It will maintain a repository of teaching resources for the School's faculty as well as be empowered to Make and organize class visits to improve the quality of teaching in the school and recommend to the dean which faculty should receive the School's annual teaching awards. The committee will also disseminate new ideas on teaching improvement, new classroom technology, and assess the adequacy of infrastructure for teaching.

At Quinlan we take pedagogy and faculty development seriously. We offer faculty fellowships for vocational discernment. These fellowships are for faculty interested in developing and **deepening language of vocational discernment in their courses and centering community-based learning** as a pedagogical environment to foster these conversations with students. Among the eleven faculty members across the University, three (3) Quinlan School of Business have been chosen among the inaugural **Brackley Fellows**: Jenna Drenten (MARK); Stacy Neier Beran (MARK); and Yoo Na Youm (MGMT).

Equity in Higher Education

2024_October. A lunch and learn hosted by Dr. Arilova (MARK) featuring Dr. Joe Lott, University of Washington, focused on "Equity in Higher Education" an expert in equity studies, higher education and policy & education reform. As a faculty member in the area of Educational Foundations, Leadership, and Policy inform and promote the transformation of education both within and beyond P-12 schools and postsecondary institutions, with the ultimate goal of creating powerful and equitable learning for all. He and his colleagues bring multiple disciplines, analytical tools, and bodies of knowledge to his work, including history, political science, economics, organizational studies, philosophy, and sociology; as well as the wisdom of applied practice in the fields of community organization, public/nonprofit leadership, and education, policy design, implementation, and evaluation.

Date

October, 2024 - October, 2024

Location

Quinlan School of Business

Speakers

Dr. Joe Lott (University of Washington), Dr. Arilova Randrianasolo (Quinlan)

A lunch and learn hosted by Dr. Arilova (MARK) featuring Dr. Joe Lott, University of Washington focused on "Equity in Higher Education."

2024_10_09 Lunch and Learn Equity in
Higher Education

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

Sustainability is for Everyone - How to Leverage Everyday Decisions for Good

Sustainability is for Everyone – How to Leverage Everyday Decisions for Good featured Dr. CB Bhattacharya, H.J. Zoffer Chair in Sustainability and Ethics at the Katz Graduate School of Business, University of Pittsburgh, will be introducing his recent book Small Actions, Big Differences.

Date

October, 2023 - October, 2023

Location

Quinlan School of Business

Speakers

Dr. C.B. Bhattacharya, Dr. Jennifer J. Griffin

Sustainability is for Everyone – How to Leverage Everyday Decisions for Good featured Dr. CB Bhattacharya, H.J. Zoffer Chair in Sustainability and Ethics at the Katz Graduate School of Business, University of Pittsburgh, will be introducing his recent book Small Actions, Big Differences. A prolific thought leader and co-author with Paul Polman, former CEO of Unilever, CB will share insights on why-when-how sustainability works and doesn't. Question & Answer led by Jennifer J. Griffin (MGMT), Baumhart Endowed Chair of Business Ethics.

Sustainability is for Everyone - grad
newsletter

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Professor-Discretionary Course Topics

RME-related Topics in Courses

Examples of Quinlan School of Business courses that intentionally include responsible management-related topics and social issues.

Department

Marketing

Learning Object Subject

Marketing

Educational Level

Undergraduate

Learning Outcome

See attached Descriptions with Outcomes

Interactivity Type

Range of Activities

Learning Object Description

Course Descriptions

Illustrative course topics

View document  Download document 

Teaching - Intentional RME intertwined across courses

Responsible Management Education is intentionally intertwined across our educational efforts with curricular, co-curricular and extra-curricular activities.

By inter-mixing the resiliency of a Jesuit education with new initiatives, Quinlan creates and ever-emergent set of courses that intentionally center on Responsible Business Education in our programs. For example, some of Quinlan's most recent initiatives demonstrate our intentional approach to responsible business education. The Baumhart Center within Quinlan School of Business launched a new graduate certificate in [Environmental, Social, and Governance](#) for non-degree students. The certificate is a partnership with Loyola's Parkinson School of Health Sciences and Public Health and Loyola's School of Environmental Sustainability.

In addition, Loyola's School of Environmental Sustainability in collaboration with the Quinlan School of Business, launched a new **bachelor's program in environmental economics and sustainability**. The [curriculum](#) for this major connects environmental and social problems to business theories and economic analysis by explicitly including Principles of Microeconomics, Macroeconomics and Intermediate Microeconomics as required courses. Additional economics courses (i.e., urban economics, economics of growth & Development, health economics, econometrics) are available in the governance concentration electives.

Several Quinlan events celebrate student achievements in co-curricular and extra-curricular activities include **Ignite Lab** partnered with the Quinlan School of Business's to create a **Side Hustle Showcase**. Loyola University Chicago's first ever SIDE HUSTLE SHOWCASE spotlights our students' entrepreneurial endeavors — it's like a Science Fair, but for Side Hustles! In Spring 2024.

Loyola's Graduate School also offered a new workshop for graduate students applicable for personal, research, and teaching statements that can be used for job searches, fellowships, assistantships, and scholarships. This **Making a Statement** workshop included tips and strategies, followed by a Q&A, open to Master's and Doctoral students from all disciplines and schools at Loyola.

Course-Level RME Learning Goals

Quinlan Courses - responsible business practices

Job Ready Skills. From the classroom to the corporate suite, the Quinlan School of Business prepares you to advance your career and your community. As thought leaders, our faculty blends business theory and real-world practice for a transformative and nationally respected learning experience.

