

PRiME

*an initiative of the
United Nations Global Compact*

2025 Sharing Information on Progress **(SIP) Report**

Saint Joseph's University

September 2025

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about Saint Joseph's University, including key details and basic institutional data.

Mission

As Philadelphia's Jesuit Catholic University, Saint Joseph's provides a rigorous, student-centered education rooted in the liberal arts. We prepare students for personal excellence, professional success and engaged citizenship. Striving to be an inclusive and diverse community that educates and cares for the whole person, we encourage and model lifelong commitment to thinking critically, making ethical decisions, pursuing social justice and finding God in all things.

Vision

Saint Joseph's University is led by a group of experienced, passionate individuals dedicated to cultivating a culture of inclusivity, engaged citizenship and personal excellence. Operating under the guidance of President Cheryl McConnell, Saint Joseph's leadership team works to create ambitious and innovative plans for the future of the University.

Strategy

HSB Strategic Plan 2024_spreads (1)

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Strategy Alignment

Societal Impact and Strategic Plan

Societal Impact and the Strategic Plan

The Sustainable Development Goals (SDGs) have served as a crucial benchmark for assessing the school's societal impact endeavors within the Strategic Plan. While there is crossover for many of the SDGs, to some extent, the school has addressed all 17 goals. However, five goals in particular, are ones that the Haub school, given its mission, has prioritized: Good Health and Well-being (SDG #3), Quality Education (SDG #4), Industry, Innovation, and Infrastructure (SDG #9), Reduced Inequalities (SDG #10), and Climate Action (SDG #13). The Haub School is strategically committed to making a positive societal impact through the following objectives and goals outlined in the Strategic Plan:

Initiative 1: Enhancing Haub Academic/Scholarly Excellence

Goal 1: Become a leader in Healthcare Business Education (SDG #3)

Example: The Haub School's robot "Iggy" has been a consequential and interactive tool for faculty and student research in neurodiversity. In collaboration with the psychology department, decision systems science faculty have researched AI, robotics, and healthcare, specifically in patient cognitive

functioning and its relationship with staff turnover. This research demonstrates how AI can assist in routine/mundane activities to decrease staff burnout, improve the quality of life of individuals with disabilities, and improve the staff's working conditions.

Goal 3: Increase focus on analytics and technology across all Haub undergraduate majors and Haub graduate programs (SDG #9)

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Goal 5: Enhance and support teaching and scholarship around business ethics and the Sustainable Development Goals (SDGs)

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Another faculty-authored textbook, *Marketing Strategy & Management* (2023), fully integrates sustainability throughout, including call-outs for relevant SDGs.

Initiative 3: Community Engagement and Outreach (SDG #10)

Examples: The Finance High School Investment Challenge provides high school students, instructed by SJU students (Investment Scholars), the opportunity to learn about the stock market, economics, and finance in a gender-diverse environment. Investment Scholars are typically SJU seniors who have taken multiple finance courses. Through this program, they develop their pedagogical skills by teaching high school students the basics of economics and investing.

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They explored real-world risks through various activities, including hands-on sessions in the data analytics lab, a tour on risk management, competitive games, a corporate visit, and interactions with industry professionals as mentors. The highlight was a team-based final project on risk analysis and

mitigation, presented on the concluding day to showcase their newfound knowledge. All participating students highly praised the camp experience, and SLA Beeber has already committed to joining an expanded Summer '25 camp.

Over the last three years, 94 students have taken LEO495/MGT415 and have worked with approximately 20 companies. Each company has completed the B Impact Assessment and the SDG Action Manager to learn about the impact of their business practices and have benefited from the students' recommendations to improve their impact. This is demonstrated through the applied consulting project that uses the B Impact Assessment and SDG Action Manager.

Companies have been written up, and we have won awards in AIM2Flourish. The students help companies get better at "being good" and have an impact on external stakeholders. We also had our first global client in the course from Thailand, who was part of Google Sustainable Startups.

The Annual High School Analytics Competition is embarking on its fourth consecutive year. Working in teams, high school students learn to clean, wrangle, and visualize real-world data. The data highlights social justice issues such as healthcare availability, mental health challenges, and financial sustainability. Student teams research their own state's challenges and strengths related to the topic and present annotated dashboards to panels of industry judges. Our corporate partners sponsor the competition annually and serve over 200 local high school students annually.

