



2025 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 Nationssupported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

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



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

Antonio Guterres

Secretary-General (2017 - Present)
United Nations

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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









































Getting Started

This section provides foundational information about Quinlan School of Business, including key details and basic institutional data.

Mission

Loyola University Chicago Quinlan School of Business Mission Statement

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

Loyola University Chicago Quinlan School of Business Vision Statement

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 lifelong 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.

Strategy

Quinlan Strategic Plan 2024 - 2026

Loyola University Chicago Quinlan School of Business 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.

OVERVIEW

We have 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.

STRATEGIC DIRECTIONS BUILDING ON EXISTING PRIORITIES

KEY STRATEGIC THEMES for 2024-2026 Be Difference Makers

Our faculty and staff are committed to changing the world for the better through their teaching, research, service, consulting, and other activities. We think differently, use innovation, and embrace diversity to make the world a better place. We collaborate with organizations and society to create positive change and a better future for all. (See SP-P1, SP-P2 and SP-P5)

Objective 1: We support faculty and staff activity in service of social responsibility, ethical action, and doing well by doing good.

Tactic 1A: We cultivate an encouraging and inclusive environment where students, faculty, staff, and alumni can truly thrive. Our dedication to Diversity, Equity, Inclusion, and Belonging is embodied in our DEIB strategic plan.

Tactic 1B: We support the Quinlan Social Impact Initiative and its current work to strengthen Chicago's minority-owned business ecosystem, and we encourage faculty to pursue projects and research related to responsibility.

Tactic 1C: We conduct interdisciplinary research supported by our centers in areas such as risk management, supply chain and sustainability, AI Consortium, Ignite Lab, the User Experience & Biometrics Lab, among others, that enhances Quinlan's impact and reputation across other Loyola units and beyond.

Tactic 1D: Through the Baumhart Center for Social Enterprise and Responsibility, we equip leaders to address society's most pressing challenges and motivate them to lead with purpose.

Tactic 1E: We support sustainability initiatives within Quinlan that build on our LEED Gold-certified building. We explore tactics such as reducing plastic and paper and using more e-books and eco-friendly exam formats.

Objective 2: We emphasize the interconnectivity within Quinlan and its broader engagement with other schools within LUC, other organizations, and the City of Chicago.

Tactic 2A: We continue to sustain the development of cross-disciplinary programs in areas such as resources and environmental management, law, medicine, and social sciences that can benefit from Quinlan expertise in using business and innovation.

Tactic 2B: We follow a translational vision seeking to build collaborations dedicated to community problem-solving. This approach supports opportunities for students and faculty from multiple disciplines to contribute their specialized knowledge towards addressing a common difficulty. Examples such as the Quinlan Social Impact Initiative, the Minority-Owned Business Project and We Rise Together, exemplify externally funded, cross-disciplinary initiatives involving faculty and researchers from departments including IS, MGMT, MARK, and ECON.

Tactic 2C: We connect Quinlan and the business world through the Business Leadership Hub, including the Supply Chain & Sustainability Center, the AI Business Consortium, the Risk Management & Insurance Center, the Family Business Center, Loyola Limited, the Baumhart Center, the Executive & Professional Education Center, and the Family Business Center.

Tactic 2D: Our Alumni/Boards connect the community to Quinlan and Quinlan to Chicago, the region, and the world with internships/jobs, talks in classes, bringing experiential learning problems/data for classes to work on, addressing a wider range of problems to understand and solve (for example, social work, education, sustainability, and law).

Empower Difference Makers

With a special focus on experiential learning, our educational programs equip our students with the necessary skills and perspectives to become difference makers and adapt to meet the world's changing needs.

Objective 1: Excellence in Education. We provide an inclusive educational experience that offers an academic and co-curricular environment to maximize students' personal and professional growth, preparing them to be impactful leaders in society. We create distinctive spaces that unleash the imagination and creativity of our students and faculty.

Tactic 1A: We continue to support innovative curriculum and instruction through engaged, writing intensive and experiential learning-based courses as well as mission-based practices (social justice; ethics; and diversity, equity, inclusion, and belonging). We illustrate theoretical concepts with real-world examples and case studies showing how knowledge applied to problem solving can make a difference.

Tactic 1B: We offer enhanced global, local, and/or interdisciplinary immersion opportunities for all students. These help students grow in their compassion for and understanding of others.

Tactic 1C: We explore new opportunities to incorporate Generative AI to enhance the learning experience and prepare students for the rapidly evolving business landscape.

Tactic 1D: We maintain our commitment to incorporating the Ignatian Pedagogy Paradigm and principles into the teaching process. This encourages reflection on principles and actions that lead to the development of ethical citizens.

Tactic 1E: We continue to expand and leverage student hands-on experience with communities and external partners, including small businesses, non-profits, social enterprises, and alumni to create transformational educational experiences.

Objective 2: Career preparation: We seek to build on our courses and programs to prepare our students for fulfilling employment after degree completions.

Tactic 2A: We emphasize career preparation through curricular and program offerings that align with market demand and the missions of Quinlan and Loyola.

Tactic 2B: We support career preparation throughout the school by involving alumni and practitioners in activities, such as the Q Mentors program in QUIN 202.

Tactic 2C: We make virtual tools available to all students and alumni as an expected part of career services engagement, such as VMOCK or other mock interview platforms, case study platforms, and resume tools.

Tactic 2D: We build community for students through experiences such as the Quinlan Ambassadors, the Black Excellence Awards, the Side-Hustle Showcase, instruction in financial literacy and well-being, and other co-curricular activities.

Inspire Difference Makers

We tell our story and inspire others to join us.

Objective 1: Telling Quinlan's story: We continue to share Quinlan's story through an array of targeted communications incorporating students, faculty, staff, and friends of the school.

Tactic 1A: We define Quinlan's brand within the framework of the greater Loyola brand.

Tactic 1B: We identify difference makers in the community and invite them to share their stories with Quinlan and Loyola audiences.

Tactic 1C: We provide the tools and resources to enable faculty, staff, and students to actively participate in outreach initiatives that showcase Quinlan's commitment to excellence and social responsibility.

Objective 2: Inspiring Others: We seek to inspire positive change, thereby becoming a school of choice for those whose calling is to have a positive social impact.

Tactic 2A: We show students how to have a positive social impact through hands-on opportunities to strengthen our local communities.

Tactic 2B: Students observe, learn from, and are inspired by how we treat each other. Members of Quinlan lead by example, showing diversity in administration, faculty, staff, and alumni boards, equal treatment of all, care for people, transparent judgment, and rewards shared fairly. In this way, we demonstrate doing well by doing good.

Tactic 2C: We stay connected with Quinlan alumni, helping to share inspiring stories of Quinlan alumni, Quinlan faculty and Quinlan students.

Tactic 2D: We build and maintain a strong community with other Jesuit colleges and universities, and with other colleges and universities nationally, to share our stories and best practices.

We recognize that there is a natural overlap among these three strategic themes.

Be-Empower

We are difference makers in all that we do, and we create classrooms that prepare critical thinkers ready to make change happen. At Quinlan, providing an environment based on the principles of experiential learning, with a focus on Ignatian pedagogy, empowers students to grow into difference makers.

Be-Inspire

The Quinlan environment encourages a passion for problem-solving, research that changes the world, classrooms that prepare critical thinkers, and an environment that encourages social responsibility. These priorities work together to inspire like-minded people to become part of our mission.

Empower-Inspire

As members of Quinlan become difference makers, they have a positive social impact. These positive outcomes inspire others both inside and outside of Quinlan. Stories of their difference-making inspires others to do well by doing good.

Be-Empower-Inspire

At the intersection of our three key themes, with our work, education, and the passion for positive change, we have the outcome, which is Quinlan difference-makers impacting the world.

Strategy Alignment

Strategy Alignment

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. At the heart of our Jesuit mission lies a quest for excellence with purpose - to build knowledge and expertise in service to humanity. From groundbreaking local and global programs to mitigate climate change, to convening business and civic leaders around community benefit, Loyola University Chicago advances knowledge and educates new generations of leaders who engage the critical issues of our time.

Integrating innovative research, human-centered collaboration, and interdisciplinary study empowers our students to think critically and act decisively. Jesuit education and its values of Ignatian inquiry-reflection, discernment, and action toward a greater good-offer some profound parallels between disparate fields and human activities. **The Quinlan School of Business** views **business and society as partners in solving the world's most pressing challenges.** We view ourselves as standing at the intersection of business and society, with innovative means to be part of important global conversations. Our distinct mission and outcomes-driven strategy continues to strengthen our reputation as one of Chicago's leading forces in business education. **U.S. News & World Report ranks Quinlan's undergraduate business program #1** and **part-time MBA program #3 in Chicago in 2025**. It is #42 in the nation. Our Executive MBA is among the top 3 in Chicago and #21 in the nation.

Other notable rankings include another five top 20 graduate business programs in the nation:

#10 supply chain graduate program (No. 1 in Chicago);

Accounting is #15;

Finance is #19;

Business Analytics is #20, and

Marketing is #20

Quinlan's undergraduate programs is the #1 undergraduate business program in Chicago in 2025. In the heart of Chicago, taught by industry-leading faculty with work inside and outside of the classroom contributing to Loyola's ranking as a Top 100 Best Value School and as #132 among national universities in the country. President Mark C. Reed at a town hall remarked "The Quinlan School of Business is home to the most highly regarded undergraduate business degrees in the region." Loyola's School of Environmental Sustainability co-promotes Jesuit values of sustainability. Loyola focuses on Laudato Si', an ecological standpoint from Pope Francis that emphasizes the framework of sustainability and action within our university.

Institutional History

Enduring Institutional Commitment

Loyola University Chicago

Founded in 1870, Loyola University Chicago is **one of the nation's largest Jesuit, Catholic universities,** with 16,693 students in Fall 2024. Ranked a leading national university by *U.S. News & World Report,* 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. Loyola is a STARS Gold-rated institution by the Association for the Advancement of Sustainability in Higher Education and is currently ranked among the top 25 universities in the United States for its commitment to campus sustainability in *The Princeton Review's* "Guide to Green Colleges: 2025 Edition."

At **Quinlan School of Business** have 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. Importantly, **Ethics in Business** is a required course in all Quinlan programs. We also offer advanced ethics, international ethics, environmental sustainability, social enterprise, and innovative social responsibility courses at the graduate and undergraduate levels and have done so for numerous years. We have offered social entrepreneurship continuously since 2009 at the undergraduate level. Since 2016, we have offered a sustainability minor for undergraduates in addition to courses offered by Loyola's School of Environmental Sustainability.

At Loyola University Chicago, the **Quinlan School of Business** pedagogical approach includes ethical and socially responsible education in all degree programs. Business Ethics is required in all degree programs. Our innovative pedagogical technique is centered on Ignatian Pedagogy with innovations including engaged learning courses.

Ethical and socially responsible management education is in our University and School's vision, so that it drives our business model as well as all educational efforts, courses, programs, degrees, and non-degree activities.

Importantly, in February 2025, Loyola University Chicago attained the highest research classification, Research 1 (R1) by The American Council on Education (ACE) and the Carnegie Foundation for the Advancement of Teaching (Carnegie Foundation) for 2025. Institutions categorized as R1 are defined as having total research expenditures that exceed \$50M and confer more than 70 (non-professional) doctoral degrees per year. Loyola joins the University of Chicago, Northwestern University, and the University of Illinois Chicago as R1 universities in Chicago.

"Loyola's classification as a Research 1 university is a recognition of the thoughtful and purposeful way the University has built research capacity and infrastructure over a period of years," said **Douglas W. Woods, provost and chief academic officer.** "Research at Loyola is deeply integrated with our University's Catholic, Jesuit mission. Through their research efforts, our scientists and **scholars expand knowledge and impact the world in a meaningful way**. In addition, they create meaningful learning opportunities for our students. Not only do our students get the opportunity to learn directly from the professors who create the knowledge, but many have the opportunity to work directly with these professors in conducting this very important research."

Of the 544 institutions included in this year's classification, Loyola joins 186 other institutions designated as R1 in 2025. This year's designations followed an updated methodology, which "intended to better account for and reflect the multifaceted, wide-ranging research landscape of higher education institutions in America," according to a <u>press release</u> from ACE and the Carnegie Foundation.

"Research is vital to Loyola's work to expand knowledge in the service of humanity," said Meharvan Singh, vice provost for research at Loyola. "The R1 designation recognizes the impactful research we are already doing and positions us to fully realize the best version of ourselves and fully support our faculty in their innovative work."

Graduates & Enrollment

2024 Statistics	Number
Graduates	841
Faculty & Staff at the University	2558
Faculty & Staff at the Institution	126
Student Enrollment at the University	17384
Student Enrollment at the Institution	2558
Undergraduate Attendance	2156
Masters-Level Postgraduate Attendance	412
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	29

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Undergraduate Degree Programmes

BBA Degree Programme

Masters Degree Programmes

MBA Degree Programme

Certificates, Professional Development, or Associate Programmes

g ESG Certificate



Purpose

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

Letter of Commitment

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.

The Quinlan School of Business is proud to host 12 leadership centers and labs that drive innovation, research, and real-world impact. These include the Baumhart Center for Social Enterprise and Responsibility, the Family Business Center, the Lab for Applied Artificial Intelligence, and the QuinLab Behavioral Research Lab. Our centers and labs are hubs of collaboration and thought leadership—hosting flagship events such as the Leading for Good Conference and Capacity Building for Capacity Builders—that bring together business leaders, researchers, and community changemakers.

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 undergraduate degree 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. Six of our 10 graduate degree programs rank in the Top 25 in the nation, including #10 in Supply Chain, 15 in Accounting, and #19 in Finance.

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 an 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.

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Definition of Purpose

Do well-and good-with a nationally ranked business education. At 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 with an ethically and socially responsible business education.

Institutional Engagement

of faculty at Quinlan School of Business actively contribute to 51% - 75% our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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

How We Define Values

Loyola University Chicago and Quinlan School of Business's leading-edge research and innovative education programs support the development and implementation of solutions to complex challenges that face communities locally and globally. One distinguishing characteristic is that an Ethics in Business course is required in ALL degree programs. 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 course taught in a business school. We offer advanced ethics courses such as international business ethics, global environmental ethics, social enterprise, and innovative social responsibility among others and have done so for numerous years.

Who Champions Responsible Management Education at Our Institution

- Individual leader
- Interdisciplinary efforts across business school
- Senior leadership office

Student Voices

The following narrative demonstrates how Quinlan School of Business has influenced students' academic journey and personal growth.