Department

ACCT - Accounting; ECON - Economics; ENTR - Entrepreneurship; ENVS - Environmental Science; ETHC - Ethics; FIN - Finance; HRER -Human Resources and Employment Relations; ISSCM - Information Systems & Supply Chain Management; MGMT - Management; MARK - Marketing

Learning Object Subject

ACCT - Accounting; ECON - Economics; ENTR - Entrepreneurship

Educational Level

Undergraduates and Graduates

Learning Outcome

See attached Program Learning Outcomes

Interactivity Type

Range across courses

Learning Object Description

Course Descriptions

[Supporting Links](#)

Teaching - RME course description

View document  Download document 

Course-level RME learning goals - ETHC 341

This course focuses on ethical issues in the world of business and commerce. This course will address a number of interrelated questions: What are the rights and obligations of business in society? Can businesses "do good" and "do well"? Is business ethics a viable goal or an unachievable ideal?

Department

Management

Learning Object Subject

ETHC - Ethics in Business

Educational Level

Undergraduate

Learning Outcome

The objectives of this course are the development of the knowledge and skills that enable you, as managers, to understand the ethical reasoning underlying your business decisions.

Specifically, the course seeks to:

- Sharpen analytical and critical thinking skills
- Learn basic issues and theories of business ethics
- Confront difficult moral questions about the good life, ethical ideals, conflicts between self-interest and morality, and justice
- Reflect on personal values and their relationship to our interactions with/for others

Interactivity Type

Range of Activities

Learning Object Description

This course focuses on ethical issues in the world of business and commerce. This course will address a number of interrelated questions: What are the rights and obligations of business in society? Can businesses "do good" and "do well"? Is business ethics a viable goal or an unachievable ideal?

341.S23 Griffin_FINAL

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Program-Level RME Integration

BBA Program Learning Objectives (PLO)

Program Learning Objectives - Undergraduate BBA degree

Relevant Stakeholders

The Quinlan Community

Purpose

The BBA Program Learning Objectives

BBA PLOs

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

Graduate Program Learning Objectives

Upon completion, the following learning outcomes are specified for each of the MBA and Specialty Masters Degrees. RME related outcomes are highlighted for each degree program.

Scope

The Quinlan Community

Enforcement Date

January, 2021

Number Of Pages

16

Publisher

Quinlan School of Business

Media

websites

Graduate PLOs

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Description of degree programs with RME in the program-level learning goals and assessment rubrics

Since our last report, the School revised our Undergraduate Business Core Curriculum, led by Dr. Tim Classen (ECON). The committee created new program learning goals centered on moral reasoning (not just ethical awareness), international awareness, diversity, equity, inclusion and belonging while upholding our Jesuit values of learning, justice, and faith. Approved by the Quinlan faculty in December 2023, the School received full approval in Spring 2024 from the University.

Updated Quinlan BBA Core Modifications:

- - Include personal financial literacy as a required component in the core curriculum for all Quinlan BBA students (via QUIN 202 class). Our re-imagined introduction to Business classes (QUIN 101, QUIN 102, and QUIN 202) includes both career development and financial literacy.
 - Explicitly designate all ethics courses across all degree programs at Quinlan with an ETHC course number. Demarcating all and recognizing all ethics courses serves to highlight the Quinlan commitment and Loyola promise to students that we take ethics in business seriously, rather than as a single class within an already full course load.
 - We now intentionally incorporate more experiential learning opportunities in the BBA core through writing-intensive, experiential learning (EL) designations, study abroad opportunities or in-class activities.

The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

Pedagogical approach

Loyola's pedagogical approach is centered on its **Promise** as *Preparing People to Lead Extraordinary Lives* through five characteristics of a Jesuit Education that promotes justice, values-based leadership, and ethical behavior in businesses as well as global awareness. More specifically, here is Loyola's [Promise](#):

- - Commitment to excellence: Applying well-learned lessons and skills to achieve new ideas, better solutions and vital answers.
 - Faith in God and the religious experience: Promoting well-formed and strongly held beliefs in one's faith tradition to deepen others' relationships with God.
 - Service that promotes justice: Using learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others.
 - Values-based leadership: Ensuring a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness.
 - Global awareness: Demonstrating an understanding that the world's people and societies are interrelated and interdependent.

Ignatian Pedagogy. Drawing from a precis of Ignatian Pedagogy based on *the International Center for Jesuit Education (Rome, 1993)*, "Ignatian education strives to develop men and women of competence, conscience, and compassion. It is a collaborative process between and among faculty and students which fosters personal and cooperative study, discovery, creativity, and reflection to promote life-long learning and action in service to others.

The Ignatian pedagogical paradigm is a practical teaching framework which is consistent with and effective in communicating the Ignatian values and world view. Faculty, regardless of discipline, can utilize this approach so that their teaching is academically sound and at the same time formative of persons for others. The Ignatian pedagogical process includes reflection on a series of interwoven elements: *context, experience, reflection, action, and evaluation.*"

Loyola joyously celebrates Ignatian Pedagogy and excellence in teaching in several ways. For example, Quinlan's own Dr. Jenna Drenten (MARK) recognized with the 2023 St. Ignatius of Loyola Excellence in Teaching Award, the highest faculty teaching honor at Loyola University Chicago. Amy Khyos (MGMT) was recognized at Faculty Convocation for receiving the Kolvenbach Award for Engaged Teaching, 2024. And Dr. Abhishek Sharma (ISSCM) was a runner-up for the 2024 St. Ignatius of Loyola Excellence in Teaching Award.