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Graduates & Enrollment


2024 Statistics	Number
Graduates	862
Student Enrollment at the University	2798
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Undergraduate Attendance	2154
Masters-Level Postgraduate Attendance	620
Doctoral Student Attendance	24
Certificate, Professional Development, or Continuing Education Attendance	39

Degrees Offered

Bachelor Programs

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

Masters Programs

-  Master of Business Administration (M.B.A.)

Doctoral Programs

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

Undergraduate Degree Programmes

- Accounting
- Actuarial Science
- Artificial Intelligence for Business
- Business Administration
- Business Intelligence and Analytics
- Entertainment Marketing
- Entrepreneurship
- Finance
- Food Marketing
- Health Administration
- Human Resources and People Management
- International Business
- Leadership, Ethics and Organizational Sustainability
- Marketing
- Pharmaceutical And Healthcare Business
- Risk Management and Insurance
- Sports Marketing
- Supply Chain Management

Masters Degree Programmes

- Business Intelligence and Analytics MS
- Executive Master of Business Administration (EMBA)
- Finance MS
- Food Marketing MBA
- Food Marketing MS
- Health Administration and Health Informatics MHA/MS Dual Degree
- Health Informatics and Business Intelligence & Analytics Dual Degree
- Health Informatics MHI
- Human Resource Management MS
- Marketing MS
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Organization Development and Leadership (ODL) MS
- Pharmaceutical & Healthcare Marketing MBA
- Professional Accountancy MS

Postgraduate Degree Programmes

- Doctor of Business Administration (DBA)

Certificates, Professional Development, or Associate Programmes

- Health Informatics Certificate
- Agribusiness Certificate
- Applied Investment Analysis Certificate
- Biotech & Life Sciences Management Certificate
- Business Administration Graduate Certificate
- Corporate Financial Management Certificate
- Data Analysis Certificate
- Data Management Certificate
- Diversity, Equity & Inclusion in Management Certificate
- Ethical Coaching in Sports Certificate
- Financial Application in Real Estate Certificate
- Food Marketing Certificate
- Healthcare Management Certificate
- Human Resource Management Certificate
- Hospitality Management Certificate
- Leadership Certificate
- Marketing Certificate
- Neurodiversity in the Workplace Certificate
- Organizational Development and Change Certificate



Values

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Who Champions Responsible Management Education at Our Institution

- ❖ Student contributor
- ❖ Senior leadership office
- ❖ Interdisciplinary efforts across business school
- ❖ Centralized sustainability office
- ❖ Research or issue group, society, or club leading sustainability efforts

Student Voices

The following narratives demonstrate how Saint Joseph's University has influenced students' academic journey and personal growth.

Leadership and Vision (<https://www.sju.edu/leadership-vision>)

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Celebrating Values

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

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Over the last three years, 94 students have taken LEO495/MGT415 and have worked with approximately 20 companies. Each company has completed the B Impact Assessment and the SDG Action Manager to learn about the impact of their business practices and have benefited from the students' recommendations to improve their impact. This is demonstrated through the applied consulting project that uses the B Impact Assessment and SDG Action Manager.

Companies have been written up, and we have won awards in AIM2Flourish. The students help companies get better at "being good" and have an impact on external stakeholders. We also had our first global client in the course from Thailand, who was part of Google Sustainable Startups.

The Annual High School Analytics Competition is embarking on its fourth consecutive year. Working in teams, high school students learn to clean, wrangle, and visualize real-world data. The data highlights social justice issues such as healthcare availability, mental health challenges, and financial sustainability. Student teams research their own state's challenges and strengths related to the topic and present annotated dashboards to panels of industry judges. Our corporate partners sponsor the competition annually and serve over 200 local high school students annually.

The cybersecurity camp, sponsored by corporate partners and embarking on its second year, is a weeklong camp for grades 5-8 provided at no cost to underserved schools in the Philadelphia school district. Students learn cyber security through card games, esports, drones, adaptive cyber techniques, and virtual reality Google sets. At the end of the camp, the drones are donated back to the schools.

Goal 15: Establish policies, structures, and curricular changes to support diversity, equity, and inclusion within Haub. (SDG #10)

Example: Since 2020, the Day of Dialogue has been an annual, university-wide event that fosters conversations and engagement on diversity, equity, and inclusion within the campus community. It is a collaborative effort involving all community members, including students, faculty, and staff. Student involvement in planning and leading the event has notably increased, with a 110% rise in overall participation since its inception. Specifically, student attendance has seen a significant uptick over the past three years, with the 2023 event attracting over 16% of the student body compared to just over 11% in 2020, totaling 1241 and 838 students, respectively.