Quinlan School of Business - Change Makers and Innovators

When I began my undergraduate experience at Loyola Chicago's Quinlan School of Business, I was intent upon working in the sports industry. Over my first four semesters in Chicago, however, I grew wary of the business commitment to solving issues like climate disruption, inequality, and conflict. This led me down a path where I looked for alternate methods of structural transformation and radical engagement to reform the way in which business is done. Fortunately, the Quinlan School of Business has a great deal of opportunity for change makers in business. With a strong Business Ethics department full of professors who were ready to talk through my questions and provide recommendations, an interdisciplinary approach to education that led me to a fellowship in the Peace and Private Enterprise Lab in Loyola's Political Science Department, and the chance to volunteer at and attend sold-out innovative events such as Leading for Good led by the Baumhart Center for Social Enterprise & Responsibility, the Quinlan School of Business opened up a realm of opportunities for me. I now plan to move forward in my own research with a focus on the intersection of human geography, commerce, and social & ecological justice, and am forever grateful for Quinlan's role in my journey. I

have no doubt that the Quinlan School of Business will continue to set the model of ethical and inclusive business leadership and education, developing actionable plans to ask and address questions that must be wrestled with by businesses, academics, and future professionals.

Student Awareness

of students at Quinlan School of Business are aware that we are a PRME Signatory Member.

Student Engagement

51% - 75%

of students at Quinlan School of Business actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Revised Undergraduate Core Course Curriculum

Quinlan School of Business Undergraduate Business Core Curriculum, revision

The faculty committee led by **Dean Dr. Tim Classen (ECON)** 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, with implementation in Fall 2024.

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.

Intentionality - Socially and ethically responsible management intertwined across courses

Intentionally across Curricular, Co-Curricular and Extra-Curricular activities

By inter-mixing the resiliency of a Jesuit education with new initiatives, Quinlan creates and everemergent set of courses that intentionally center on Responsible Business Education in our programs.

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**.

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 <u>curriculum</u> 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.

Quinlan School of Business's Ignite Lab created Loyola University Chicago's first ever **SIDE HUSTLE SHOWCASE** that spotlights our students' entrepreneurial endeavors — it's like a Science Fair, but for Side Hustles!

Enduring Values

The Quinlan School of Business is an exemplar in the integration and celebration of Loyola University Chicago's enduring values as a Jesuit, Catholic institution of higher education. In the present strategic context, we have named those values as: *cura personalis*, extraordinary academics and research, community-centered engagement, global connections and partnerships, operational excellence, and

care for our world. Educating business leaders at the intersection of purpose and profit, two of Quinlan's signature centers illustrate and exemplify this work -- namely, the Family Business Center and the Baumhart Center for Social Enterprise and Responsibility. The Family Business Center ties together the values of *cura personalis*, community-centered engagement, and operational excellence by putting the resources of faculty's academic excellence at the service of family business owners. The Center puts their needs, aspirations, and commitment of community-based prosperity at the heart of their practice. The Baumhart Center develops business leaders for the future who have social impact at the forefront of their minds. Marshalling the expertise of world-class faculty and partnering with successful working executives, the Baumhart Scholars are equipped with skills they need to thrive professional and to drive their organizations toward positive social and environmental impact.

Celebrating Values

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

Preparing People to Lead Extraordinary Lives - Our Promise

Preparing People to Lead Extraordinary Lives

Loyola University Chicago'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.

Loyola University Chicago'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 several ways. For example, **Quinlan's own Dr. Jenna Drenten (MARK)** was recently recognized as the Faculty of the Year Award for all of Loyola University Chicago. **Dr. Amy Khyos (MGMT)** was recognized for receiving the Kolvenbach Award for Engaged Teaching. And **Dr. Abhishek Sharma (ISSCM)** was a runner- up for the St. Ignatius of Loyola Excellence in Teaching Award.

Celebrating Values - Ethics in Business Requirement in ALL Quinlan Degree Programs

Business ethics is required course in all degree programs.

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. Importantly, Ethics in Business is a required course in all Quinlan programs. We also offer advanced ethics, international ethics, environmental sustainability, social enterprise, and innovative social responsibility courses at the graduate and undergraduate levels and have done so for numerous years. We have offered social entrepreneurship continuously since 2009 at the undergraduate level. Since 2016, we have offered a sustainability minor for undergraduates in addition to courses offered by Loyola's School of Environmental Sustainability.

Loyola and Quinlan School of Business's leading-edge research and innovative education programs support the development and implementation of solutions to complex challenges that face communities locally and globally. Loyola has increased its capacity for interdisciplinary collaboration and innovation to help faculty, staff, and students drive toward insights that lead to new treatments, new businesses, and improved care for self and others.

We are guided by the Jesuit principle of working diligently and purposefully to expand knowledge in the service of humanity, much of our work, one way or another, addresses disparities in our society.

For example in 2025, two experiential study abroad courses centered on International Business Ethics for graduate students. The first course offered by Professors James Murphy (MGMT) and Dan Pepe (MGMT), focused on international business ethics in Rome, Italy at Loyola University Chicago John Felice Center. Slow food movement and responsible textile circularity were featured. Another course, was a week long intensive course over Spring Break on Competitiveness, Circularity & the Common Good offered by Professors Jennifer Griffin (MGMT) and Kaitlyn Hoffmann (ISSCM). It focused on food insecurity, urban access to water, and responsible textile consumption.

Ignatian Pedagogy

Ignatian Pedagogy: A Practical Approach *

Ethically and socially responsible management education is in Loyola University Chicago and Quinlan School of Business vision as a Jesuit, Catholic University through our Ignatian Pedagogy. Ignatian Pedagogy drives all educational efforts, courses, programs, degrees, and non-degree and our business model. Ignatian Pedagogy is based upon a process that includes: **Context - Experience - Reflect - Action - Evaluation.**

What is the Goal?

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.

What is the Process?

Ignatian pedagogy is a model that promotes the goal of Jesuit education, speaks to the teaching-learning process, addresses the faculty-student relationship, and has practical meaning and application for the classroom. Similar to the process of guiding others in the Spiritual Exercises, faculty accompany students in their intellectual, spiritual, and emotional development. They do this by creating the conditions, laying the foundations, and providing the opportunities for the continual interplay of the student's experience, reflection, and action to occur. Throughout the process it is important that faculty be sensitive to their own experience, attitudes, and opinions lest they impose their own agenda on their students.

The Ignatian pedagogical process includes the following elements: context, experience, reflection, action, and evaluation. Through consideration of the factors and context of students' lives, faculty create an environment where students recollect their past experience and assimilate information from newly provided experiences. Faculty help students learn the skills and techniques of reflection, which shapes their consciousness, and they then challenge students to action in service to others. The evaluation process includes academic mastery as well as ongoing assessments of students'

well-rounded growth as persons for others.

Context

Since human experience, always the starting point in Ignatian pedagogy, never occurs in a vacuum, we must know as much as we can about the actual context within which teaching and learning take place. We as faculty need to understand the world of our students, including ways in which family, friends, social pressures, politics, economics, media and other realities impact them. For a relationship of authenticity and truth to flourish between faculty and student, there has to be built a mutual trust and respect that grows out of a continuing experience of the other as genuine companion in learning. We need to know how to create an atmosphere for learning where we help one another and work together with enthusiasm and generosity, attempting to model concretely in word and action the ideals we uphold for our students and ourselves.

Experience

Experience for Ignatius meant to "taste something internally" which involves the whole person - mind, heart, and will - because without internal feeling joined to intellectual grasp, learning will not move a person to action. To enhance learning, we faculty should first create the conditions whereby students gather and recollect the material of their own experience in order to distill what they already understand in terms of facts, feelings, values, insights, and intuitions related to the subject matter at hand. Later we guide students in assimilating new information and further experience so that their knowledge will gain in completeness and truth.

We select activities that take students beyond rote knowledge to the development of the more complex learning skills of understanding, application, analysis, synthesis, and evaluation. Through an eclectic mix of direct activities (such as conversations and discussions, simulations, role plays, laboratory investigations, field trips, service projects, etc.) and vicarious activities (reading, listening to a lecture, etc.), we strive to create learning experiences that involve the cognitive as well as affective responses, having students consider the questions, "What is this?" and, "How do I react to it?" We also help students integrate learning experiences in the classroom with those of home, work, peer culture, etc.

Reflection

Reflection and discernment were integral parts of Ignatius' learning process. Reflection is a thoughtful reconsideration of some subject matter, experience, idea, purpose or spontaneous reaction, in order to grasp its significance more fully. Thus, reflection is the process by which meaning surfaces in human experience by: understanding the truth being studied more clearly; understanding the sources of one's sensations or reactions in the consideration; deepening one's understanding of the implications for oneself and others; achieving personal insights into events, ideas, truths or the distortion of truth; coming to an understanding of who I am ... and who I might be in relation to others. Reflection is a formative and a liberating process which forms the conscience of learners in such a manner that they are led to move beyond knowing, to undertake action. Faculty lay the foundations for "learning how to learn" by engaging students in the skills and techniques of reflection. A major challenge to faculty is to formulate questions that will broaden students' awareness and impel them to consider viewpoints of others.

Action

For Ignatius, love is shown in deeds not words. Faculty hope that students are impelled to move beyond knowing to action–action that is for the welfare of society. It is our role as faculty to see that opportunities are provided that will challenge the imagination and exercise the will of the students to choose the best possible course of action to flow from and follow up on what they have learned. Through experiences that have been reflected upon, students make the truth their own and serve others. Faculty help students to consider their experience from a personal, human point of view, while remaining open to where the truth might lead.

Evaluation

Ignatian pedagogy aims at formation, which includes but goes beyond academic mastery. Here we are concerned about students' well-rounded growth as persons for others. Traditional ongoing academic evaluation can alert faculty to possible needs for use of alternative methods of teaching; it also offers special opportunities to individualize encouragement and advice for academic improvement for each student. On the other hand, periodic evaluation of the student's growth in attitudes, priorities, and actions consistent with being a person for others is essential. Faculty should foster relationships of mutual trust and respect which set a climate for discussion and growth. Useful evaluative processes include mentoring and reviews of student journals, as well as student self-evaluation in light of personal growth profiles, leisure time activity, and voluntary service to others. Internal or external feedback may serve to launch the learner once again into the cycle of the Ignatian learning paradigm.

What is the challenge?

Consistent use of the Ignatian paradigm can help the growth of a student:

2025 Sharing Information on Progress (SIP) Report

- · who will gradually learn to discriminate and be selective in choosing experiences
- · who is able to draw fullness and richness from the reflection on those experiences
- \cdot who becomes self-motivated by his or her own integrity and humanity to make conscious, responsible choices.

In addition, and perhaps most importantly, consistent use of the Ignatian paradigm can result in the acquisition of life-long habits of learning which foster attention to experience, reflective understanding beyond self-interest, and criteria for effective action. Such formative effects were characteristics of Jesuit alumni in the early Society of Jesus. They are perhaps even more necessary for responsible citizens of the third millennium.

The Ignatian pedagogical paradigm applies to all curricula and students of all ages and backgrounds, is fundamental to the teaching-learning process in and out of the classroom, helps faculty be better teachers, personalizes learning, and stresses the social dimension of both teaching and learning. The challenge for faculty, therefore, is to find ways to bring the Ignatian pedagogical paradigm to the subjects we teach and the programs we run, knowing that it needs to be adapted and applied to our own specific situations. Through this process we will find ways to accompany our students on their journeys of becoming fully human persons.

--Sharon J. Korth
Department of Education
Xavier University

* The document summarized here was developed by the International Center for Jesuit Education (Rome, 1993) in the context of secondary education.

Graduate PLOs View document 🗹 Download document 🕹

Ethics-infused Program Learning Outcomes - revised undergrad curriculum

Program Learning Outcomes for Quinlan's BBA program

Goal 1: Business Disciplinary Knowledge

Graduates will be well-grounded in fundamental knowledge in our foundational business areas. They will demonstrate the ability to collaborate across domains to deliver ethical solutions to complex business problems, particularly those relating to our Jesuit values, in pursuit of a more just society.

Goal 2: Critical Analysis of Information

Students will be able to interpret and critically analyze qualitative and quantitative information, to integrate new knowledge with existing knowledge, and to leverage cutting-edge technologies in pursuit of a more just society.

Goal 3: Ethical Reasoning

Students will demonstrate a solid foundation of ethical reasoning in business decisions, in keeping with the Jesuit tradition of reflection and the pursuit of justice as pioneered by Father Baumhart.

Students will reflect on their own values and principles, those of organizations they engage with, and of the broader social institutions to guide their decision making and leadership in the business world.\

Goal 4: Global Perspective and Awareness of Diversity

Students will have a clear understanding of the global context in which businesses operate and will demonstrate the ability to leverage the complex cultural, economic, political, ethical and social impacts of business decisions in a global economy. Students will value diverse lived experiences as a source of strength in teams and organizations.

Goal 5: Communications

Graduates will be able to communicate effectively to a variety of audiences in traditional modes and emerging platforms.



Teach

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

Courses that support RME

Quinlan School of Business reports 3 courses in 2024 that support responsible management education and sustainable development goals.

UX & Biometrics

BHNR343/INFS399/INFS362

This experiential and research-focused course explores the newest developments in the field of user experience (UX) & biometrics (e.g., collecting and analyzing human behavior data through eye tracking, galvanic skin response, facial expression, voice, and brain activity) and introduces various methods used in cutting-edge research laboratories to study human insight in business contexts. Theoretical UX concepts and practical skills in biometric data collection and analysis will be explored using the latest academic research and hands-on work with biometric hardware, software, and data. Students will complete and present the original human subject research project (team-based and with IRB approval) using biometric trackers and biosensors (see examples). The research project will be documented in the format of a full academic article.