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Continuous Improvement to include RME in all educational efforts

We seek to continuously improve through **Curriculum Advisory Committees**. The Dean's office and the **Family Business Center**, led by Jill McCall has sought out interested faculty from across Loyola University Chicago to serve on a Curriculum Advisory Committee that will assist in developing a 3–5-year strategy for the development of curriculum that supports the needs of family businesses. Faculty serving on the committee are asked to contribute to strategic and tactical planning, as well as to engage in proposing and building curriculum for family business education, including undergraduate and graduate business programs, and non-traditional programs in the Family Business Center.

In addition, since our last report we have created **Departmental Advisory Boards** within the Quinlan School of Business dedicated to the continuing curricular development within each Department. Each Board is organized for the purposes and with the objectives to:

- Assist in the advancement of the interests and functions of the Department, specifically, and the Quinlan School of Business of Loyola University Chicago, more generally.

- Enhance the reputation and improve the visibility of the Department and Quinlan in the business community.
- Advise the departmental faculty regarding departmental-specific education towards enhancing the experience and service to students and alumni.

Responsible Management Education is intentionally intertwined across our educational efforts with curricular, co-curricular and extra-curricular activities.

By inter-mixing the resiliency of a Jesuit education with new initiatives, Quinlan creates and ever-emergent set of courses that intentionally center on Responsible Business Education in our programs. For example, some of Quinlan's most recent initiatives demonstrate our intentional approach to responsible business education. The Baumhart Center within Quinlan School of Business launched a new graduate certificate in [Environmental, Social, and Governance](#) for non-degree students. The certificate is a partnership with Loyola's Parkinson School of Health Sciences and Public Health and Loyola's School of Environmental Sustainability.

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Through a two-year NSF grant, Loyola students are now able to attend IDEAL workshops and conferences on topics related to data science and its application in business, law, healthcare, ethics, sustainability, and other areas. "We anticipate that students will be more excited about working in the data science field when they understand its real-world relevance and make

connections that could lead to career opportunities,” says Platt, who is leading the efforts funded by National Science Foundation grant. “We’re also pleased to collaborate with the partner organizations and extend the collective impact of the institute.” “This grant is a large win for Loyola students and for data science,” says Quinlan’s dean, Michael Behnam. “Bringing diverse voices and thinking to the data science field will accelerate both opportunity and innovation.”

Quinlan’s MBA students won **an international business ethics and environmental sustainability case competition** (IBEES) hosted by Loyola University Marymount. More than 50 teams representing 33 universities across 8 countries competed in the annual competition, with Quinlan’s students coming home with first prize in the 20-minute pitch competition. They received first runner-up for the 3-minute ethics pitch and the 90 second elevator pitch competitions.

Quinlan has a longstanding tradition of responsible business education. For the past decade, for example, Dr. Cliff Shultz (MARK), professor and Charles H. Kellstadt Chair of Marketing at the Quinlan School of Business, has led study abroad courses to Vietnam, Cambodia, and Laos to examine marketing and consumer research in post-conflict countries. According to Shultz, marketing eases the tensions between countries when parties set policies that allow them to exchange goods and services fairly, establish rules for collaboration, promote transparency, and seek to improve the living conditions of the greatest amount of people. By thinking of “constructive engagement,” a macro-marketing concept that Shultz introduced in 2007, he argues that markets and marketing are indispensable to country-level recoveries after war and conflicts.

Since our last report, thanks to a generous endowment from the Follett and Litzsinger families, the **Follett and Litzsinger Curriculum Development Grant Program** is directed at developing innovative and impactful curriculum focused on graduate or undergraduate **Family Business Education**. Novel ideas that incorporate family business education into existing academic coursework, or developing new academic courses or programs are being developed.

In addition, the Quinlan School of Business, the Family Business Center, and **the Litzsinger and Follett Family Fellowship in Storytelling** was developed to focus on telling the story of a particular aspect of family businesses. The final product will ideally incorporate multi-media, live interviews, and archival records as a case study showpiece to enhance engaged learning in our business courses.



Research

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

RME Elements in Research

Quinlan School of Business incorporates responsible management education into its research endeavors through 4 different methods:

Research Awards Program

Faculty responsibility-related research

There are multiple research funds available at the School and University. For example, the purpose of the Quinlan School's Faculty Development Grant program is to support Quinlan faculty members with internal grant funding, towards **new or ongoing research initiatives** as well as **innovations in teaching methods**.

If the research project is mission-aligned and transformative it may be eligible for a University Summer Stipend. Alternatively, if research projects address a complex social issue, it may also be eligible for the University's Schreiber Venture Fund grants.

Loyola University Chicago Schreiber Venture Funds. The Schreiber Venture Fund is a university-wide grant program that seeks to encourage innovative ideas and new thinking to address complex societal challenges. Faculty-led teams are invited to submit proposals for research, academic programming/teaching innovations, or community-service engaged projects that advance collaborations across disciplinary and/or industry boundaries that aim to discover bold, new solutions to complex problems. **Projects may tackle issues related to education, immigration, health, hunger/food access, housing, early childhood education, and religion.**

Research Awards. Dr. **Tim Classen** was recognized at Faculty Convocation for receiving the [Langerbeck Award for Undergraduate Research Mentoring](#), 2024. The Langerbeck Award for Undergraduate research mentoring was established to recognize and reward the exceptional work of Loyola's faculty mentors who are contributing significant time and effort to the integration of the intellectual, ethical, and academic development of Loyola's undergraduate researchers by mentoring their research endeavors.

Dr. **Sadek Showkat** (MGMT) was selected as the best reviewer in Academy of Management Organizations and Natural Environment (ONE) division. This is given to reviewers who helped the authors with timely, constructive, and helpful feedback on their work submitted in the 2024 annual AOM conference.

