

2017-2019

SHARING INFORMATION ON PROGRESS (SIP) REPORT



ROWAN UNIVERSITY WILLIAM ROHRER COLLEGE OF BUSINESS

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact

 **Rowan University**

**WILLIAM G. ROHRER
COLLEGE OF BUSINESS**

TABLE OF CONTENTS

- 3** WILLIAM G. ROHRER
COLLEGE OF BUSINESS
- 4** LETTER FROM THE DEAN
- 5** INSTITUTIONAL CONTEXT
- 6** CENTERS OF EXCELLENCE
- 8** IMPLEMENTING PRME
PRINCIPLES AT ROWAN
- 12** RCOB TEACHING: INTEGRATING
PRME PRINCIPLES AND
SDG'S IN THE CLASSROOM
- 15** RCOB FACULTY RESEARCH
RELATED TO THE PRME
PRINCIPLES
- 17** OUTREACH AND ENGAGEMENT
ALIGNED WITH THE PRME
PRINCIPLES AND SDG'S RELATED
EVENTS
- 18** LOOKING INTO THE FUTURE: OUR
GOALS FOR THE NEXT
TWO YEARS
- 22** APPENDIX A. BACKGROUND AND
DATA ON ROHRER
COLLEGE OF BUSINESS
- 26** APPENDIX B. LISTING OF FACULTY
SCHOLARSHIP
- 31** APPENDIX C. PRME RELATED
EVENT DETAILS

William G. Rohrer College of Business

Vision

To be a first choice business school for enterprising students and discerning employers, a research hub, and an economic catalyst for the region and beyond.

Mission

We empower students to achieve sustainable careers through professionally oriented programs and real-world immersion experiences, integrating relevant faculty research, entrepreneurial thinking, responsible leadership, and community collaboration.

We achieve our mission through a commitment to:

Professionally Oriented Programs and Sustainable Careers:

Our students develop the strong disciplinary expertise, poise and professionalism necessary to excel in their first positions, as well as the skills to tackle new opportunities as technologies and business models evolve. We feature career-oriented dual-degree options, major-minor pairings, and the ability to combine certificate programs with existing majors.

Entrepreneurial Thinking and Responsible Leadership:

We offer entrepreneurially focused curricular and co-curricular programs to help students develop the creativity, initiative, and persistence that characterize the entrepreneurial mindset. As a PRME founding signatory, we are committed to developing students' abilities to generate sustainable value for their employers and society at large.

Relevant Faculty Research:

We are aligned with the University's broad definition of research, which includes activities that positively impact the educational experience, the scholarly community, and the economic vitality of the region. Real-world Immersion and Community Collaboration: We provide multiple real-world immersion experiences for our students that set them apart in a crowded job market. This, combined with our commitment to the economic development of the region, compels us to actively engage with the business and nonprofit communities in our region in ways that benefit all.

LETTER FROM THE DEAN



Susan Lehrman, Ph.D.
Dean of the William G. Rohrer
College of Business

On behalf of Rowan University's Rohrer College of Business, I'm pleased to submit the following "Sharing Information on Progress (SIP) Report" covering 2017 through 2019.

This was a momentous year for the College of Business in deepening our commitment to the Principles of Responsible Management Education. We fully opened our Center for Responsible Leadership, focused on integrating the 17 Sustainable Development Goals into our curriculum, research, and communities, and we proudly became a PRME Champion school.

As an institution of higher education involved in the development of current and future managers, we bear a particular burden to our peers, our university, our faculty, students and the broader community to be a leader in supporting and advocating for the Principles of Responsible Management Education. Regularly reporting on our progress to our stakeholders and exchanging effective practices related to those principles with other academic institutions is the focus of this report.

We understand that our own organizational practices should serve as examples of the values and attitudes we convey to our students.

We encourage other academic institutions and associations to adopt and support these Principles.

A handwritten signature in cursive script that reads "Sue Lehrman".

Dr. Sue Lehrman
Dean
William G. Rohrer College of Business Rowan University

Institutional Context

Launched as the School of Administrative Studies in 1972, the College of Business was renamed the William G. Rohrer College of Business in June of 2005 following a \$10-million gift from the William G. Rohrer Charitable Foundation.

The Rohrer College of Business (RCB) has approximately 2,200 undergraduate students and 260 graduate students. Our vision and mission align with the broader institution's four pillars, drive key RCB strategies and decisions, and help to differentiate us. The RCB builds student success using 4 pillars of success. These pillars help structure student education and professional growth through Strong Academics, Leadership Opportunities, Project Based Learning, and Internships.