The UX & Biometrics course had a transformative impact on students, as evidenced by course evaluations and Engaged Learning reflections from both the business honors version (MGMT_BHNR 343, Spring 2024) and the broader rollout (INFS 399, Spring 2025). Learning Impact and Intellectual Growth • Students repeatedly described the course as the most educational, rigorous, and rewarding class of their Loyola careers. • It was frequently cited as the best course they've taken at Loyola, often outperforming capstone and other honors experiences. • Many credited the course with helping them secure job offers and Tier One graduate school admissions, pointing to the unique exposure to research, publication, and professional tools. Research and Skills Development • Students valued gaining hands-on experience with: o Biometric technology (eye tracking, GSR, facial analysis) o IRB protocols o iMotions software o Experimental design and academic writing • These experiences gave students a distinctive edge on their resumes and confidence in applying research in business contexts Engaged and Experiential Learning • The course created a fast-paced, high-expectation environment where students learned to manage complex timelines and team projects. • Many appreciated the opportunity to present at research symposia and submit to academic journals, which made the learning feel real and meaningful. • Reflections describe a sense of ownership and pride: "We are even able to publish our research in a journal with Dr. Bačić," and "I never would have done anything for the research symposium without this class Creativity and Critical Thinking • Students noted how the course pushed them to think differently, engage in creative problem-solving, and challenge themselves in unprecedented ways: o "This course is a different beast." o "It leads students to creativity unprecedented in the business school". o "Dinko's high expectations... make the classroom a place where we are all pushed to challenge ourselves and each other" Legacy and Program Value • There was strong student advocacy for retaining or expanding the course: o "This course should not be removed from the Honors curriculum." o "Every business student should take it." o "More classes should be like this". ___ _____ Summary The UX & Biometrics course

instilled real-world research skills, professional confidence, and deep intellectual engagement in students. Its reputation for academic excellence, rigor, and mentorship resonated across cohorts and delivery formats. Students consistently described it as life-changing, career-defining, and unlike anything else at Loyola. In only two iterations of this class, students work has been accepted in leading and international conferences (every name except Dinko Bacic is an undgrad student who contributed to class research): 1. Devine, L., Burns, G., Jakobs, S., Makara, C., Bačić, D., (Accepted) "Sh*t You Won't Forget: The Link Between Profanity, Recall, Visual Attention and Emotions in Video Lectures," AMCIS 2025, Montreal, Canada. 2. Duffy, M., Saaiyed, F., Salas, H., Tokarczyk, A., Bačić, D., (Accepted) "Moderation in the Digital Age: A Biometric Study on Trust and Engagement in Response to Misinformation Warnings," AMCIS 2025, Montreal, Canada. 3. Love, R., Price, A., Bačić, D. (Loyola University Chicago, Chicago, United States), "The Effects of Information Load and Brand Familiarity on Visual Attention Strategies and Smartphone Product Preferences," 2025, MIPRO, Opatija, Croatia (Forthcoming). 4. Skinner, A., Kallmeyer, E., Guiterrez, P., Bačić, D. (Loyola University Chicago, Chicago, United States), "Gendered Endorsers' Impact on Consumers' Subconscious Visual Attention Using Eye-Tracking," 2025, MIPRO, Opatija, Croatia (Forthcoming). 5. Walker, K., Lezic, A., Bačić, D. (Loyola University Chicago, Chicago, United States), "Unveiling the Impact of Subtitles: Insights into Recall and Viewer Visual Engagement on Streaming Video Content," 2025, MIPRO, Opatija, Croatia (Forthcoming). 6. Pascale, N., Tinawi, O., Moraes Barreto, J., Aldaas, A., Bačić, D. (Loyola University Chicago, Chicago, United States), "Short-Form Videos: An Exploratory Study on the Impact of Subtitles and ASMR Splitscreen Format Options Using Eyegaze and Facial Expression Data," 2025, MIPRO, Opatija, Croatia (Forthcoming). 7. Hensley, R., Wilcox, J., Suszko, P., Masones, S., Bačić, D. (Accepted), "Pings, Placement, and Performance: Rethinking Workplace Notifications using Biometrics," 2025, NeuroBusiness Conference, Dubrovnik, Croatia. 8. Duffy, M., Saiyed, F., Salas, H., Tokarczyk, A., Bačić, D. (Accepted), "Who do we Trust? A Biometric Method to Community vs. Platform Misinformation Warnings," 2025, NeuroBusiness Conference, Dubrovnik, Croatia. 9. Glasgow, K., Bačić, D., Sajid, N., Coombs, S. (Accepted), "Annotations, Images, and Attention: Visual Design Choices that Change Climate Perceptions," 2025, NeuroBusiness Conference, Dubrovnik, Croatia. 10. Pfluegar, L., Butler, I., Carol, AJ. (Accepted), "Men Think Women's Sports are Boring - Their Bodies Disagree," 2025, NeuroBusiness Conference, Dubrovnik, Croatia. Additionally, the following journal manuscripts are either under review or resubmission: 1. Revise & Resubmit - Journal od Consumer Marketing - "The impact of information overload on Gen Z iPhone-user product preferences and visual attention: a biometric approach" -with Love, Price, Martinez, and Bačić 2. Resubmit - Target - International Journal of Advertising- "Gendered Color (Blue vs. Pink) and Gendered Endorsers (Men vs. Women) Impact on Consumers' Subconscious Visual Attention Using Eye-Tracking" – with Skinner, Kallmeyer, Gutierez, and Bačić 3. Draft - Target: PLOS ONE - "Assessing the Impact of Subtitles on Comprehension, Perception, Visual Attention, and Effort Using Biometrics" - with Khurshid, Lezic, Walker, and Bačić









Competitiveness, Circularity, and the Common Good - Copenhagen

ETHC 446 - MGMT 499

Investigate the theory and practice of how firms solve three persistent urban issues: food insecurity, access to clean water, and fast fashion waste. While the US and Denmark share a common pluralist heritage, each country has over time adopted different norms and beliefs affecting how governments, businesses, and civil society co-create civic wealth. Clusters of initiatives have led to expertise and ethical conundrums that differ across the countries. A close comparison of Chicago and Copenhagen practices suggests different types of corporate policies, ethical reasoning, and social impact desired within communities undergirded by governmental infrastructure. This class explores the similarities, differences, consequences, and ethical reasoning across three existential problems deserving concerted attention.







Ethics in Business | ETHC341

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?















Teaching Awards

In 2024, 5 awards were given to faculty and educators at Quinlan School of Business.

Granter: ANA Educational Foundation and USPS

Grantee: Marketing Strategy team - MARK 390

Award Description:

Marketing Strategy MARK 390 Students in Professor Connolly (MARK) Marketing Strategy class, MARK 390, competed in a case competition and earned a trip to Washington D.C. for the finals. The team presented to United Stated Postal Service executives, and the ANA Educational Foundation leadership. Quinlan's team won the competition earning a cash prize. ANA Educational Foundation In partnership with the ANA Educational Foundation, Professor Linda Zayer (MARK) served, by invitation, on an advisory board to develop a university case competition that resulted in an Innovation Challenge hosted by the United States Postal Service (USPS). The case competition focused on helping the USPS attract younger audiences.

Quinlan School of Business 2025 Excellence in Teaching Award

Granter: Loyola University Chicago Quinlan School of Business

Grantee: Stacy Neier Beran, PhD, Senior Ignatian Lecturer of Marketing and Steven Todd, PhD,
Associate Professor of Finance

2025-2026 Society for Experiential Education (SEE) Fellowship

Granter: Society for Experiential Education

Grantee: Stacy Neier Beran (MARK), Senior Ignatian Lecturer

Award Description:

Society for Experiential Education (SEE) Fellowship: Recognized for her work in experiential learning, Stacy Neier Beran (MARK), Senior Ignatian Lecturer and Faculty Director of Experiential Learning, was named a 2025-2026 SEE Fellow. The SEE Fellows Program is a cohort based program designed to develop a learning community of scholar-practitioners and advanced doctoral graduate students working in experiential education. Congratulations Stacy!

Adolfo Nicolas, S.J., Excellence in Engaged Learning and Teaching Award

Granter: Loyola University Chicago Center for Engaged Learning, Teaching, and Scholarship (CELTS)

Grantee: Jenna Drenten, PhD (MARK)

Award Description:

Jenna Drenten (MARK) received the Adolfo Nicolas, S.J., Excellence in Engaged Learning and Teaching Award presented by Loyola's Center for Engaged Learning, Teaching, and Scholarship (CELTS). One of her nominators provided the follow quote: "Jenna excels in engaged learning by integrating real-life businesses into the curriculum, allowing students to tackle genuine challenges. By listening to clients, she emphasizes understanding needs, fostering practical skills like communication and problem-solving, and ensuring impactful, hands-on learning experiences."



International Business Ethics and Environmental Sustainability Case Competition (IBESCC), Winner

Granter: Loyola Marymount University, Institute for Business Ethics and Sustainability

Grantee: Anna Pirilla, Taylor Ball, Moy Mendez, Kara Gurvey with faculty mentor Jennifer Griffin (MGMT)

Award Description:

International business ethics and environmental sustainability case competition (IBESCC). Quinlan's MBA students won an international business ethics and environmental sustainability case competition (IBESCC) 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. The Baumhart Scholars came out on top in their division for the 25-minute business pitch competition and were runners-up in the 10-minute pitch and 90-second pitch. Four Baumhart MBA Scholars teamed up for the honors: Taylor Ball, Kara Gurvey, Moy Mendez, Anna Briggs Pirila with faculty mentor, Professor Jennifer J. Griffin (MGMT).

Educator Recognition

At Quinlan School of Business, we recognize educators for quality of teaching in the following ways:

- Annual teaching excellence awards
- Course evaluation scores
- Faculty promotion and tenure consideration
- Institutional recognition events

Teaching Voices

The following statements demonstrate ways in which educators at Quinlan School of Business support sustainability and responsible management in their classrooms.

Ignatian Design Thinking - Engaged Learning, MARK 321E

During Fall 2024, Ignatian Design Thinking students, led by **Professor Stacy Neier Beran (MARK)** collaborated with c200 to generate understanding excitement for NextGen leadership. **c200's mission is to inspire, educate, support, and advance current and future women entrepreneurs and corporate, profit-center leaders**. Led by Quinlan alumni (Emily Nordquist and Myla Skinner), 3 design teams challenged assumptions about what leadership means to women and how more women can learn about ownership of profit & loss responsibilities earlier in their careers. Use of Miro, a digital whiteboard tool used for research and prototyping, each team identified actual needs of the NextGen leaders, examined the competitive landscape, immersed in adjacent contexts, and prototyped solutions for c200. Results were shared as Design Decks and will be shared during Loyola's Undergraduate Research and Engagement Symposium.

Students have described the project as:

C200 is a premier global organization dedicated to advancing women in business by fostering mentorship, knowledge-sharing, and leadership development. As a co-educator of Loyola students, C200 collaborated with Professor Beran's (MARK) Marketing 321E Design Thinking course on a strategic project aimed at revamping its social strategy and marketing efforts. Through this partnership, students applied design thinking principles to develop innovative solutions that enhanced C200's digital presence and engagement. By working directly with a renowned network of women business leaders, students gained hands-on experience in marketing strategy, user-centered design, and problem-solving in a real-world business context. This collaboration not only enriched students' learning experiences but also contributed valuable insights to C200's mission of inspiring and supporting women leaders. The partnership exemplifies Loyola's commitment to experiential learning and ethical business leadership, providing students with the tools and confidence to drive meaningful changes in their careers and communities.

C200's partnership with Loyola's MARK 321E Design Thinking course provided students with a unique opportunity to bridge academic theory with practical application in a real-world business setting. By collaborating directly with C200 on revamping its social strategy and marketing efforts, students applied design thinking principles to solve complex challenges, reinforcing their coursework through hands-on experience. This engagement allowed students to deepen their understanding of user-centered design, digital marketing, and strategic communication while gaining exposure to the leadership and networking opportunities that C200 fosters for women in business. Beyond the classroom, students connected with an influential network of female executives, gaining valuable industry insights and mentorship that expanded their professional horizons. The experience also

provided a broader community impact, as students contributed to a mission-driven organization dedicated to advancing women in leadership roles. Through this partnership, students not only enhanced their technical and creative skills but also developed a greater awareness of the social and economic significance of gender equity in business, preparing them to be innovative and socially responsible leaders in their own careers.

Family Business Management MGMT 377

MGMT 377 Family Business Management was launched in conjunction with Loyola's Quinlan School of Business, Family Business Center Professor McCaule (MGMT) as a new undergraduate course immersing students into family business governance, succession planning, and ethical decision making. Features hands-on learning and related guest speakers during "family dinner."

Did you know family businesses make up a staggering **80**% of enterprises worldwide? In the US alone, they contribute to **87**% of the economy, with **32.4 million** family businesses driving a GDP of **\$7.7 trillion** and employing **83.3 million** people!

https://www.luc.edu/familybusiness/services/familybusinessmanagement/

The Ignite Lab and Side Hustle Showcase

Ignite Lab

Ignite Lab is a student-centered incubator for entrepreneurial visions at Loyola University Chicago Quinlan School of Business. At Ignite Lab we guide and mentor students, staff, and faculty who bring innovative ideas to us. We also support and showcase side businesses our students have started while they pursue their degrees at the university.

Ignite Lab's Side Hustle Showcase (March 2025)

The Ignite Lab's second annual **Side Hustle Showcase** provided Loyola University Chicago students the opportunity to present their side businesses in a "science fair" format, showcasing their entrepreneurial spirit. Ten selected students will display their products or services, with the chance to win prize money.

https://www.luc.edu/leadershiphub/centers/ignitelab/upcomingevents/sidehustleshowcase/

Congratulations to the winners of Quinlan's Second Annual <u>Side</u> Hustle Showcase!

Judges' Choice Award: <u>Axel Rives</u> – Unlimited Coverage Cybersecurity

Peer Choice Award: Emily Narsolis - SolisArt

Each winner received a \$500 prize and will benefit from mentorship by entrepreneur Tim Lanai.

The Side Hustle Showcase is proudly hosted by Loyola Quinlan's <u>Ignite Lab</u>, celebrating student innovation and entrepreneurship. Thank you to **Ugur Uygur (MGMT)** and his student workers for their organization of the event – along with **Allison Davis** and **Patty Hernandez** for logistical support. And thank you to all of the faculty and staff who joined as anonymous judges and attendees.

Business Statistic ISSCM 241E

ISSCM 241E – Business Statistics

Students worked with the **Peggy Notebaert Nature Museum** to evaluate their field trip attendance and satisfaction survey data with the goal of identifying trends and insights that would allow the museum to better tailor their field trip offerings (hands on workshops, special events, etc.) for students of different ages to allow for maximum engagement with and satisfaction from the field trips.

Compudopt, a non-profit organization

Two other project teams worked in collaboration with Compudopt, a non-profit organization. The first project focused on documenting the requirements and proposing solutions for a new Donation Management System. This project aimed to reduce the administrative burden by streamlining data management and improving efficiency in tracking donations. The second project involved analyzing and enhancing a Program Management System to track student engagement and program outcomes. Through these projects, students applied their skills in a practical setting, aligning with the university's commitment to experiential learning and community impact.

Financial Literacy and Well-Being QUIN 102

QUIN 102 Financial Literacy and Well-Being

As a result of Quinlan School of Business's newly approved undergraduate business curriculum, a new required course on Financial Literacy and Well-being, QUIN 102, was implemented in Fall 2025 for all incoming undergraduate students.

https://loyolaphoenix.com/2024/03/new-program-aims-to-increase-financial-literacy-on-campus/

Experiential Learning and Immersion - Southeast Asia - MARK 561/399

Comparative Consumer Behavior and Marketing - Southeast Asia

Professors Cliff Shultz (MARK) and **Dinko Bacic (ISSCM)** offered Comparative Consumer Behavior and Marketing and Independent Study – Special Topics; an experiential learning and site-immersion course in which students examine/compare market, marketing, policy and consumer dynamics in Southeast Asia.