Further, Loyola's Office of Undergraduate Research (LURP) provides guidance, instruction, and pathways to funding for students that wish to engage in research. From discovering a research topic, finding a mentor, to presenting one's work, the Office of Undergraduate Research offers

workshops, presentations (even classes!) to develop and enrich the research experience for Loyola undergraduates. In addition, 14 distinct fellowship opportunities unique to Loyola and solely for its undergraduate students. Every year the Loyola Undergraduate Research Opportunities Program (LUROP) provides funding through its myriad of [fellowships](#) across the university that range from carbon-centered research to urban issues.

Required Research Reporting

Description of research funding specifically related to responsibility

There are multiple research funds available at the School and University. For example, the purpose of the Quinlan School's Faculty Development Grant program is to support Quinlan faculty members with internal grant funding, towards **new or ongoing research initiatives** as well as **innovations in teaching methods**.

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Successful proposals must demonstrate promise for making a sustainable, long-term impact on real-world problems at the local, national, and/or global levels. **Grant awards range from \$25,000 to \$100,000 for the 2025-2026 funding cycle.** Submissions from all disciplines and fields (e.g., arts, business, humanities, social sciences, physical and life sciences, medicine) are welcome.

We encourage teams to think boldly and broadly—within and across areas of expertise—about how to address complex societal issues. As you compose your team, please keep in mind the following guidelines: • The lead team member must be a full-time LUC faculty member; • Student involvement as team members and/or participants is required. Please be sure to explain the role of undergraduate and/or graduate students in this project; • Participation from relevant community partners is allowed and strongly encouraged.

Faculty Research - RME-related

Illustrative summary of faculty research related to responsibility

Relevant Stakeholders

The Quinlan Community

Purpose

List of RME-related Faculty Research

Research

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Regular Research Seminars

Responsibility-related Regular Research Seminars

Under the leadership of Gita Taherkhani (ISSCM) the Quinlan School of Business Junior Faculty Research Seminar Series has hosted several guest speakers since our last report. Some RME-aligned talks were co-branded with the Baumhart Chair Research Seminar Series led by Dr. Jennifer Griffin (MGMT). Guests have included:

2024_November Hosted by Dr. Akon Ekpo (MARK) Dr. David Crocket, Professor of Marketing at the University of Illinois Chicago. Quinlan School. Dr. Crocket presented a paper on a **Conceptual Model of Marketplace Racism**. The model helps to explain how marketplace racism functions and is structured by anchoring on the consumer's journey through market mediated exchanges. It deepens our understanding of institutional and systemic forms of racism by attending to the ways socialize domination in markets can alter perceptions of need and desire, the nature and outcomes of interpersonal interactions, and the effects of organizational policy and practice.

Marketplace racism appears in two distinct forms that affect the consumer journey: (1) as a "toll" that raises costs (financial, psychological, temporal, etc.) associated with exchange and (2) as a "roadblock" or "barrier"—a pattern of exclusion or inequality that outright ends the journey or fundamentally alters it. The model fills a theoretical void in research on racism by laying out key dimensions of difference and sets of associated practices across a range of market exchanges.

2023_November. Dr. Duane Windsor, the Lynette S. Autrey Professor of Management in the Jones Graduate School of Business, Rice University presented his paper **Value Creation and Social Impact: Economic, Strategic, and Philosophical Perspectives**. He discussed value creation and social impact from three perspectives: economic, strategic, and philosophical.

Value creation is an increase in welfare of participants in exchange. Social impact is the broader effect of value creation. An economic perspective concerns welfare maximization of the participants. A strategic perspective concerns the business case for supply-side decisions. A philosophical perspective divides into moral and citizenship considerations. The stakeholder business ideally creates value for all participants. One version of stakeholder theory is that it obviates any role for corporate social responsibility (CSR). A moral consideration argues that there are right and wrong actions in business, independent of the business case.

More recently, the Quinlan School of Business Research Committee has instituted a new initiative, the FLARE Talks: Faculty Lectures Advancing Research Excellence.

In Fall 2024, the Flare Talks included Dr. Nenad Jukić (ISSCM) presenting "Conceptual Database Modeling Use: A Study of Practitioners." In addition, Dr. Bill Bergman (FINC) presented "*An Ignatian View on Monetary Policy in the 1500s: Lessons for Today.*"

Dr. Rob Arias (MARK) presented '*Lock Your Windows, Close Your Doors: Introducing Protective Consumption Behavior.* And, Dr. Ning Yang (ISSCM) - *Children's Cybersecurity in the House after Pandemic: Parents' Roles and Responsibility.*

Example - Responsibility-related research seminars

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Date

November, 2024 - November, 2024

Location

Quinlan School of Business

Speakers

Dr. Akon Ekpo (Quinlan), Dr. David Crocket (UIC)

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2024_11 Jr. Faculty Seminar

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Research Conferences

Responsibility-Related Conferences

In Fall 2024, Dr. Steven Platt (ACCT) and Dr. Diana Acosta-Navas (MGMT) co-led the **Harmonious Human-AI Ecosystems workshop** as part of a 3-day partnership with **IDEAL** campuses to address interpretability, privacy, and fairness. More specifically, to forge healthy and productive Human-AI ecosystems, researchers need to anticipate the nature of this interaction at every stage to stave off concerns of societal disruption and to usher in a harmonious future.

The session entitled AI Agents and Augmentation: Navigating the Ethics of Human-AI Collaboration was moderated by Dr. Shabnam Azimi (MARK) and featured Diana Acosta-Navas (MGMT). It's focus was on the rapid integration of AI systems into various domains of human life has sparked both enthusiasm and concern. While some envision unprecedented productivity gains, economic growth, and improved healthcare access, others worry about unfair discrimination, workforce displacement, and threats to human autonomy. Treating AI as a tool for augmenting human capabilities rather than replacing them, could reap the benefits of AI while preserving human agency and values. [AI Agents](#) (i.e., AI systems that can pursue complex goals with limited direct supervision) hold great promises for the augmentation of

human capabilities. However, the emergence of more sophisticated and capable AI agents, which may play increasingly large roles in human lives, raises [new questions](#) about the nature of this augmentation and the evolving relationship between humans and AI.