During the Day of Dialogue, students can share learning experiences and dialogue with their peers, faculty, staff, and alumni. The event features a diverse range of panels, workshops, and discussion groups facilitated and attended by various members of the SJU community and external partners. Presenters are invited to submit proposals and receive support and resources throughout preparation. Through these sessions, participants explore challenges, strengths, and injustices experienced by different identities and groups, contributing to a deeper understanding of equity, diversity, and inclusion. Seventeen Haub faculty have presented sessions at Day of Dialogue since the program's inception. Hundreds of undergraduate and graduate students have participated in these programmatic events.



Teach

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



Courses that support RME

Saint Joseph's University reports 7 courses in 2024 that support responsible management education and sustainable development goals.

Financial Accounting

| ACC 101

An introduction to the discipline of accounting from a user's perspective. Emphasis is on how accounting information and financial statements are used in business decisions, particularly in decisions by people outside the organization. Students will access corporate websites to retrieve and analyze externally published financial information of publicly traded companies.

Gregory Tanzola engages students in his Accounting course (ACC 101) by presenting the SEC environmental proposal to 120 students. This initiative aims to raise awareness of environmental issues and promote discussion on climate action within the academic community.

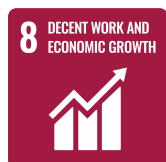


Auditing & Assurance Systems

| ACC 317

This course integrates the most important concepts of auditing and other assurance services to assist students in understanding audit decision making and evidence accumulation. Major topics covered include audit reports, auditing standards, legal liability, ethical issues, evaluation of internal controls, and audit risk.

In ACC 317, Dr. Souza discusses the limits of audits of public company reporting, specifically regarding organizational, reputational, and sustainability risks. This discussion helps students understand the challenges and limitations faced by auditors in conveying critical information to stakeholders, thereby enhancing their knowledge of current auditing standards and practices. The journal article "Audit firm adoption of AS 3101 over the first four years" by Souza and Weinberger (2023) is under review at Accounting and Public Interest. This research evaluates audit firms' ability to provide valuable information to investors, highlighting gaps in auditor reporting despite federal standards. The study contributes to the scholarly understanding of audit effectiveness and the communication of organizational risks, aligning with SDG 9 by promoting innovation in auditing practices. The findings from this research indicate that investors are not receiving sufficient valuable information from auditor reports to understand organizational, sustainability, and economic risks and growth prospects. By addressing these gaps, the research supports SDG 8 by advocating for better audit practices that enhance economic growth and job quality. Additionally, it promotes SDG 12 by encouraging responsible consumption and production through improved transparency and reporting standards. The project has engaged approximately 105 students in total over multiple semesters.



Leadership, Ethics & Organizational Sustainability Capstone Course | MGT 415

Students in MGT415 have collaborated with around 20 companies over three years, utilizing tools like the B Impact Assessment and SDG Action Manager to assess business practices' impact. Their applied consulting projects have led to improved business practices and recognition on platforms like AIM2Flourish. Notably, they've expanded their reach globally, engaging with clients like Google Sustainable Startups in Thailand.



Data Wrangling Ethics Intensive | DSS 416

Collaboration with Fe Y Alegria Bolivia involves aggregating and analyzing data to support SDGs, providing students with valuable experience in data aggregation and analysis. By focusing on community needs, this project aligns with SJU's commitment to service-oriented education.



Sustainable Finance | FIN 310

A Zoom presentation delivered at a Nigerian university discusses leveraging opportunities in sustainable development goals, featuring various papers from a Sustainable Finance Course. This international outreach underscores the global significance of sustainable finance and the imperative for cross-border cooperation in addressing environmental challenges. Research on corporate collaborations, decarbonization, and equity value creation, discussed in FIN 310, emphasizes the value-enhancing potential of collaborative efforts in decarbonization. This study challenges the notion that competition hinders firms from addressing global risks, highlighting the benefits of corporate collaborations in tackling sustainability challenges.



Food Marketing Strategy Capstone

| FMK 401

A Food Marketing Strategy Capstone project involves teams of students working on a project for a Manhattan-based owner group. This experiential learning case study illustrates the evolving model of business education post-Covid, providing students with practical insights into real-world business challenges.