Of particular relevance vis-à-vis **UN PRME** was visits to **Fulbright University Vietnam, Vietnam's War Remnants Museum, Cambodia's Killing Fields Memorial**, service work in Cambodia to feed poor/destitute children at schools built on reclaimed mine fields, team-projects/presentations to explore opportunities to **deliver marketing-based interventions to affect sustainable, peace, prosperity and/or well-being,** etc.

Principles of Marketing MARK 201

In **Professor Brittany Bauer (MARK)** Principles of Marketing 201 course includes a section on "Ethical & Social Responsibility" in marketing and business practices. While these types of conversations are integrated into the course content throughout the entire semester, this particular unit specifically focuses on how to develop and run organizations that make the world a better place. Some of the main topics that we cover include: **inclusivity in advertising and marketing communications, the gendering of products and services, green marketing, cause marketing,** and more.

Additionally, students are given an assignment where they are asked to find a news article/press release/advertisement/etc. from the last 12 months highlighting the ethical and/or social responsibility of a company. They briefly describe what the company is doing, why they think the company is doing it, how it impacts consumers and society as a whole, as well as how it influence them and their perceptions of the brand.

Baumhart Scholars MBA

The Baumhart Center for Social Enterprise and Responsibility

Baumhart Scholars MBA (Spring 2025).

We prepare leaders from the private, government, and social sectors to thrive at the intersection of profit and purpose. The 5th cohort of scholars will graduate in 2025, with over 100 alumni advancing careers in purpose-driven leadership.

https://www.luc.edu/baumhartcenter/education/baumhartscholarsmba/

Baumhart Capstone Projects (Spring 2025).

Capstone consulting projects within the MBA program, providing students with hands-on experience to drive impact in mission-driven organizations.

ESG Certificate (Spring 2025).

The ESG certificate equips leaders with the skills to be effective today and the knowledge to lead at the emerging edge where business impact and societal needs align. The second cohort graduates in 2025.

https://www.luc.edu/baumhartcenter/education/baumhartcertificateinesg/

Meliora Cleaning Products field trips (February 2025).

The Baumhart Scholars MBA students participate in a field trip to this women-owned B Corp founded by a Baumhart faculty member, exemplifying real-world connections between purpose-driven leadership and impact.

○ Fostering Innovation



Somewhat

Teaching and learning at our institution moderately support innovation.

© Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Q Learning Mindset



To a great extent

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

○ Method of Teaching and Learning



In person

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



Research

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

Research vs Research for RME/Sustainable Development

Peer-reviewed articles were

published by Quinlan School of
Business from this past calendar
year.

vs **35**

Peer-reviewed articles were published by Quinlan School of Business from this past calendar year in support of RME.

Research Funding

In 2024, Quinlan School of Business was awarded funding for research that is:



Socializing Research

In 2024, Quinlan School of Business contributed research findings to:

- Community organizations
- Government and policy makers
- Industry and business networks
- International media
- Local media
- National media
- Open-access platforms

Research Projects

In 2024, Quinlan School of Business reported 6 research projects that implemented responsible or sustainable activities.

International Trade and Macroeconomics - Professor Julian P. Diaz (ECON)

Period Covering: August, 2008 - May, 2025

Department: Economics

Associate Professor Julián P. Díaz (ECON) has spent more than 15 years conducting research in international trade and macroeconomics that has influenced policy and positioned him as an expert in the field.

Since 2008, he has published a dozen articles analyzing the effects of economic policy across Central Europe and the Americas, ranging from trade liberalization to the dollarization of nations, which is the conversion of currency to the U.S. dollar. He brings this depth of research to students in the Quinlan School of Business, where he teaches courses in macroeconomics and international economics.

Research close to home. Among his most notable research is a chapter on his home country of Ecuador in "A Monetary and Fiscal History of Latin America," a comprehensive collection of research by leading economists invited to participate in a project organized by the University of Chicago.

Díaz analyzed decisions by Ecuadorian policymakers, including one to dollarize the country in 2000 in an attempt to reduce out-of-control inflation. Dollarization has become a hot topic more recently due to the proposal of Argentina's President Javier Milei to dollarize his country.

"Dollarizing Ecuador was a very radical decision," Díaz said. "While many political leaders in Ecuador and Argentina believe dollarization is enough to conquer inflation, we argue that dollarization needs to be complemented with comprehensive economic reforms to make it sustainable." Díaz collaborated directly with former ministers of finance and central bankers on the research.

"Writing this piece was a really nice experience because I was able to understand what people were doing at the time," Diaz said. "In retrospect it's easy to say, 'Hey, you should have done this', but maybe at that time they didn't have a lot of options."

Understanding inflation. More recently, Díaz is researching the impact of inflation on U.S. households of different levels of wealth. With high inflation in the United States and income inequality at higher rates than similarly developed countries, his research comes at a particularly interesting time.

"Understanding how inflation affects different types of households, and in particular those with the lowest levels of income, is of utmost importance, since it can serve to inform policymakers on how to alleviate its undesirable consequences," Díaz said.



Sexual Assault Reporting - Professor Frances Xu Lee (ECON)

Period Covering: May, 2017 - August, 2025

Department: Economics

Sexual Assault Reporting

Associate Professor **Frances Xu Lee (ECON)** research on sexual assault reporting may eventually help policymakers design more effective reporting systems. Lee approaches reports of sexual assault from the perspective of information economics, which is the study of the strategic incentives in disclosing or hiding information and the rational interpretation of people's actions and speeches.

For example, research in this field could study **how disclosure rules will affect the information revealed**, how firms sign contracts under asymmetric information, and how the biases of different experts in a panel affect the information collected and revealed.

Lee's research on sexual assault was conducted with Professor **Wing Suen** at the University of Hong Kong. They considered the personal costs and benefits of reporting. "We think about costs very broadly: costs can be financial, emotional and psychological," she says.

Victim versus libeler. Lee was inspired by news coverage of sexual assaults which ultimately gave rise to the #MeToo movement, and the related discussions of distinguishing a victim from a libeler. "It's a hard problem because we have people who have no hard evidence," says Lee. "These crimes are usually not violent in nature. It's he said, she said."

Public perception of sexual assault reports. In addition to analyzing incentives, Lee believes economics can contribute to this issue by rigorously using the Bayes' Rule to model the way that the public processes information. The Bayes' Rule describes a process of revising one's assessment of the probability of an event based on other available information (a mathematical formula for calculating conditional probability). Consistent with the Bayes Rule and the strategic incentives of the victims and libelers, the public's assessment of culpability increases with the number of allegations against the same person.



Immigration, Management Practices and Quality of Work - Professor Peter Norlander (MGMT)

Period Covering: June, 2021 - May, 2025

Department: Management

Research on workers and responsible management practices at Quinlan School of Business is central to the mission of the faculty in our Human Resources and Employment Relations (HRER) area.

Professor Norlander (MGMT) research on immigration, management practices, the quality of work, and discrimination in the labor market is illustrative of our focus and impact. Studies of worker mobility and migrant workers on temporary worker programs have been cited in publications by the International Labor Organization and think tanks in Canada and the United States, including the Center for Global Development. The New Zealand Productivity Commission Research incorporated the research directly into its top-level findings.

Norlander's research on offshoring, outsourcing, and remote work practices is cited in the 2023 report of the EU's Directorate-General for *Employment, Social Affairs, and Inclusion*, and in EU research on promoting skills development. Research on gig work and the fissured workplace was cited in a 2022 report from the government of Spain on *Social and Economic Cohesion*. Recent research on worker mobility and non-compete and no poach agreements in 'fissured' workplaces was funded by the Economic Security Project and has attracted research partnerships across multiple institutions and follow-up work on power imbalances.

A research project focused on measurement of management practices in firms using job advertisement data received support from the Russell Sage Foundation and additional support from the Washington Center for Equitable Growth.



Combating Social Stereotypes Dr. Bauer (MARK)

Period Covering: July, 2024 - August, 2025

Department: Marketing

Professor Brittany Bauer's (MARK) recent research has been dedicated to better understanding—and working to counteract—consumer social judgments and stereotypes. Specifically, Professor Bauer's work has focused on uncovering persistent gender bias and cultural stereotypes. She has multiple works-in-progress on these topics, and she presented the research at several top marketing and international business conferences (see below).

Moreover, one of Professor Bauer's projects received the Jay Lindquist Best World Marketing Congress Paper Award as the most outstanding submission at the conference. The paper sheds light on gender-based stereotypes, provides a foundation for marketers to mitigate gender bias, and encourages marketers to create inclusive advertising campaigns that challenge gender stereotypes in their messaging.

- o Bauer, B., Carlson, B., Kelting, K., & Johnson, C. (June 2024) "Lights, camera, inequality: The underlying gender bias in celebrity endorsements." Academy of Marketing Science World Marketing Congress (Bel Ombre, Mauritius).
- o Bauer, B., Johnson, C., & Randrianasolo, L. (May 2024) "Foreign endorser stereotypes: Leveraging match dyads to improve perceived cognitive fit." American Marketing Association Global Marketing Special Interest Group (Verona, Italy).
- o Bauer, B., Johnson, C., Randrianasolo, L., & Bhatia, S. (October 2024) "Stereotypes of foreign endorsers: When to match endorser, brand, and consumer factors." Academy of International Business US Southeast (St. Louis, Missouri).



Socially Responsible Fintech - Professor Fred Kaefer (INFS)

Period Covering: July, 2024 - August, 2025

Department: Computer Information Systems

During this academic year, Professor Kaefer (INFS) co-authored a paper titled "Socially Responsible Fintech Using Open Social Innovation" (Kaefer, Mora & Santos 2025) that focuses on increasing financial inclusion with the aim of increasing consumer well-being and improved quality of life. The research stresses the importance of assuring that technology-enabled financial services (fintech) are available and delivered to all citizens in an equitable, fair, and responsible manner.

Kaefer, F., Mora, G. L., & Santos, N. J. C. (2025). Socially Responsible Fintech Using Open Social Innovation. Journal of Macromarketing, 45(1), 105-112. https://doi.org/10.1177/02761467241307327



SeeHer - Gender Representation and Storytelling in Advertising - Professor Linda Tuncay Zayer (MARK)

Period Covering: August, 2020 - August, 2025

Department: Marketing

Gender Representation and Storytelling in Advertising

Linda Tuncay Zayer, marketing department chair and John F. Smith Chair of Business Administration at the Quinlan School of Business, is an expert on gender representation and storytelling in advertising. For nearly 20 years, she has been researching issues at the intersection of gender equality and marketing and advertising.

Since 2022, she has served on the **Education Advisory Board** for the **SeeHer organization**, a part of the **Association for National Advertisers** that seeks to increase the representation and accurate portrayal of all women and girls in marketing, media, and entertainment to reflect culture and transform society. All the while, she continues to research inclusivity in storytelling.

"Through my role, I have had the opportunity to talk with C-Suite executives and other top industry leaders, participate in speaking events to create awareness of these critical issues, as well as advance research and education in this area," Zayer said.

A national effort

SeeHer is a coalition of companies, agencies, and partners, representing over 7,250 brands and including some of the largest corporations across the globe. Celebrities including entrepreneur Lori Greiner, television personality Michael Strahan, and journalist Katie Couric are just a few of the many who sit on the SeeHer Advisory Board.

In September 2023, Zayer spoke at a SeeHer event in New York City in a session on "Training the Next Generation of Marketers," to discuss the importance of giving students tools and frameworks to make a difference in the world through the work they do and the social change they can advocate for.

In February 2024, SeeHer launched a series of free, open-source education modules where students and early career advertising professionals can learn to combat gender bias in advertising, marketing, and media and ultimately earn a gender equity certification. Zayer, along with scholars from across the country on the Education Advisory Board, helped develop the education modules.

The same month, Zayer was invited to the United Nations in a UN Women event with the Unstereotype Alliance, which aims to eradicate harmful stereotypes in the advertising industry. There, she participated in conversations surrounding Sustainable Development Goal number five: Gender Equality.

Sharing Quinlan values

Zayer is using her expertise build bridges between education and industry, including meeting with top leadership in companies such as **Procter & Gamble, American Express, Nestle, Publicis** and others.

At the Quinlan School of Business, Zayer instills the values of being a difference maker to students through tackling ethical issues, such as equity and inclusion, and engaging in data-driven decision making and storytelling in advertising and marketing practices. With SeeHer, she is called to put those same values into practice.

"When people feel seen and celebrated, they respond positively," Zayer said. "It is the right thing to do and makes good business sense. It is vital to put gender equity front and center in not only the creative work of advertisers and marketers, but also in the workplaces in which advertisers and marketers operate."

Creating leading research

Zayer's work with SeeHer, coincides with her research in representation and inclusive storytelling, specifically taking a Transformative Advertising Research (TAR) approach. TAR is a subfield proposed by Zayer and her co-authors in a 2022 Journal of Advertising article that calls upon various stakeholders to harness the power of advertising for well-being outcomes, including the common good. The paper was a finalist for Best Paper in the Journal in 2022. In a follow-up publication that is forthcoming in the Journal of Advertising, Zayer and her co-authors examine award-winning Cannes Lions campaigns to conceptualize inclusive storytelling into three components: representation, storytelling, and impact. This paper recieved an honorable mention for Best Paper in the Journal in 2023.

"It's not enough just to talk about gender equity, for example. You have to be relentless in tracking, measuring, and reporting outcomes," Zayer said. "Positive social change and greater well-beichallenging-marketers-to-seeher-accuratelyng can come about, but we need efforts at all levels, shifts in societal discourses, top leadership, organizational change, grassroots efforts, and individual difference makers."





Research Awards

In 2024, Quinlan School of Business was awarded 14 research awards for responsibility- and/or sustainability-related research.

Granter: World Marketing Congress

Grantee: Professor Brittany Bauer (MARK)

Award Description:

Professor Bauer received the Jay Lindquist Best World Marketing Congress Paper Award as the most outstanding submission at the World Marketing Congress conference. The paper sheds light on gender-based stereotypes, provides a foundation for marketers to mitigate gender bias, and encourages marketers to create inclusive advertising campaigns that challenge gender stereotypes in their messaging. Professor Bauer's work has focused on uncovering persistent gender bias and cultural stereotypes.