“We are excited that Loyola received the NSF funding to join the institute,” says Lev Reyzin, the incoming director of IDEAL. “This will allow IDEAL to reach even more students in the Chicago area and expand its offerings.”

Harmonious Human-AI Ecosystems Workshop

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Date

November, 2024 - November, 2024

Location

Quinlan School of Business

Speakers

Dr. Steven Platt (ACCT) and Dr. Diana Acosta-Navas (MGMT) co-leaders

[Supporting Links](#)

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Partner

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

Partnership Approaches for RME

Quinlan School of Business partners with external stakeholders to advance responsible management education through 5 different approaches:

Knowledge Translation and Dissemination

Description of partnering activities that involve informing

The Quinlan School of Business received a \$625K U.S. Small Business Administration grant to support minority- and women-owned businesses in Edgewater and Rogers Park. The school will work with the community to create a dashboard of business service organizations. Chicago's [Minority-Owned Business Support Ecosystem](#) gathered at Loyola University Chicago to build capacity for capacity builders. Supported by a federal grant, the daylong workshop helped foster an equitable system of economic support in Chicago.

In June 2024, the Quinlan School of Business hosted the first annual [Capacity Building for Capacity Builders](#) workshop, which brought together business-serving organizations to discuss best practices and strategies for cultivating an equitable business ecosystem in Chicago.

Chicago's leading organizations serving minority-owned businesses and grassroots organizations across Chicago's 77 community areas gathered at Loyola University Chicago's Quinlan School of Business last summer for a day of collaboration and learning.

The workshop, called Capacity Building for Capacity Builders, strengthens the minority-owned business ecosystem in Chicago by enabling minority business serving organizations (BSOs) to share best practices, insights and strategies. The workshop was planned by a [steering committee](#) of more than 20 minority-serving organizations with the support of the Quinlan School of Business.

Featured speakers:

- - **Illinois Small Businessperson of the Year 2024** Jackie Jackson, who is a Loyola alumna and owner of Kilwins Chicago
 - **Business Support Organization (BSO) representatives** included Chicago Inclusive Growth Coalition, Allies for Community Business, and the Women's Business Development Center
 - **Government representatives** included Geri Aglipay, Regional Administrator, U.S. Small Business Administration, and representatives from the Federal Reserve Bank of Chicago, the City of Chicago, and Cook County.
 - **Business representatives** included Baker Tilly, Comcast, and EY executives.

- **Loyola representatives** included Quinlan School of Business Dean Michael Behnam and Institute for Racial Justice Dean Malik Henfield

Capacity Building for Capacity Builders is one of the key activities of the Quinlan School of Business's Social Impact Initiative, which is supported by a \$625,000 grant from the U.S. Small Business Administration. The three-year initiative is collecting data on equity gaps faced by minority-owned businesses and developing equitable outreach strategies. It will result in the creation of a dashboard enabling minority-owned businesses to easily access support services.

"We are honored to partner with the community, government, and business to help address inequality in Chicago," said Michael Behnam, dean of the Quinlan School of Business. "This initiative is a direct reflection of Quinlan's mission to be difference makers and to support difference makers in Chicago and beyond."

External Community Dialogue

Partnering activities that involve dialoguing, problem-solving and acting

Loyola University Chicago is helping **increase diversity in data science** thanks to a new two-year, **\$200,000 grant from the National Science Foundation** that will fund undergraduate student-focused programs and initiatives. "Expanding access to data science education and hands-on application for students—especially underrepresented students—aligns with our commitment to empowering a diverse community of difference-makers," says Michael Behnam, dean of Loyola's Quinlan School of Business. The grant is part of the National Science Foundation's efforts to expand data science education to more universities and to broader groups of students. At Loyola, the grant will fund efforts to engage and educate undergraduate students in foundational data science concepts and techniques related to artificial intelligence.

To help engage students across Loyola, Quinlan partners with Loyola's [Institute for Racial Justice](#), [School of Environmental Sustainability](#), and [Department of Radiation Oncology](#), as well as Loyola Medicine's [Cardinal Bernardin Cancer Center](#).

The NSF grant also will help fund data science workshops for students, provide support for the development of a new minor in artificial intelligence, and expand access to an Introduction to Applied AI course. Steven Keith Platt (ACCT), executive lecturer and director of Quinlan's [Lab for Applied Artificial Intelligence](#), is leading the efforts funded by the National Science Foundation grant.

Description of partnering activities that involve dialoguing

Several Academy of Management Divisions, Special Interest Groups, and related professional affiliations (The International Humanistic Management Association) held Professional Development Workshops hosted by Quinlan School of Business.

The Quinlan School of Business recently hosted several divisions, special interest groups, and research groups as part of professional development workshop activities prior to the 2024 annual Academy of Management and Society for Business Ethics conferences held in Chicago. More specifically, Quinlan hosted the International Humanistic Management Association (IHMA), the 'fireside chat' of the Social Issues in Management Division's doctoral consortium, and International Management Division activities

Collaborative Problem Solving

Quinlan Closet

Example of Problem-Solving through partnering between the Quinlan School of Business and Monarch Thrift Shop.