Machine Learning For Business Applications 2

| DSS 452

Emphasis on fairness in data visualization projects fosters innovation and equity in AI systems. By addressing biases, the framework aims to improve outcomes and promote inclusivity in data-driven decision-making. Development of security mechanisms for IoT applications addresses critical challenges in data integrity and confidentiality. By ensuring robust security, the technology supports the safe and reliable operation of interconnected devices, contributing to a more secure IoT ecosystem.



💡 Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

💡 Experiential Learning



A lot

Our institution supports experiential learning significantly through teaching and learning.



Learning Mindset



To a great extent

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



Method of Teaching and Learning



In person

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



Research

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

Research vs Research for RME/Sustainable Development

24 Peer-reviewed articles were published by Saint Joseph's University from this past calendar year.

vs

13 Peer-reviewed articles were published by Saint Joseph's University from this past calendar year in support of RME.

Research Funding

In 2024, Saint Joseph's University was awarded funding for research that is:



National

Socializing Research

In 2024, Saint Joseph's University contributed research findings to:

- ❖ Local media
- ❖ National media
- ❖ Government and policy makers
- ❖ Industry and business networks

Research Projects

In 2024, Saint Joseph's University reported 4 research projects that implemented responsible or sustainable activities.

Urban Agriculture Research for the PA Department of Agriculture

Period Covering: January, 2017 -

Department: Decision and System Sciences

The Urban Agriculture Research project, conducted for the Pennsylvania Department of Agriculture, studies access to fresh produce in Pennsylvania's five major cities. By identifying and mapping access points for fresh produce relative to food deserts, the project provides data-driven insights for government stakeholders to reduce food deserts and improve equitable food access.

The project integrates into SJU courses through practical examples of analytics, data mining, and data visualization. Students gain hands-on experience with agricultural data while applying advanced techniques to solve real-world challenges. With an estimated impacted population of 10 million, the initiative strengthens ties between academia and state government while addressing critical issues in food access and urban sustainability.

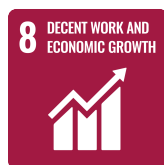


Hemp Research for the PA Department of Agriculture

Period Covering: January, 2022 - September, 2025

Department: Food, Pharma and Healthcare

This project investigates consumer perceptions and misconceptions of industrial hemp in Pennsylvania. Funded through a PIFMER research grant, the initiative provides insights to expand agricultural opportunities and educate consumers about hemp's potential. Students and faculty collaborate on data analytics, mining, and visualization, offering evidence-based recommendations for the agricultural industry. Findings have been integrated into SJU courses, enriching curricula with practical case studies and hands-on data analysis. The project directly supports both academic learning and statewide agricultural strategy.



Telehealth Access and Inequality during the COVID-19 Pandemic

Period Covering: January, 2020 - December, 2023

Department: Management

This project examined funding allocations under the CARES Act and disparities in telehealth utilization among underrepresented communities during the COVID-19 pandemic. Using real-world HHS evidence, the study identified challenges in access to digital health services. Findings have been integrated into MHI 561 coursework, where students analyze telehealth equity and policy implications. An article based on this work has been accepted for publication, expanding the academic conversation on digital health access.

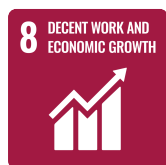


AI-Driven Supply Chain Resilience Research

Period Covering: January, 2021 - September, 2025

Department: Decision and System Sciences

In partnership with NIST, this project applies artificial intelligence and data analytics to strengthen supply chain resilience. Students are engaged in learning robust strategies for logistics and supply chain management, preparing them for careers in industry while advancing scholarly understanding of resilience frameworks. By combining AI, data analytics, and operations research, the project contributes to innovations that reduce disruptions and foster sustainable supply chain practices.





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)
- ❖ United Nations organs other than the UN Global Compact
- ❖ Aim2Flourish
- ❖ Positive Impact Rating (PIR)
- ❖ Responsible Research in Business & Management (RRBM)

Student Organization Partnerships

- ❖ PRME Global Students



Practice

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

Institutional Policies and Practices

- ❖ Faculty hiring, tenure, and promotion guidelines

Policy Documents Related to RME and/or Sustainability

HAUB-SCHOOL_-REPORT-2018-2021-FINAL

View document  Download document 



Share

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

Engagement Opportunities

Saint Joseph's University offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ Student and staff volunteer programs
- ❖ Publicly accessible sustainability data and dashboards

Communication Audiences

Saint Joseph's University communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

SIGNATORY

Saint Joseph's University



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Website

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