Granter: International Association for Business & Society (IABS) Fellows organization

Grantee: Jennifer J. Griffin (MGMT)

Award Description:

As President of the International Association for Business and Society (IABS) Fellows organization, it is my distinct honor and privilege to inform you that you have been elected an IABS Fellow in 2025. This is an honor not often bestowed since the Fellows Constitution provides a very specific criterion: a. Each new Fellow candidate must be nominated by a current Fellow, b. Only three new Fellows are permitted to be elected each year (this year only two were elected), c. The new Fellow candidate must receive at least 60 percent of the votes cast by the Fellows, and d. To be nominated, the Fellow candidate must be recognized for: Outstanding contributions to the scholarship and practice of Business and Society; or, Leadership role in education and scholarship in the field. I am delighted to bestow this honor to you, Jenn, for your outstanding contributions to the scholarship and practice of Business and Society, and your leadership role in education and scholarship in the field. Sincerely yours, James Weber President, IABS Fellows

2025 Best (Theory) Paper Prize of American Law and Economics Review

Granter: American Law and Economics Association

Grantee: Frances Lee, PhD (ECON)

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Award Description:

Frances Lee (ECON) was honored with the 2025 Best (Theory) Paper Prize of American Law and Economics Review for her publication titled, "The 'Reasonable Consumer' Standard for Product Labeling" from the American Law and Economics Association.

2025 Julia Teahen-MBAA International Distinguished Paper Award

Granter: North American Management Society (NAMS)

Grantee: Inhyeock Lee (MGMT)

Award Description:

Inhyeock "Ian" Lee (MGMT) and co-author Eunsuk Hong, University of London, were honored with the 2025 Julia Teahen NAMS Award for Best Paper at the North American Management Society (NAMS) for their paper titled, "Two Sides of Entrepreneurship and Regional Employment: A Geographic Perspective."

♀ Schreiber Venture Fund Grant

Granter: Loyola University Chicago Schreiber Venture Fund

Grantee: Tim Classen (ECON)

Award Description:

Tim Classen (ECON) is a 2025 recipient of the Schreiber Venture Fund Grant. This Grant will be used in collaboration with faculty from the Niehoff School of Nursing, Parkinson School of Public Health and Health Services, School of Social Work, and Stritch School of Medicine on "Artificial Intelligence to Center the Patient Voice in Healthcare." The purpose of the project is to build and pilot the feasibility of an avatar application that uses artificial intelligence (AI) and large language models (LLMs) as conversational agents to interview dialysis patients and collect information and identify gaps in knowledge about kidney disease and management, barriers to adopting positive health behaviors, social determinants of health (SDoH), and to generate summaries that can be shared with health care providers.

☆ Arrupe Continuing Scholars (ACS) Research

Granter: Arrupe Continuing Scholars (ACS) Research Experience

Grantee: Diana Acosta Navas (MGMT) and Jennifer J. Griffin (MGMT)

Award Description:

Diana Acosta Navas (MGMT) and Jennifer J. Griffin (MGMT) have been selected as Faculty Mentors for the Arrupe Continuing Scholars (ACS) Research Experience. Erick Diaz (Arrupe) will be supporting research on a project led by Diana and Jenn titled, "Private, Public, and Corporate Governance and Al Platforms." This project will be supported by an undergraduate Arrupe scholar and presented during the summer.

♀ Faculty Mentors, Arrupe Continuing Scholars

Granter: Arrupe Continuing Scholars (ACS) Research Experience

Grantee: Yoo Na Youm (MGMT) and Gita Taherkhani (ISSCM)

Award Description:

Yoo Na Youm (MGMT) and Gita Taherkhani (ISSCM) have been selected as Faculty Mentors for the Arrupe Continuing Scholars (ACS) Research Experience. Yoo Na will be supporting work on a project titled, "The Uniqueness and Impact of Social Enterprises in the U.S." Gita will be supporting work on a project titled, "Strategic Electrification of Freight Trucking Networks with Emissions-Sensitive Clients" Both of these projects will be supported by a scholar and presented during the summer. ACHIEVABLE. ACCESSIBLE. AFFORDABLE. Why Arrupe? Launch your college career with the support you need. At Arrupe, you can earn a two-year associate's degree in Liberal Arts, Business, or Social and Behavioral Sciences—and we'll help you do it with little to no debt. Along the way, we'll work with you as you discover your interests and goals, then determine your next steps and help you transfer to a four-year college to earn your bachelor's degree.

☆ Achieving Research 1 (R1) Institution

Granter: The American Council on Education (ACE) and the Carnegie Foundation for the Advancement of Teaching (Carnegie Foundation)

Grantee: Loyola University Chicago

Award Description:

Importantly, in February 2025, Loyola University Chicago attained the highest research classification, Research 1 (R1) by The American Council on Education (ACE) and the Carnegie Foundation for the Advancement of Teaching (Carnegie Foundation) for 2025. Institutions categorized as R1 are defined as having total research expenditures that exceed \$50M and confer more than 70 (non-professional) doctoral degrees per year. Loyola joins the University of Chicago, Northwestern University, and the University of Illinois Chicago as R1 universities in Chicago. "Loyola's classification as a Research 1 university is a recognition of the thoughtful and purposeful way the University has built research capacity and infrastructure over a period of years," said Douglas W. Woods, provost and chief academic officer. "Research at Loyola is deeply integrated with our University's Catholic, Jesuit mission. Through their research efforts, our scientists and scholars expand knowledge and impact the

world in a meaningful way. In addition, they create meaningful learning opportunities for our students. Not only do our students get the opportunity to learn directly from the professors who create the knowledge, but many have the opportunity to work directly with these professors in conducting this very important research." Of the 544 institutions included in this year's classification, Loyola joins 186 other institutions designated as R1 in 2025. This year's designations followed an updated methodology, which "intended to better account for and reflect the multifaceted, wide-ranging research landscape of higher education institutions in America," according to a press release from ACE and the Carnegie Foundation. "Research is vital to Loyola's work to expand knowledge in the service of humanity," said Meharvan Singh, vice provost for research at Loyola. "The R1 designation recognizes the impactful research we are already doing and positions us to fully realize the best version of ourselves and fully support our faculty in their innovative work."

2 2025 Innovations in Marketing Communications Award

Granter: American Marketing Association Marketing & Communications Special Interest Group

Grantee: Dr. Linda Tuncay Zayer

Award Description:

2025 Innovations in Marketing Communications Award from the American Marketing Association Marketing & Communications Special Interest Group for 2022 paper for "Transformative Advertising Research: Reimagining the Future of Advertising":

□ Langerbeck Award for Undergraduate Research Mentoring

Granter: Loyola University Chicago

Grantee: Tim Classen

Award Description:

The Langerbeck Award for Undergraduate Research Mentoring, 2024. 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.

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Academy of Management Organizations & Natural Environment Division, Best Dissertation Award, Finalist

Granter: Academy of Management, Organizations & the Natural Environment Division (ONE)

Grantee: Sadek Showkat

Award Description:

Dr. Sadek Showkat's (MGMT) dissertation was selected as a finalist for Best Dissertation Award in the Academy of Management Organizations and Natural Environment (ONE) division. This award is given to recent PhD graduates with the an impactful dissertation.

₽ Best Reviewer Award

Granter: Academy of Management, Organizations & the Natural Environment (ONE) Division

Grantee: Sadek Showkat

Award Description:

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.

Time Finalist, Best Paper Award Academy of International Business

Granter: Academy of International Business, AIB

Grantee: Sadek Showkat (MGMT)

Award Description:

Sadek Showkat (MGMT) had his paper, "Navigating the Grey: Perceived Institutional Voids and Adaptive Informal Institutions" recognized as a finalist for the Best Paper Award at the AIB conference. Congratulations, Sadek!

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Lester H. McKeever Jr. Advancing Diversity Award - Professor Danielle Booker (ACCT)

Granter: Illinois CPA Society (ICPAS)

Grantee: Danielle Booker (ACCT)

Award Description:

Danielle Booker (ACCT) received the Lester H. McKeever Jr. Advancing Diversity Award at the Illinois CPA Society (ICPAS) Leadership and Recognition Awards Dinner. Congratulations, Danielle!

Research Voices

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

QSB - Research Publications, UNPRME-related

Quinlan School of Business Research – PEER-REVIEWED PUBLICATIONS

Illustrative List aligned with Socially and Ethically Responsible Business Practices

Loyola University Chicago has achieved R1 classification, the highest designation for research excellence, joining 186 institutions recognized as R1 in 2025. Our cutting-edge research and innovative education programs across all campuses drive the development and implementation of solutions to complex challenges affecting communities both locally and globally. Learn more: https://bit.ly/3ENR123

2025 Peer-reviewed Publications including books (identified by a Quinlan author)

Bauer, Brittany. <u>Sharing the Spotlight: Understanding Consumer Response to Joint Advertising</u>. *Journal of Advertising*.

Shultz, Cliff. <u>Unlocking Our Potential</u>: <u>Collaborating with Local and Global Institutions to Advance a Macro Ethos for a More Just, Safe, Inclusive and Sustainable World.</u> *Journal of Macromarketing*.

Taherkhani, Gita. <u>Hub Network Design for Strategic Autonomous Shuttle Deployment</u>. *IEEE Transactions on Intelligent Transportation*.

Gangopadhyaya, Anuj. Racial Disparities in Mortality by Sex, Age, and Cause of Death. NBER

Singer, Abraham. Everyone's Business: What Companies Owe Society. University of Chicago Press.

Alexander, Katherine. <u>The leisure paradox for entrepreneurs: A neo-institutional theory perspective of disclosing leisure activities in crowdfunding pitches</u>. Journal of Business Venturing.

Drenten, Jenna. <u>Conducting qualitative social media research through a feminist ethic of care.</u>

Qualitative Market Research: An International Journal.

Kaefer, Fred. Socially Responsible Fintech Using Open Social Innovation. Journal of Macromarketing, 45(1), 105-112.

Griffin, Jennifer J. To Act or Not to Act: The Effects of Firm Size on Inaction, Eco-friendly, and Compensatory Behaviors. Journal of Business Ethics.

Griffin, Jennifer J. Handling Waste by Connecting with the Informal Sector: Social Symbolic Work and Interstitial Spaces in the Indian E-waste Ecosystem. In Global Challenges – Local Responses: Scaling up Local Sustainability Innovations and Business Models to Address the SDGs, University of Iceland School of Business Administration, Reykjavik. ISBN: 978-9-9359-7890-5

Griffin, Jennifer J. Challenges to Political Marketing: Overcoming Risks When Engaging in Socio-Political Issues. In The Sage Handbook of Political Marketing. London, UK: Sage Publications ISBN: 978-1-5296-0970-7.

Acosta Navas, Diana. Al and the Future of Digital Public Squares. Pre print on Arxiv

Banerjee, Dipayan. <u>Pricing and demand management for integrated same-day and next-day delivery systems</u>. <u>Transportation Science</u>.

Drenten, Jenna. <u>Influencer Marketing</u>, <u>Interdisciplinary and Socio-Cultural Perspectives</u> // Routledge.

Norlander, Peter. Political Directors and the Recruitment of Foreign Workers // Journal of Management.

Norlander, Peter. <u>New Evidence on Employee Noncompete, No Poach, and No Hire Agreements in the Franchise Sector</u>. *Research in Labor Economics*.

Platt, Steven Keith. Preprocessing of Physician Notes by LLMs Improves Clinical Concept Extraction Without Information Loss. Information

Varma, Arup. <u>Managing for Sustainability: The Role of Human Resource Management in Advancing SDG Goals</u>. World Scientific Publishing.

Varma, Arup. <u>Megatrends affecting the world of work: Implications for human resources</u> management. Personnel Review.

Varma, Arup. <u>Is it necessary? A framework for assessing the utility of A.I. in HRM practices</u>. Acta Psychologica.

Stasch, Stanley F. <u>The U.S Government's Program of Welfare for the Wealthy</u>. Journal of Macromarketing.

Drenten, Jenna. <u>Influencer Marketing: How to Be Successful in the Age of Chronically Online</u>
<u>Consumers</u>. NIM Marketing Intelligence Review

Varma, Arup. <u>Limits of ethical leadership and the role of ethics-oriented HRM system in managing</u> Machiavellians. Personnel Review.

Varma, Arup. The digital escape: examining the impact of cyberloafing on gossip-induced emotional exhaustion and the mediating role of self-esteem. Evidence Based HRM.

Gangopadhyaya, Anuj. <u>Investigating Racial, Ethnic and Neighborhood Disparities</u>. <u>In Access to Safe Hospital Care in Washington, DC.</u>

2024 (identified by a Quinlan author)

Beran, Stacy Neier. Think by Design: Celebrating Design Thinking and Experiential Learning. Business Expert Press.

Bauer, Brittany. Panic buying pandemonium: The bandwagon effect and healthcare implications. Physician Leadership Journal, 11(2) Mar-Apr Issue, 36-40.

Bauer, Brittany. The hazards of habituation in healthcare: Are we too content at being complacent? Healthcare Administration Leadership & Management Journal.

Randrianasolo, Arilova. Corporate Social Responsibility, Advertising Intensity, and Performance: The Importance of National Philanthropic Environments, Journal of Global Marketing.

Randrianasolo, Arilova. An extended conceptualization of cultural intelligence, International Journal of Cross Cultural Management.

Randrianasolo, Arilova. Attitudes toward LCCO Strategies: A Comprehensive Framework, Journal of International Consumer Marketing.

Randrianasolo, Arilova. Foreign endorser stereotypes: Leveraging match dyads to improve perceived cognitive fit. American Marketing Association –Global Marketing Special Interest Group.

Randrianasolo, Arilova. Stereotypes of foreign endorsers: When to match endorser, brand, and consumer factors. Academy of International Business.

Alexander, Katherine C. An implicit leadership theory examination of cultural values as moderators of the relationship between destructive leadership and followers-™ task performance. International Business Review .

Norlander, Peter. Political Directors and the Recruitment of Foreign Workers. Journal of Management.

Norlander, Peter. New Evidence on Employee Noncompete, No Poach, and No Hire Agreements in the Franchise Sector. Research in Labor Economics.

Norlander, Peter D. How the past of outsourcing and offshoring is the future of post-pandemic remote work: A typology, a model and a review. Industrial Relations Journal.

Norlander, Peter D. Where the Glass Ceiling Cracks: Features of U.S. Organizations Where Women Rise to the Top. Advancing Women in Leadership.

Griffin, Jennifer J. An Exploration of Cooperative Stakeholder Engagement and Risk-Taking Behavior in Privately Held Family Firms. Business Ethics, the Environment & Responsibility.

Griffin, Jennifer J. Challenges and Opportunities of Partnering With the Informal Sector: A Case Study of India's E-Waste Management. Re-Imagining Modern Markets and Regulations, The Brookings Institute's Center on Regulation and Markets Working Paper #11, June, pages 1-50.

Griffin, Jennifer J. Organizational Settings and Corporate Affairs: Building Trust for Thriving in a Polarized World. In Timmermans, A. (ed.), Research Handbook on Public Affairs: Connecting Evidence and Strategy, in the Handbooks in Public Administration and Management Series.