Developed in collaboration with **Loyola Student Services**, the **Quinlan School of Business**, and **Monarch Thrift Shop**, the Quinlan Closet equips students with access to donated professional and business casual attire for career fairs, internships, presentations, and interviews. This initiative, which quickly helped 20 students in its first week, embraces the Jesuit value of *cura personalis*, care for the whole person, by providing support for those facing the financial burden of professional clothing. Together, Quinlan Closet is helping students overcome barriers to employment by providing access to professional attire.

The Quinlan Closet welcomes donations of new and gently worn professional clothing (business casual and business formal) including tops, pants, dresses, skirts, belts, accessories, and shoes. We will happily accept professional clothing of any size or style.

Collaborative Change Action

Financial Literacy Day (FinLit Day)

This full-day event for professionals and academics offers a unique opportunity to explore the role of global macroeconomic trends, discuss the technological and ethical implications of AI in finance, and delve into financial literacy education, including our new initiative to provide financial literacy education for all undergraduate students at Loyola's Quinlan School of Business.

Hosted by Quinlan School of Business Risk Management and Insurance Center. This full-day event for professionals and academics offers a unique opportunity to explore the role of global macroeconomic trends, discuss the technological and ethical implications of AI in finance, and delve into financial literacy education, including our new initiative to provide financial literacy education for all undergraduate students at Loyola's Quinlan School of Business.

Highlights included keynote addresses from Christopher Vincent, CEO of the CFA Chapter Chicago, and Illinois State Treasurer Michael Frerichs, alongside expert-led panels covering diverse financial literacy perspectives and career opportunities.

Clean Energy Jobs and Justice Fund

Karen Weigert, director of the Baumhart Center for Social Enterprise and Responsibility in the Quinlan School of Business, was appointed by Illinois Governor J.B. Pritzker to serve as a member of the **Clean Energy Jobs and Justice Fund**.

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Federal Reserve Bank of Chicago - Effectiveness of Financial Regulation

Loretta Mester, **president and CEO of the Cleveland Federal Reserve**, was a keynote speaker at a policy conference hosted by the recently created George C. Kaufman Center for Financial Policy Studies in the Quinlan School of Business. The media coverage of her remarks appeared in Bloomberg, Reuters, Market Watch, and others.

In addition, Charles Evans, the now retired president and CEO of the **Federal Reserve Bank of Chicago**, spoke on the role of effectiveness of financial regulation to help launch the George G. Kaufman Center for Financial Policy Studies within the Quinlan School of Business. The center was named for the late Quinlan professor Kaufman, thanks to a gift from his wife, Mimi Winter.

In addition, Charles Evans, the now retired president and CEO of the **Federal Reserve Bank of Chicago**, spoke on the role of effectiveness of financial regulation to help launch the George G. Kaufman Center for Financial Policy Studies within the Quinlan School of Business. The center was named for the late Quinlan professor Kaufman, thanks to a gift from his wife, Mimi Winter.

Formalized Partnership Governance

Quinlan Strategic Plan Update with Mission and Vision Statement

Quinlan Strategic Plan Update 2024-2026

Empowering individuals through business education and by example to foster a more just society and inspire transformative outcomes across organizations and communities.

CHARGE

The Quinlan School of Business has a Strategic Plan for the years 2020 through 2025 (SP20-25). It recognizes five strategic priorities that emerged from the research and analysis conducted by the Strategic Planning Task Force, in addition to feedback from external partners, alumni, students, faculty and staff. These priorities include: (1) the educational experience, (2) a culture of excellence for the faculty, staff and operations, (3) managing external relationships, (4) elevating the impact of Quinlan, and (5) diversity, equity inclusion and belonging. We have made, and continue to make, significant progress in all these areas.

Since that plan was developed in 2019, several changes have occurred in leadership both at the University level (a new President and Provost) and within Quinlan (a new Dean and Associate and Assistant Deans). Dean Behnam, who joined the Quinlan School of Business in September 2022, has expressed his full support of this Strategic Plan for 2020-25, and has implemented important initiatives that contribute to the execution of this plan. These initiatives include the revision of the Undergraduate Quinlan School of Business Curriculum and a strengthening of Quinlan's culture of excellence for the faculty, staff and operations. Both initiatives were approved by faculty and staff. Progress towards their achievement was evaluated during the regular faculty and staff meetings during the past two Academic Years 2022-23 and 2023-2024. Dean Behnam also filled the new role of Quinlan's director of diversity, equity, inclusion, and belonging (DEIB), and announced the role to the Quinlan community in late 2023. In addition, under the guidance of Dean Behnam, all Quinlan Departments have formed Advisory Boards and recruited former alumni and those who have distinguished themselves in the business world.

While the University will soon be developing a new strategic plan, under Dean Behnam's leadership, we have begun to review our current strategic plan, emphasizing that "we are difference makers," while maintaining our commitment to our fundamental priorities. This document is the result of a review of SP20-25. It serves as a guide for the next two years, after which we will begin a formal strategic planning process within the framework of the newly developed larger university strategic plan. Connections to the five main strategic priorities of SP20-25 are shown in this update as SP-PX, for example, strategic priority 1 of the original plan is referred to as SP-P1.

MISSION

We are an academic and scholarly community in a Jesuit Catholic University, inspiring intellectual curiosity, a concern for others and the common good. We prepare leaders to contribute to society through ethical, sustainable, and socially responsible conduct and to act effectively in complex organizational settings in a diverse global economy.

VISION

We are difference makers. We are a leading outcome-oriented Jesuit institution committed to transformative learning and reflection that empowers students to discern their life's purpose while preparing them to make an impact in the world through data-driven decision making, critical thinking, innovation, and ethical decision making. We develop ethical, responsible, and forward-thinking leaders who value diversity, equity, inclusion and belonging to drive sustainable business growth and inspire positive change in organizations, communities and in society. As scholars and life-long learners, we foster a rigorous, experiential learning culture in the heart of Chicago and around the world to pursue knowledge in the service of others.