Griffin, Jennifer J. Stakeholder Engagement and Risk-willingness of Private Family Firms. <u>Proceedings</u> of the Annual Meeting of the Academy of Management (AOM).

Rakow Jr, Kenneth C. Increasing Retention for At-Risk Students. North American Accounting Studies.

Rakow Jr, Kenneth C. Sexual Harassment in the Accounting Profession: A Twenty-Year Review. Journal of Contemporary Business Issues.

Cinar, Mine E. Perspectives on the Environment: What do Likert Scales Tell Us for MEEA? Topics in MENA.

Cinar, Mine E. Topics in Middle Eastern and African Economies.

Taherkani, Gita. Exact solution methods for an integrated multi-stakeholder freight transportation system with stochastic demand. TSL - INFORMS Transportation Science and Logistics Society

Taherkani, Gita. Redesign of Hub Networks for Merger and Acquisition under Uncertainty. Omega

Taherkani, Gita. Sustainable hub location under uncertainty. Transportation Research Part B: Methodological.

Alexander, Katherine C . Bad Apples or Bad Leaders? Research Highlight. MIT Sloan Management Review.

Shultz, Clifford J. COVID-19 and the Agora: Systems, Causes and Consequences. Proceedings of the 47th Annual Macromarketing Conference.

Alexander, Katherine C. A meta-analytic examination of the impact of destructive leadership and employee personality on employee subjective well-being. Stress and quality of working life: Coping at work and at home.

Diaz, Julian P. A Monetary and Fiscal History of Ecuador, 1960-2017. A Monetary and Fiscal History of Latin America, 1960-2017.

Alexander, Katherine C . Portrait of a workplace deviant: A clearer picture of the Big Five and Dark Triad as predictors of workplace deviance. Journal of Applied Psychology.

Lee, Inhyeock. A Regional Analysis of Crime Heterogeneity and Small- and Medium-sized Enterprise (SME) Location Choices: Recent Evidence from South Korea. Asian Business & Management.

Lee, Suk H. The Powerball Regressivity: An Evidence from the World's Largest Lottery Prize. Journal of gambling business and economics.

Lee, Suk H. Jackpot rollover and lottery regressivity. Journal of gambling business and economics.

Lee, Zhiyun X. Gaming a Selective Admissions System. International Economic Review.

Malliaris, Anastasios. House Bubbles, Global Imbalances and Monetary Policy in the U.S. Journal of International Money and Finance.

Malliaris, Anastasios. Five themes of U.S. home price cycles: a dynamic modelling approach. Annals of Operations Research

Malliaris, Mary E. Perceived Differences in Confidence and Ability of Females: The Role of Human Resources. International Studies of Management & Organization.

Malliaris, Mary E. One Man-™s Bubble Is Another Man-™s Rational Behavior: Comparing Alternative Macroeconomic Hypotheses for the US Housing Market. Journal of Risk and Financial Management.

Shultz, Clifford J. Consumer Animosity and Perceived Cultural Distance: Toward Mutual Well-Being for Refugees and Host Countries. Journal of Consumer Affairs.

Shultz, Clifford J. Socially Responsible Marketing (SRM): Broader, Deeper, and ever Greater. Journal of Macromarketing.

Singer, Abraham A. What Sal Owes Mookie: What Do The Right Thing and Mangrove Teach us About Business Ethics. Journal of Business Ethics

Kaefer, Frederick. Fair and Just Generative Artificial Intelligence for the Base of the Pyramid Population. PROCEEDINGS OF THE 49TH ANNUAL MACROMARKETING CONFERENCE.

Leahy, Sean F. Navigating Work and Family Conflicts: How Embeddedness Shapes Satisfaction. Academy of Management Annual Meeting Proceedings.

Taherkani, Gita. Tactical capacity planning in an integrated multi-stakeholder freight transportation system. ODYSSEUS.

Shultz, Clifford J. A Matter of Trust: The COVID-19 Pandemic in the United States amidst Political and Media Polarization, and a Narcissistic Presidency Community, Economy.

Shultz, Clifford J. Community, Economy and COVID-19: Lessons from Multi-Country Analyses of a Global Pandemic. Springer

Singer, Abraham A. The Social Subcontract. University of Chicago Press

Leahy, Sean F. Green behaviors and innovations: A green harm perspective to move from traditional to sustainable environmental performance. Employee Responsibilities and Rights Journal.

Shultz, Clifford J. Macroservicing: A Commentary on Services as Constructive Engagement for Sustainable Peace, Prosperity and Well-Being. Journal of Services Marketing

Chakraborti, L. Environmental Deterrence in Developing Countries: Evidence from Enforcement Actions and Fines under the Toxics Monitoring Program of Mexico. Environment and Development Economics, 27(6):511-532.

Chakraborti, L. Is Air Pollution Increasing in Poorer Communities of Mexico? Long-term Evidence on PM 2.5 data. Environment and Development Economics.

Griffin, Jennifer J. External Affairs and Trusted Family Businesses: A Research Agenda. Journal of Public Affairs.

Kaefer, Frederick. Teaching Data for the Greater Good Utilizing the Ignatian Pedagogical Paradigm. The Journal of Jesuit Business Education.

Krasnikov, Alexander V. Consumer Responses to COVID Policy Across the World: The Role of Resilience and National Culture. Journal of International Marketing.

Lash, Nicholas A. Microfinance and Business Regulations in Emerging Markets. Enterprise Development & Microfinance.

Alexander, Katherine C. A review of interpersonal mistreatment in the workplace from a global perspective. Organizational Science: A Global Perspective

Alexander, Katherine C. Within- and between-person effects of causal attributions on relationship improvement following perceived incivility. Journal of Occupational and Organizational Psychology.

Han, Kaiyuan Joel. Parental Involvement and Neighborhood Quality: Evidence from Public Housing Closures in Chicago. Review of Economics of the Household

Hewitt, Michael R. Managing Uncertainty in Demand through Inventory and Workforce Development. International Journal of Production Economics.

Hewitt, Michael R. Hedging against uncertainty in transportation network design through flexible scheduling. Omega

Shultz, Clifford J. Evolving Marketization, Societal Trends, and Indicators in Chile and the Andean Region Markets. Globalization and Development Review

Boehm, L. Measuring the Economic Value of Deer Hunting: Comparing Estimates from Survey and Harvest Check-in Data. Human Dimensions of Wildlife

Shultz, Clifford J. Consumer Responses to COVID Policy Across the World: The Role of Resilience and National Culture. Journal of International Marketing

Yang, Zongfei. Efficiency and Sustainability of Bond Market: Evidence from Aftermarket Trading of US Corporate Bond Offerings. Pacific-Basin Finance Journal.

Youm, Yoo Na. External Affairs and Trusted Family Businesses: A Research Agenda. Journal of Public Affairs.

Youm, Yoo Na. The effect of prosocial orientation on CSR scope: the moderating role of the CSR department. Social Responsibility Journal.

Youm, Yoo Na. Keeping Them Honest? Exploring the Impact of Labor Unions on CSR. Business Ethics, the Environment & Responsibility (BEER).

Youm, Yoo Na An Exploration of Cooperative Stakeholder Engagement and Risk-taking Behavior in Privately held Family Firms. Business Ethics, the Environment & Responsibility (formerly Business Ethics: An European Review).

Gangopadhyaya, Anuj. Assessing Between- and Within-Hospital Differences in Patient Safety Between Medicaid and Privately Insured Hospital Patients. Journal of Patient Safety

Gangopadhyaya, Anuj. How structural racism, neighborhood deprivation and maternal characteristics contribute to inequities in birth outcomes. Health Affairs Scholar

Janiga, John. Special Tax Rules Apply to Personal Service Corporations. Tax Notes.

Varma, Arup. Sailing through the international assignment: Exploring the role of perceived credibility in expatriate adjustment and socialization process in host country. Journal of Global Mobility.

Ekpo, Akon E. A Tale of Two Frontlines: Critically Assessing the Dynamics of Interracial Service Encounters. Production and Operations Management.

Bacic, Dinko. Integrating Introductory Information Systems Course into Business Core Curriculum: Roadmap and Lessons. Journal of Information Systems Education

Bacic, Dinko. Generative Artificial Intelligence in Applied Business Contexts: A Systematic Review, Lexical Analysis, and Research Framework. Journal of Applied Business and Economics.

Drenten, Jenna M. Mental Illness and Marketing: A 50-Year Scoping Review and Future Research Framework. Psychology & Marketing.

Guder, Faruk. Examining Corporate Social Responsibility (CSR) and Employees in Convenience Store Business and their Impact on Net Promotor Score (NPS). Journal of Values-Based Leadership.

Guder, Faruk. Sentiment Analysis and Ratings of Professors: A comparison of Rate-My-Professor and department results. Journal of Higher Education Theory and Practice.

Lee, Suk H. Microfinance institutions and diversification benefits to global investors. Journal of Financial Issues.

Todd, Steven K. A Technology-Based Experiential Learning Model for Portfolio Management. International Research Journal of Economics and Management Studies.

Todd, Steven K. How do futures contracts on agricultural commodities respond to El Nino weather events? International Journal of Business & Management Studies.

Arias, Robert A. Institutional Co-Adaptation Work: How Refugees and Provisioning Institutions Co-Adapt in Pursuit of Consumption Adequacy. Journal of Public Policy & Marketing.

Bauer, Brittney. Joint advertising: The impact of domestic, foreign, and global partners on cognitive fit. International Marketing Review.

Bauer, Brittney. An inconvenient truth about -œbundling- commitment, engagement, and embeddedness: Unbundling to extend theory on turnover motivations and beyond. Organizational Psychology Review.

Choi, Hae Mi. Public Sector Unions and Debt. Global Finance Journal.

Guder, Faruk. Examining the Net Promoter Score (NPS) for Convenience Store: Is NPS Impacted by Consumer Demographics? Journal of Yasar University.

Randrianasolo, Arilova. Innovation Reputation, Firm Value, and Financial Performance: The Moderating Role of Industry. Corporate Reputation Review

Varma, Arup. Artificial intelligence and performance management. Organizational Dynamics

DeBerge, Thomas. Multinational Enterprises Nonmarket Strategies: Insights from History. International Business Review

Todd, Steven K. Student-Managed Investment Funds Turn Pro: Innovation, Benchmarking and Performance. The Journal of Investing.

Hong, Lu Journal Article The range of collective accuracy for binary classifications under majority rule Economic Theory

Randrianasolo, Arilova Journal Article Corporate Social Responsibility, Advertising Intensity, and Performance: The Importance of National Philanthropic Environments Journal of Global Marketing Stanko, Brian B . A WRDS-Based Taxonomy of Financial Ratios. Academy of Business Research Journal.

DeBerge, Thomas. Responsibility boundaries and the governance of global value chains: The interplay of efficiency, ethical, and institutional pressures in global strategy. Global Strategy Journal

Drenten, Jenna M. Curating the Contested: Gunfluencers and the Platformization of the Second Amendment (2A) Subculture-™s Ideology of Consumption. Marketing Theory

Gabriel, Paul E. Do Higher State Minimum Wages Reduce the Racial Wage Gap for Men? Journal of Applied Business and Economics.

Gabriel, Paul E. An Examination of Occupational Attainment for American Veterans of World War II. Journal of Economic Insight.

Yang, Zongfei. Do Underwriters Short-Change Corporations Issuing Bonds? Journal of Financial and Quantitative Analysis.

Zeller, Thomas L. A WRDS-Based Taxonomy of Financial Ratios. Academy of Business Research Journal

Bacic, Dinko. Addressing Societal Challenges through Analytics: A Framework for Building a Foreclosure Prediction Model Using Publicly-available Demographic Data, GIS, and Machine Learning. The International Journal of Information Technology and Decision Making

Hewitt, Michael R. Hedging against uncertainty in transportation network design through flexible scheduling. Omega.

Hewitt, Michael R. A continuous-time service network design and vehicle routing problem. Networks

Hewitt, Michael R. Operational Research: methods and applications. Journal of the Operational Research Society.

QSB Research Presentations, 2024 - 2025 - Selective List

Quinlan School of Business Research – RESEARCH PRESENTATIONS

Illustrative List aligned with Socially and Ethically Responsible Business Practices

2024 - 2025

Bauer, Brittany. Lights, camera, inequality: The underlying gender bias in celebrity endorsements." Academy of Marketing Science – World Marketing Congress.

Bauer, Brittany. Foreign endorser stereotypes: Leveraging match dyads to improve perceived cognitive fit. American Marketing Association –Global Marketing Special Interest Group.

Bauer, Brittany. Stereotypes of foreign endorsers: When to match endorser, brand, and consumer factors. Academy of International Business.

Randrianasolo, Arilova. Foreign endorser stereotypes: Leveraging match dyads to improve perceived cognitive fit. American Marketing Association –Global Marketing Special Interest Group.

Randrianasolo, Arilova. Stereotypes of foreign endorsers: When to match endorser, brand, and consumer factors. Academy of International Business.

Bacic, Dinko. Unlocking Insights with Precision: Screen-Based Eye Tracking Solutions Expertise: Eye Tracking. Affective(Iy) Research.

Youm, Yoo Na. Social Enterprises and Founding Speed: Implications for Social Performance. USASBE Annual Conference.

Griffin, Jennifer J. Misrepresentations, Deceptions and Manipulations. Society of Business Ethics (SBE) Conference.

Griffin, Jennifer J. Handling Waste by Connecting with the Informal Sector: Social Symbolic Work and Interstitial Spaces in the Indian E-waste Ecosystem New Business Model Conference.

Griffin, Jennifer J. The Transition to Sustainability: Self-deception at Scale. SKEMA Business School Research seminar.

Griffin, Jennifer J. The Transition to Sustainability: Self-deception at Scale. KEDGE Business School / Nottingham Trent University research workshop.

Griffin, Jennifer J. Exploration of Organizational Resilience in Taiwanese Hotels. Academy of Marketing Science conference.

Griffin, Jennifer J. Governance and Governmental Governance with a Stake in the Success of Al Platforms. PDW workshop for Organization.

Steven Platt, Steven Keith. A discussant at the 2025 Academic Data Science Leadership Summit

Showkat, Sadek. Entrepreneurial Resourcefulness Post-Displacement: A Problematizing Review and Future Research Agenda. USABE Conference.

Guder, Faruk. Examining Net Promoter Score (NPS) for Recommending Products in Export Markets: A Case of Turkish Products and Brands in the United States. AMTP

Varma, Arup (MGMT). "Workplace Incivility - Implications for an intergenerational and digital world. EAM 2025.

Taherkhani, Gita. Hub location and service network design under uncertainty. TRISTAN 2025.

Banerjee, Dipayan. Optimal Batching and In-Building Delivery Routing with Capacitated Residential Parcel Lockers. <u>TRISTAN 2025</u>.

Lee, Zhiyun. Contingent Plea Agreement for Witness Testimony. <u>12th International Meeting in Law & Economics</u>.

Edelstein, Benjamin. Water Scarcity Management and Housing Markets: Evidence from Water Impact Fees in Colorado. <u>EAERE 2025</u>.

Nohel, Tom. Sponsor Reputation and the Structure of SPAC Units. <u>FEBS2025</u>.

Kim, Youngsoo. Algorithm-enabled Decision Support and Worker Learning: a Large-Scale Field Experiment. INFORMS.

Bačić, Dinko. Co-authored with Business Honors Students: "Short-Form Videos: An Exploratory Study on the Impact of Subtitles and ASMR SplitScreen Format Options Using Eyegaze and Facial Expression Data" at MIPRO -HCI Conference.

Bačić, Dinko. Co-authored with Business Honors Students, "Unveiling the Impact of Subtitles: Insights into Recall and Viewer Visual Engagement on Streaming Video Content" at MIPRO -HCI Conference.

Bačić, Dinko. Co-authored with Business Honors Students, "Gendered Endorsers' Impact on Consumers' Subconscious Visual Attention Using Eye-Tracking", at MIPRO -HCI Conference.

Bačić, Dinko. Co-authored with Business Honors Students, "The Effects of Information Load and Brand Familiarity on Visual Attention Strategies and Smartphone Product Preferences" at MIPRO -HCI Conference.

Showkat, Sadek. (Place-based) Entrepreneurial Resourcefulness in Total Institution. BCERC 2025.

Griffin, Jennifer J. Modeling Family Firm and Social Enterprise Collaborations. Social Entrepreneurship Summit.

Griffin, Jennifer J. Ethics in the Academy. Academy of Management Annual Meeting, Social Issues in Management (SIM) Division.

Griffin, Jennifer J. Deception through Misinformation and Decoupling. Society of Business Ethics Conference.

Griffin, Jennifer J. Corporate Social Responsibility and Community Relations: What have we learned? Australian Centre for Corporate Public Affairs (ACCPA) Melbourne Institute.

Griffin, Jennifer J. Socio-Political Issues Management 101 from a Strategic Perspective: More Important Than Ever. Australian Centre for Corporate Public Affairs (ACCPA) Melbourne Institute.

Griffin, Jennifer J. Corporate Social Responsibility Reprised: What Have We Learned? Australian Centre for Corporate Public Affairs (ACCPA) Melbourne Institute.

Singer, Abraham. Business Ethics and the Systemic Realization of Political Values. <u>Transatlantic</u> <u>Business Ethics Conference 2025.</u>

Norlander, Peter. The Balance of Power in Franchising. Western Economics Association.

Norlander, Peter. Applying Computational Social Science Methods to Employment Relations Research. <u>Labor and Employment Relations Association</u>.

Showkat, Sadek. Navigating the Grey: Perceived Institutional Voids and Adaptive Informal Institutions. AIB 2025.

Cliff Shultz (MARK) gave a three-class seminar on Macromarketing to doctoral students and met with members of the "Marketing for Society" and "Institute for Research in Policies for Social Transformation" in order to learn about the reality of the ignored neighborhoods of Cordoba at the Universidad Loyola.

Deberge Thomas. Insuring Workers in a Time of War and Influenza: The Emergence of Group Life Insurance in the United States. BHC.

Singer, Abraham. Everyone's Business: What Companies Owe Society. At UC San Diego, Everyone's Business: A Conversation with Authors.

Acosta Navas, Diana. Bridging Over Troubled Waters. <u>Georgetown-Wharton Digital Ethics Workshop</u> <u>2025</u>.

Acosta Navas, Diana. Keynote address at the Loyola University Chicago Women of AI Event.

Griffin, Jennifer J. Deception and Corporate Governance. International Association for Business and Society (IABS) conference.

Griffin, Jennifer J. Beyond Altruism: A 4G Model of Family Firm and Social Enterprise Collaborations. Social Entrepreneurship Conference.

Griffin, Jennifer J. Teaching Business Ethics. University of Wisconsin – Lubar College of Business, Business Ethics Week.

Griffin, Jennifer J. Informal – Formal Sector Interactions: Challenges and Opportunities from India's E-Waste Management Systems. Cross-Sector Social Innovation (CSSI) conference.

Griffin, Jennifer J. Ethics and Entrepreneurship: Getting Beyond Good Intentions and Legitimacy Lies. Maastricht University Graduate School of Business and Economics.

Griffin, Jennifer J. Challenges and Opportunities of Partnering with the Informal Sector: A Case Study of India's e-Waste Management Systems. Organizations, Strategy and Entrepreneurship (OSE) Department External Research Seminar, Maastricht University.

Velioglu, Guner. Discussed "ESG Incidents and Fundraising in Private Equity" at <u>Midwest Finance Association Annual Meeting</u>.

Acosta Navas, Diana. Can Bridging Systems Harness the Epistemic Benefits of Deliberation? <u>Tech Ethics Colloquium</u>.

Acosta Navas, Diana. Bridging Over Troubled Waters: On Democracy and Al. <u>Safra Center for Ethics</u> / <u>Carr Center for Human Rights Policy Harvard University</u>.

Acosta Navas, Diana. Bridging Over Troubled Waters: Can Al Contribute to Heal Social Division? International Conference on Content Moderation.

Lee, Inhyeock. Two Sides of Entrepreneurship and Regional Employment: A Geographic Perspective. North American Management Society (NAMS).

Henderson, Noah. Panel discussant on Reducing Rosters and Rethinking Financial Aid in a New Competitive Landscape. <u>Symposium for Division I Mid-Major Institutions</u>.

Griffin, Jennifer J. Handling Waste by Connecting Informal Sector and Advocacy: Social Symbolic Work and Interstitial Spaces in India. OS/OT Virtual Paper Development Workshop (PDW with Dr. Paolo Quattrone, Editor-in-Chief of Organization Studies.

Griffin, Jennifer J. (Self-)deception at Scale: Who are We Kidding. EMAN Europe Conference.

Griffin, Jennifer J. Ethics in Action. Institute of Internal Auditor (IIA) Chicago chapter, Government Advisory Committee.

Griffin, Jennifer J. Deception Through Misinformation and Decoupling Corporate Social Responsibility Research Conference (CRRC).

Varma, Arup. Respect Begets Respect. XLRI International Ethics Conference.

Lee, Frances. A Game Change for Attorney Fees: Benchmarking Against Settlement Offers. NBER Law and Economics Conference.

Uygur, Ugur. Angel Investors' Wisdom or Network? Role of Communication Structures in Startup Investment Decisions. INSEAD Doriot Entrepreneurship Conference (IDEC).

Nohel, Tom. The Structure of SPAC Units. World Finance Banking Symposium.

Acosta Navas, Diana. Governance and Governmental Governance with a Stake in the Success of Al Platforms. PDW workshop for Organization.

Acosta Navas, Diana. Governance and Governmental Governance with a Stake in the Success of Al Platforms. International Association for Business and Society (IABS) Conference.

Griffin, Jennifer J. Organizational Deception. Yale University Anti-Corruption ISPS (Institution for Social and Policy Studies) Conference.

Griffin, Jennifer J. Governance and Governmental Governance with a Stake in the Success of Al Platforms. Corporate Governance Research Workshop.

Griffin, Jennifer J. Why are Some Corporate Deceptions Socially Acceptable? International Association of Business and Society (IABS) Conference.

Platt, Steven Keith. From Hype to Impact: Al That's Reshaping Finance. STAC Summit.

Bauer, Brittany. Culture and Salesforce Candidates' Reactions to Structured Interview Questions.

American Marketing Association Global Marketing Conference.

Bauer, Brittany. Does sales manager abstract processing facilitate effective emotional labor and communication strategies? <u>American Marketing Association Global Marketing Conference.</u>

Bauer, Brittany. Cross-cultural examination of fitness motives and engagement. <u>American Marketing Association Global Marketing Conference.</u>

Lee, Zhiyun. Contingent Plea Agreement for Witness Testimony. <u>American Law and Economics Annual</u> Conference.

Banerjee, Dipayan. Optimal batching and in-building delivery routing with capacitated residential parcel lockers. <u>Transportation and Logistics Early-Career North American Workshop</u>.

Taherkhani, Gita. Optimizing hub locations and designing service networks under uncertainty. Transportation and Logistics Early-Career North American Workshop.

Murphy, James. The Role of the Manager in the Mute Compulsion of Capital. <u>2025 Rome Critical Theory Conference</u>.

Dossinger, Karyn. Collaboration Seeking during Organizational Entry: A Review and Extension of Newcomer Relationship Building Behaviors. <u>Positive Organizational Scholarship Research Conference</u>.



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)
- ♦ AASHE (Association for the Advancement of Sustainability in Higher Education)

Student Organization Partnerships

Net Impact

Partnerships

The following provides more details on 4 key partnerships at Quinlan School of Business.

AACSB

Quinlan School of Business AACSB Report for 2025:

Quinlan continues to be a communicating signatory in good standing with the **UN Principles for Responsible Management Education** (c.f. UN PRME 2025 Report in the Appendix) with reports submitted in 2022, 2024 and 2025. Our now-annual reports highlight many mission-aligned Quinlan activities, scholarship, and commitments related to socially and ethically responsible management education, a key focus of both our previous and our new strategic plans. Our most recent UN PRME report elaborates upon numerous opportunities **across our scholarly, curricular, co-curricular, and extra-curricular engagements** that infuse a responsibility-oriented education for undergraduate, graduate, and non-degree business students.

We trace both our past accomplishments and ongoing endeavors to our more than 150-year Jesuit tradition of service for others within a transformative educational experience. As our recent UN PRME report highlights, Loyola University Chicago and the Quinlan School of Business maintain a strong commitment to all seven UN PRME principles. Our ongoing emphasis on **socially and ethically responsible management education** is evidenced in many ways, including our purpose, our values, the research and scholarship our faculty produce, the innovative excellence within our student-led activities and our curricula, as well as the community-based partnering and speakers that we engage.

R1 Designation - American Council on Education (ACE) and the Carnegie Foundation for the Advancement of Teaching (Carnegie Foundation)

Attaining the Highest Research Classification, Research 1 (R1)

In February 2025, Loyola University Chicago attained the highest research classification, Research 1 (R1) by **The American Council on Education (ACE)** and the **Carnegie Foundation for the Advancement of Teaching (Carnegie Foundation)** for 2025. Institutions categorized as R1 are defined as having total research expenditures that exceed \$50M and confer more than 70 (non-professional) doctoral degrees per year.

"Loyola's classification as a Research 1 university is a recognition of the thoughtful and purposeful way the University has built research capacity and infrastructure over a period of years," said **Douglas W. Woods, provost and chief academic officer**. "Research at Loyola is deeply integrated with our University's Catholic, Jesuit mission. Through their research efforts, our scientists and scholars expand knowledge and impact the world in a meaningful way. In addition, they create meaningful learning opportunities for our students. Not only do our students get the opportunity to learn directly from the professors who create the knowledge, but many have the opportunity to work directly with these professors in conducting this very important research."

Of the 544 institutions included in this year's classification, **Loyola joins 186 other institutions designated as R1 in 2025**. This year's designations followed an updated methodology, which "intended to better account for and reflect the multifaceted, wide-ranging research landscape of higher education institutions in America," according to a <u>press release</u> from **ACE and the Carnegie Foundation**.

"Research is vital to Loyola's work to expand knowledge in the service of humanity," said Meharvan Singh, vice provost for research at Loyola. "The R1 designation recognizes the impactful research we are already doing and positions us to fully realize the best version of ourselves and fully support our faculty in their innovative work."

Net Impact Club

Circular Economy Crash Course.

Professor Susan Ku (MGMT) led an engaging session to explore the fundamentals of the circular economy, a model focused on reducing waste and maximizing resource efficiency. Learn how this innovative approach drives sustainability and profitability within various business strategies. Net Impact Club (February 11, 2025).

A Sustainable Business Career Panel with Loyola Alumni.

Sustainable business include sustainability into management and the supply chain, creating corporate climate action plans, and transitioning to a circular economy. Students interested in this interdisciplinary field have a unique opportunity to learn tips about applying for jobs, networking, and professional development. Net Impact Club (November 19, 2024).

Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment, and Rating System (STARS) initiative

STARS gold-rated institution

Loyola University Chicago remains 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.

https://reports.aashe.org/institutions/loyola-university-chicago-il/report/

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Quinlan School of Business support sustainability and responsible management education.

Ouinlan Closet

Quinlan Closet - Quinlan School of Business and the 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.



Practice

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

Institutional Policies and Practices

- Campus operations guides
- Carbon reduction or offset commitments
- Climate action plan
- Employee equity, diversity, inclusion
- Environmental stewardship policies
- Ethical leadership or good governance policies
- Responsible procurement policies
- Student equity, diversity, inclusion
- Travel guides
- Sustainability strategy or strategic plan (school or university level)
- Water
- ♦ AASHE STARS report
- Buildings/real estate
- Ethical data sourcing guides
- Greenhouse gas emissions
- Local staff/student/faculty transportation
- Zero-waste guides

Policy Documents Related to RME and/or Sustainability

LUC Comprehensive Policy_2024-2025	View document 🗹	Download document 🕹
A Just Future - Loyola Climate Action Plan Overview	View document ☑	Download document 🕹
Sustainability QR code	View document 🖸	Download document 🕹

Practice Awards

In 2024, Quinlan School of Business received 4 awards for responsible and/or sustainable practices.



The Princeton Review's A Top 25 University "Guide to Green Colleges: 2025 Edition" for its commitment to campus sustainability

Granter: The Princeton Review's "Guide to Green Colleges: 2025 Edition"

Grantee: Loyola University Chicago

Award Description:

Among the top 25 universities in the United States for its commitment to campus sustainability in The Princeton Review's "Guide to Green Colleges: 2025 Edition." Earning a Green Rating of 99/99, Loyola is the highest-ranked Jesuit institution and the top school in Illinois on the list.

□ Clean Energy Jobs and Justice Fund - Appointment

Granter: Governor J.B. Pritzker, Clean Energy Jobs and Justice Fund member

Grantee: Karen Weigert

Award Description:

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.

Tarbon Neutrality Achieved - Loyola University Chicago

Granter: Sustainability

Grantee: Loyola University Chicago

Award Description:

In 2015, Loyola codified its commitment to climate action by adopting A Just Future, the university's first Climate Action Plan. This plan identified actions to mitigate, adapt, sequester, educate, and engage around climate change ultimately leading to carbon neutrality by 2025. On 3rd December 2024 Loyola University Chicago Achieved Carbon Neutrality on its campus. It became the first University in the Chicago area to achieve net-zero emissions. The University's progress toward net-zero emissions has been marked by important milestones along the way: a commitment to 100 percent renewable electricity; \$150 million invested in high-performing buildings and campus energy systems; investment in innovative carbon-reducing projects with savings from energy efficiencies; and the inclusion of sustainability in the University's core undergraduate curriculum.