Practice

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

RME Policy Implementation

Quinlan School of Business has implemented 7 policies to support its commitment to responsible management education:

Greenhouse gas emissions

Greenhouse gas emissions

In 2015, Loyola codified its commitment to climate action by adopting A Just Future, the university's first climate action plan. This plan identifies actions to mitigate, adapt, sequester, educate, and engage around climate change ultimately leading to carbon neutrality by 2025. Loyola is well on its way to meeting this goal and you can find all annual greenhouse gas inventories provided on the SIMAP reporting platform. A summary of Loyola's most recent inventory can be found here: FY22 LUC Carbon Footprint.

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University Policies on Greenhouse Gas Emissions

We have several externally shared (publicly available) University policies related to PRM-goals. For example, policies on greenhouse gas emissions.

Loyola University Chicago is working to address climate change as part of its social justice mission. This [site](#) brings Loyola's climate change efforts into one location.

In 2021, Loyola's Board of Trustees adopted the [Sustainable Investment Policy](#) to transition from fossil fuel investment to carbon-free options.

Loyola supports the Chicago [recycling efforts](#). Specially marked, blue recycle containers are located throughout Loyola buildings. The blue, cylindrical containers are for aluminum, glass, plastic and other metals. The square lidded containers are for all paper products including envelopes, magazines, newspapers, cardboard, colored and white, glossy and matte finished paper.

Sustainability Importance and Commitment

At Quinlan we believe in putting sustainability into action - by being inclusive of all peoples, sustainable and responsible in the Schreiber Center and on campus.

Quinlan's primary building on campus, the Schreiber Center, has many sustainable features. The Schreiber Center received the prestigious Gold LEED certification for its sustainable design, driven by its sophisticated system of atria that harness natural ventilation and harvest daylight to provide energy efficiency, comfort, and light throughout all of the building's 10 stories.

In addition, projects completed during last fiscal year at Quinlan School of Business (2023-2024) to enable energy-efficient and technology-enhanced classroom experiences include:

- - Upgrades of equipment for Zoom conferencing in several conference rooms.
 - Installation of TV in AI/Lab area.
 - Purchase of a Lenovo Thinksystem Server (large storage and memory) for Quinlan faculty use.
 - Upgrades of microphones and cameras including electrical work for on-line learning in several classrooms.
 - Upgrade of conference room equipment in Wintrust Hall.
 - Purchase of equipment for new Digital Media Lab.

Loyola University Chicago earned the **#12 spot** in *The Princeton Review's* ["Guide to Green Colleges: 2025 Edition."](#) The guide recognizes colleges and universities that prioritize environmental engagement. Earning a Green Rating of 99/99, Loyola is the highest-ranked Jesuit institution and the top school in Illinois for its commitment to sustainability.

The Princeton Review's "Guide to Green Colleges" ranks schools based on both institutional data and student feedback, measuring how each institution supports sustainable living, prepares students for green careers, and upholds environmentally responsible policies. Of the nearly 8,000 high school students polled, 61% indicated that a college's commitment to the environment would influence their decision. This recognition places Loyola among the top 25 schools nationwide that excel in educating future leaders equipped to put green ideas into practice.

Loyola's commitment to sustainable practices includes a robust Climate Action Plan, a green power commitment in Illinois, and promoting [zero waste at Athletics events](#). Students also engage in sustainability through outreach activities and benefit from sustainability-focused learning integrated into programs across the University, including Quinlan School of Business.

"We know sustainability is an important value for students considering Loyola, especially since it is rooted in our mission of social and environmental justice," said Aaron Durnbaugh, Loyola's director of sustainability. "This recognition reflects Loyola's continuous efforts toward cultivating a more just and sustainable future for the University and the broader community."

In addition, Loyola is a STARS gold-rated institution by the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment, and Rating System (STARS) initiative. Numerous details of Loyola's sustainability-focused operations can be found in our most recent [2023 STARS scorecard](#) which is valid through June 2026. Loyola's efforts include a Biodiesel Lab on campus that provides Biodiesel for our inter-campus shuttle bus service.

Loyola is also among a select group of universities recognized for community service and engagement by prestigious national organizations including AmeriCorps and the Carnegie Foundation. For example, Arrupe College of Loyola University Chicago, which opened nearly a decade ago, continues to offer a two-year Associate's Degree programs to students with limited financial resources, through substantial wrap-around services enabling them to graduate with little or no debt. Arrupe's College Transfer Services assists students in taking the next steps towards continuing their education and earning more advanced degrees. For example, Arrupe's Associates degree in Business includes the same focus on social justice and ethical reasoning as the Quinlan School of Business. Currently, numerous Arrupe graduates are now Quinlan BBA and MBA students and alumni.

Water

Policies on Water

Through the combined efforts of water-use campaigns, the implementation of stormwater management, Loyola facilitates conscious water-use.

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University Policies on Water

The Student Environmental Alliance partnered with Loyola's student government [to ban the sale of plastic water bottles](#) on campus more than a decade ago. This includes all vending, dining, and catering services. Loyola continues to stand by this commitment with the installation of water refill stations throughout the Quinlan School of Business Schreiber Center. Reusable water bottles are distributed to incoming students to ensure they have an alternative to buying disposable bottled water.

Loyola celebrates Water Week, the University raises awareness of how to reduce water consumption. Loyola uses 110 million gallons of water each year, mainly coming from the Loyola residence halls.