☆ AASHE STARS Gold-rated Institution

Granter: Association for the Advancement of Sustainability in Higher Education, AASHE

Grantee: Loyola University Chicago

Award Description:

Loyola University Chicago 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. and is currently ranked among the top 25 universities in the United States for its commitment to campus sustainability in The Princeton Review's "Guide to Green Colleges: 2025 Edition." To learn more about Loyola, visit LUC.edu or follow us on Twitter via @LoyolaChicago.

Practice Voices

The following statements from stakeholders at Quinlan School of Business demonstrate our commitment to sustainable and responsible practices.

The Schreiber Center and Sustainability

Loyola University Chicago Quinlan School of Business.

The Schreiber Center

Quinlan School of Business's primary building on campus, the Schreiber Center, has many sustainable features. The Schreiber Center has 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. We believe in putting sustainability into action - by being inclusive of all peoples, sustainable and responsible in the Schreiber Center, home of the Quinlan School of Business, and throughout the Water Tower campus. The Schreiber Center demonstrates leading-edge energy management and natural ventilation.

Water Tower Campus

Loyola's Michigan Avenue campus is home to Arrupe College, **the Quinlan School of Business**, the Law School and other academic programs. Conveniently located among transit and commerce, five of the buildings have green roofs; Maguire, Corboy, The Clare (School of Communications), Baumhart

Hall, and the **Schreiber Center.** Baumhart Hall is **Energy Star certified** and home to the Terry Student Center, the Fitness studio, and one of three downtown dining venues. **Composting** is available in the Arrupe Dining Hall and through the **Compost Bucket Program**.

"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."

Projects completed

Recent projects completed at Quinlan School of Business 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.

Community Service and Engagement

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**.

The 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. 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.

Every Game is Zero Waste at Loyola's Gentile Arena

https://news.luc.edu/stories/campus-community/zerowastegames/

At Loyola's Gentile Arena, every sporting event is zero waste

By Rosie McCarty Photos by Michael Gawlik

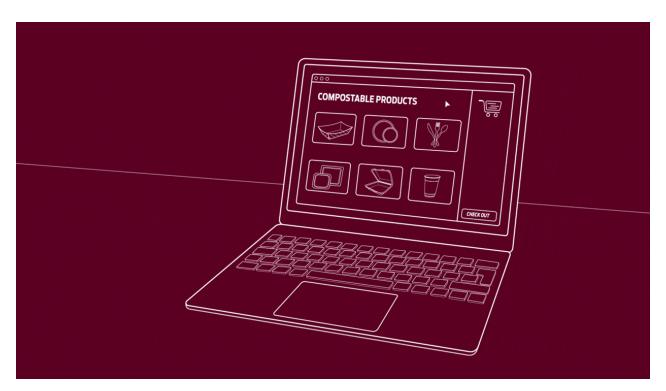


Hot dogs and beer are almost synonymous with sporting events. Unfortunately, so is garbage. The U.S. Environmental Protection Agency (EPA) estimates that sports fans produce 39 million pounds of trash per year. You can't predict if your team will win or lose, but you can usually count on its dumpsters being full.

Things work differently at Loyola University Chicago's Gentile Arena, where all events are zero waste. Nearly all products available for purchase in the arena are either recyclable or compostable, leading to a landfill diversion rate of 70 to 95 percent. And since landfills are a sizable contributor to climate change, the slower they grow, the better.

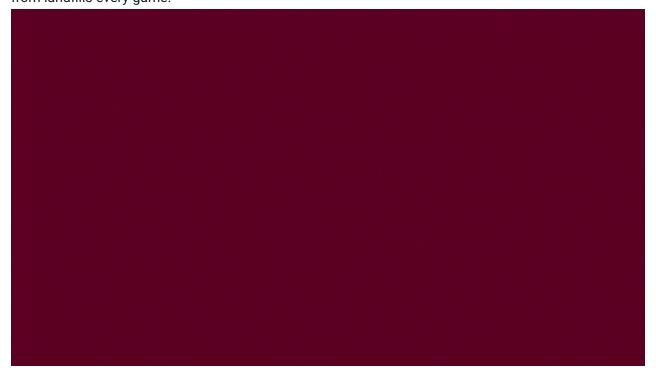
Zero Waste Games at Gentile began as a once-a-year initiative led by Loyola's student government. In 2019, students advocated for the practice to expand to every sporting event. And Loyola's facilities department made it happen—in the middle of men's basketball season.

How does a Zero Waste Game work, exactly? Follow along below as the process comes to life.



Long before the game starts, the arena concession stand orders compostable and recyclable products to sell.

Gentile's concession stand, the Wolf's Kettle, began as a student-run business part of LoyolaLimited. The Wolf's Kettle student workers—from all different majors, not just those interested in sustainability—would order plates, trays, boats, cups, foil wrap, and napkins that could either be recycled or composted. Aramark food service has now taken over operations for Wolf's Kettle but the commitment to zero waste games remains. What they buy directs how much the University can divert from landfills every game.



Loyola's Office of Sustainability recruits volunteers to run the zero waste stations in the arena.

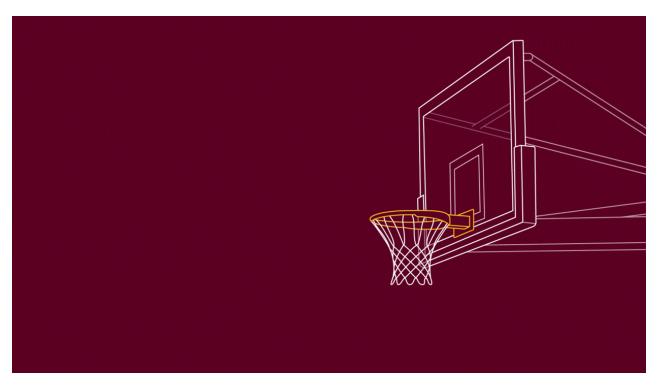
Each semester, the Office of Sustainability has two student interns who are dedicated to managing the zero waste process in Gentile. They staff the arena's zero waste stations and help Loyolans—and our opponents—dispose of their items properly at the end of the game.

The bigger the game, the more zero waste stations needed in the arena. Interns recruit peers and University faculty and staff to help work the stations as needed. The volunteers are ambassadors of sustainability and help put a face to all the important sustainability initiatives at Loyola.



In Gentile Arena, you can enjoy all your regular concessions—served in compostable and recyclable containers.

Beverages—including water!—are served in cans because it's easier to recycle. Hot dogs are served wrapped simply in foil (not foil and paper) so it can be recycled. Everything you'd see at a regular stadium you'll see at the Wolf's Kettle—just a more sustainable version.

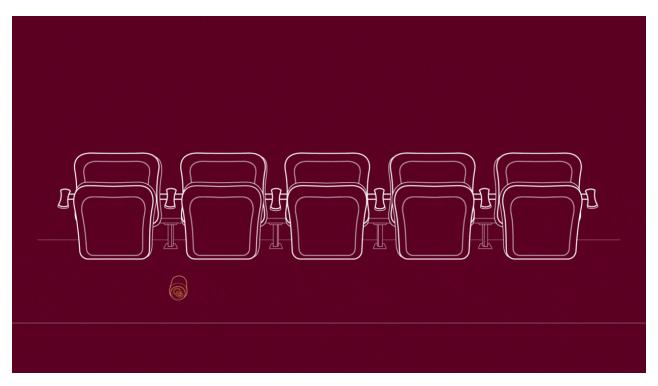


Watching the Ramblers can be fun and sustainable.

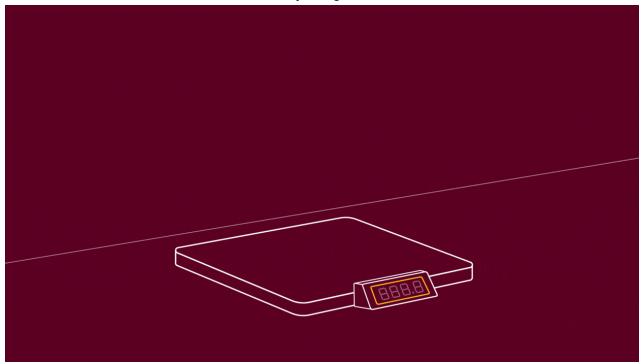
Zero waste stations are set up during all men's and women's basketball and volleyball games held in Gentile. The stations can sometimes be found at other non-sporting events held in the arena, too.



After the game, stations are set up so you can dispose of your items in the proper containers. There are zero waste stations all around the concourse at Gentile, making throwing away your waste as easy as possible. The main station is located across from the Wolf's Kettle. Some items are compostable and others are recyclable. Each station is staffed with knowledgeable volunteers who can answer questions about what goes where.



After all the fans have left the arena, the zero waste volunteers do a quick sweep of the stands to collect recyclable items before the cleaning crew prepares the stadium for the next game. It's easy to forget your empty can or leftover popcorn under your seat after a game. To make sure recyclable and compostable items aren't sent to the landfill, the zero waste volunteers at Gentile do one final check around the arena. Whatever they find goes in the correct zero waste bins!



All of the compostable and recyclable waste is weighed before being disposed through the appropriate channels.

Thanks to Zero Waste Games, Loyola kept 1,700 pounds of waste out of landfills in 2019 and 2020. In 2016, Loyola won RecycleMania's GameDay: Basketball – Diversion Rate award with a 96 percent diversion rate. That means the Ramblers kept the most waste out of landfills in all of college basketball!



Loyolans are committed to recycling and composting across campus—not just during sporting events. Zero Waste Games are just one sustainability initiative of many for Loyola Athletics—and the University as a whole.

In 2020, the Alfie Norville Practice Facility was awarded the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) <u>Gold certification</u>. In addition to having energy-efficient heating and cooling, the Alfie has a green roof—one of many on Loyola's three campuses. Loyola has the most green roofs of any university in the Midwest

Commitment to Carbon Neutral Campus



Celebrating Indigenous Peoples' Day

Indigenous Peoples' Day

Loyola University Chicago honored **Indigenous Peoples' Day** on Monday, October 14 with a panel discussion highlighting the 100th anniversary of the Indian Citizenship Act. This law granted citizenship to all Native Americans born in the United States.

Expert panelists include Doug Crow Ghost, Michele Hakala-Beeksma, and John Low, who are members of the Lakota, Ojibwe, and Potawatomi Nations. They will discuss **strengths and challenges in their communities and share their perspectives on Indigenous rights and environmental justice**. For the full event details and to RSVP, <u>visit the Indigenous Peoples' Day panel website</u>.

Loyola is 100% Solar

Loyola is 100% Solar

An important milestone in Loyola's sustainability journey: Starting January 1, 2025, Loyola is 100% solar powered for all our electricity use in Illinois!

This arrangement with the largest solar farm East of the Mississippi River was many years in the making and helped us meet the goals of our 2015 Climate Action Plan. Full details on the project and opportunities for you or your students to get involved can be found at this site, including a live electricity production dashboard, an overview of the equity and domestic-content accomplishments, and a set of "frequently asked questions".

Loyola is 100% solar-powered.

https://www.luc.edu/sustainabilitycommittee/climateactionplan/solaratloyola/

Solar at Loyola

Caring for our common home: Loyola moves to 100% renewable electricity

In April 2023, Loyola University Chicago announced a bold new commitment to purchase electricity from 100 percent renewable sources. Double Black Diamond Solar supplies all the electricity needed to power the University's Chicago-area campuses.

Double Black Diamond is a large-scale solar project operated by Swift Current Energy. The nearly five-mile-wide solar farm near Springfield, Illinois, is the largest solar project east of the Mississippi River and can power over 100,000 homes. In addition to Loyola, the project now powers the City of Chicago's municipal buildings and airports as well as other government and corporate customers. The project will provide significant tax revenue to Sangamon and Morgan Counties and a workforce development agreement to provide funds to the Chicago Urban League create new green jobs. An educational agreement with Swift Current allows for Loyola's students and faculty to visit the site, quest lectures in classes, and data sharing for research.

The shift to renewable electricity was crucial in achieving carbon neutrality—a goal Loyola established in its 2015 Climate Action Plan. The University achieved this goal in December 2024, becoming one of only 15 carbon-neutral universities nationwide. In the years ahead, Loyola aims to continue to lead the way in supporting student's experience with sustainability. Future goals include becoming a zero-waste campus and completely decarbonizing campus facilities through actions such as phasing out natural gas use in campus facilities.

Loyola's ongoing commitment to environmental sustainability reflects the University's core Jesuit values of caring for humanity and answering Pope Francis's call to "care for our common home," as described in his encyclical, Laudato Si'. The dashboard below is a live view at the current and cumulative production of the <u>Double Black Diamond project</u> provided by Swift Current. **Please note**, this is the full site's production. Loyola's portion of the project is 38 MW out of a 593 MW project (~6%).

https://sims.swiftcurrentenergy.com/data/perspective/client/DBD_Loyola/DBD link to Solar Dashboard

In Loyola's effort to explore solutions to meet the goals of the 2015 Climate Action Plan, it was clear that the limits of on-site capacity for renewable energy given the urban context of the campuses. Following a wave of off-site power purchase agreements by corporate buyers and some colleges and universities, Loyola worked with a consultant to consider what a sustainable clean energy project

might look like. A team from the Facilities Department and Office of Sustainability worked with the our contractors to evaluate wind and solar projects from across the country and selected Constellation Energy and the project developer Swift Current for a "sleeved" power purchase agreement as part of a retail electricity procurement.

This contract will serve 100% of Loyola's Illinois-based electricity use from Jan. 1, 2025 through Dec. 31, 2037. Benefits of this project include:

- Domestic content All steel & trackers and a majority of the 1.6 million solar panels were made in the United States.
- Local economic development The project is expected to return significant tax revenue to rural Morgan and Sangamon Counties.
- Workforce development The project had to meet strict apprenticeship and union requirements and provided funding for Chicago Urban League for a green jobs training program.

Specific to Loyola, there is an educational agreement with Swift Current to share data, allow for site visits, and arrange for staff guest lectures in Loyola classes. Photo courtesy of Swift Current Energy.





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

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

- Community events and consultation forums
- Boards and advisory committees
- Partnerships with local organizations
- Public events and panel discussions
- Publicly accessible sustainability data and dashboards

Communication Audiences

Quinlan School of Business communicates its policies and progress on sustainable development and responsibility with:

- Accreditation bodies
- Boards and advisory committees
- Faculty and staff
- Government and policy makers



SIGNATORY

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