Designing a more water-conscious campus environment begins with addressing [stormwater management](#). Loyola's Facilities Management department has developed an intricate stormwater system that filters rainwater and reduces urban runoff. Green rooftops and permeable pavement reduce urban runoff throughout campus. Loyola filters around 19 million gallons of rainwater annually, which helps prevent Chicago's sewer system from overflowing into Lake Michigan.

Through the combined efforts of water-use campaigns, the implementation of stormwater management, Loyola facilitates conscious water-use.

Buildings/real estate

Land Acknowledgement Statement

Land Acknowledgment Statement. Land Acknowledgment Statement. The university ratified the Land Acknowledgement Statement in 2020, and we continue our efforts to build a supportive and welcoming environment for Indigenous people at Loyola. In 2023, the university installed campus signs displaying the Land Acknowledgement Statement with signs that feature illustrations by Indigenous artist Buffalo Gouge. The Loyola University Chicago Community acknowledges its location on the ancestral homelands of the Council of the Three Fires (the Ojibwa, Ottawa, and Potawatomi tribes) and a place of trade with other tribes, including the Ho-Chunk, Miami, Menominee, Sauk, and Meskwaki. We recognize that descendants of these and other North American tribes continue to live and work on this land with us. We recognize the tragic legacy of colonization, genocide, and oppression that still impacts Native American lives today. As a Jesuit, Catholic university, we affirm our commitment to issues of social responsibility and justice. We further recognize our responsibility to understand, teach, and respect the past and present realities of local Native Americans and their continued connection to this land.

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Local staff/student/faculty transportation

Policies on local staff/student/faculty transportation

Full-time students are eligible for a Chicago Transit Authority (CTA) UPASS. The CTA UPASS is your ticket to unlimited riding aboard CTA buses and trains. It offers full-time students unlimited use and unparalleled opportunity to take advantage of everything Chicago has to offer. No cash is needed. Loyola provides an inter-campus shuttle bus service between the Lake Shore and Water Tower campuses to reduce single occupancy vehicle trips. Loyola University Chicago seeks to provide efficient, convenient, and safe transportation options for students, staff and visitors. The urban setting of the Lake Shore and Water Tower Campuses provide a wealth of transit options including train, bus, bicycle, pedestrian, and car. While the University meets all parking requirements mandated by the City of Chicago, due to our urban location, there can be limited access to convenient parking locations. Loyola encourages the reduction of single occupancy vehicle trips to campus through alternative transportation modes such as public transit, Metra, Pace, and ride sharing. Additionally we encourage healthy commuting options like walking and bicycling. Increased use of alternative commuting options improves the quality of life on campus, strengthens our ties to our neighboring community, and reduces impacts on the environment.

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Employee equity, diversity, inclusion

Employee Equity, diversity, Inclusion and Belonging

Loyola University Chicago has a commitment to inclusive excellence, centrally housed in the Division of [Institutional Diversity, Equity, and Inclusion](#). Its mission is “to foster a human-centered culture of belonging, we serve as a vocal advocate, engaged ally, and collaborative change agent. We empower faculty, staff, and leadership to champion inclusive excellence by connecting, consulting, coaching, and capacity building in support of igniting our students’ full human potential.

Institutional priorities for creating a sense of belonging for all include: learning & development; culture & climate; institutional structures & systems change; recruitment & retention; scholarship & teaching.

As a Jesuit, Catholic institutional, Loyola University Chicago invites people of all faiths and traditions to be a part of our community. Our policies on religious diversity are [here](#). [Equal Opportunity, Affirmative Action](#) and [Nondiscrimination Policy](#) [Sexual Harassment Policy](#)

Policies on employee (including faculty) equity, diversity, inclusion

Loyola University Chicago has a commitment to inclusive excellence, centrally housed in the Division of Institutional Diversity, Equity, and Inclusion. Its mission is “to foster a human-centered culture of belonging, we serve as a vocal advocate, engaged ally, and collaborative change agent. We empower faculty, staff, and leadership to champion inclusive excellence by connecting, consulting, coaching, and capacity building in support of igniting our students’ full human potential.

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LUC Comprehensive Policy_2024-2025

View document 

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Student equity, diversity, inclusion

Policies on student equity, diversity, inclusion

The Department of Student Development and Multicultural Affairs and Loyola's Anti-Racism Initiative (ARI) brings students, staff, and faculty together to address structural racism, and work toward authentic change in our community, in the academy, and in our society. Policies include: Preferred Name Policy The Student Promise (Care for Myself; Care for Others; Care for Community University Nondiscrimination Policy Equal Opportunity, Affirmative Action and Nondiscrimination Policy Sexual Harassment Policy

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LUC Comprehensive Policy_2024-2025

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Other policies not mentioned above (not applicable) Loyola University Chicago also has General University Policies: Animals on Campus Policy; Consensual Relationships Policy, Copyright Policy; Engage with Empathy; Filming and Photography on Campus; Hiring Outside Counsel; Licensee Code of Conduct; Media Relations Policy; Patent Policy, etc.

General University Policies

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Institutional Aspiration Targets

Quinlan School of Business has set aspiration targets in 1 different area:

- ❖ GHG Emission Targets



Share

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

Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, Quinlan School of Business operates with the following approach:

No Performance Disclosure

UN PRME signatory partner

We have a [Website](#) disclosing our partnering with the United Nations as a member of the UN Principles for Responsible Management Education (PRME) initiative.

At this time as our websites are under renovation, there are no links to our inaugural 2018 report or the sharing information on progress (SIP) updates from our subsequent reports (2022 and now, our 2024 report).



SIGNATORY

Quinlan School of Business



Address

16 E. Pearson Street, Chicago, 60611
United States of America



Website

<https://www.luc.edu/quinlan/>