The RCB is one of a handful of business schools in the nation to hold accreditations from AACSB International - The Association to Advance Collegiate Schools of Business (AACSB) for its business programs and a separate accreditation from the Computing Accreditation Commission of the Accreditation Board of Engineering and Technology (ABET) for its MIS program. To achieve this prestigious accreditation, the business program successfully demonstrated a wide range of quality standards relating to curriculum, faculty resources, admissions, degree requirements, facilities, financial resources, and intellectual climate.

Rowan's Business Program provides a general, well-rounded education in business administration and emphasizes development of set skills such as communication, computing and teamwork. The business programs have three key components: general education, business administration core curriculum, and an in-depth specialization.

Our business program attracts high-achieving students whose SAT I scores are above the Rowan mean. In addition to the 62 full-time faculty, adjunct professors enrich selected courses with practical, hands-on knowledge in their areas of expertise.

Our business curriculum prepares students for initial job placement, growth into managerial positions and graduate study. We strongly encourage students to enroll in internships and to take part-time professional jobs while in college, all of which add to marketability when they start their job search.

See Appendix A for RCOB data



Computing
Accreditation
Commission

Centers of Excellence

The Rohrer College of Business is host to four Centers of Excellence. These centers strive to support the mission of the college, give our students real-world experience and prepare them for a successful career.



The mission of the **Center for Responsible Leadership** (RCRL) is to support the values of social responsibility, sustainability, and organizational ethics among students, faculty and community partners through the implementation of the United Nations Sustainable Development Goals and the Principles of Responsible Management Education. RCRL supports teacher preparation, classroom instruction, and experiential learning opportunities around themes of responsible leadership, with the goals of further integrating these concepts into university curricula and ultimately offering graduate and undergraduate courses and credentials aligning with these principles. RCRL builds a multi-disciplinary community of research faculty and students interested in exploring our central question: what is responsible leadership? RCRL encourages and supports collaborative, applied research related to topics in sustainability, corporate responsibility, ethics, and related topics. Finally, RCRL promotes discussion and debate on timely issues related to responsible leadership in the corporate, governmental, and non-profit sectors. RCRL seeks to provide responsible leadership-related consulting services to public and nonprofit organizations, simultaneously providing an avenue for project-based learning for our students.



The **Rowan Center for Innovation and Entrepreneurship** (RCIE) supports student entrepreneurs from all Rowan University colleges and campuses. More than 70 events are held each year through the Center, as well as two competitions (idea stage and venture stage) and some signature speaker events (Daymond John, among others, have keynoted past events). RCIE runs a Summer Accelerator Program, which awarded \$19,600 in seed funding in Summer 2018 to aspiring student startups, and maintains a strong Entrepreneurial Advisory Council composed of entrepreneurs from across the region. RCIE also offers resources and support to Rowan faculty looking to integrate elements of entrepreneurship or entrepreneurial mindset into their courses.

Centers of Excellence

Rohrer College of Business Center for Professional Development

The Rohrer College of Business Center for Professional Development (CPD) provides business students with the tools necessary to navigate the job and internship search process and to become career ready. The career education received through the CPD will enable Rohrer College of Business students to graduate with the ability to find meaningful employment in their chosen field. The CPD offers Career Development Modules, Daily Drop-Ins, Weekly Career Workshops, Mock Interviews, On-Campus Employer Engagement, Career Events, Networking Events, and Industry Nights.



Rohrer Center for Experiential Learning

Students are offered a variety of real-world experiences including tax preparation, financial market research, an enterprise computing software, and much more. Project-based learning is an educational initiative offered at Rowan University, developed by the Rohrer College of Business. Its chief purpose is to bring real-world projects into the classroom, and in some cases, bring the classroom to the real world. Working with actual clients on worthwhile projects creates a sense of pride and value for students, in addition to providing crucial experience. Projects provide local businesses with beneficial services and increase Rowan's reputation as a collaborative university. Projects must relate to one of the following functional areas: Accounting, Entrepreneurship, Finance, Human Resources, Management, Management Information Systems, or Marketing. Project request will be reviewed by the Project Manager who will set up an initial meeting with the client to discuss goals, expectations, etc. If the project is accepted, the Project Manager will work to assign the project to a specific course and faculty member according to the project goals. Projects are completed during the semester and will begin in September or January (some projects may be available for completion during the summer).

Implementing PRME Principles at Rowan

The Rohrer College of Business (RCOB) at Rowan University joined PRME in early 2008 and was among the initial signatories. Soon after, a structure was created through an RCOB group that focused on the PRME principles, proposed courses of action, and championed appropriate activities and events. As a result of these processes, we successfully implemented a number of initiatives between 2008 and 2011 (see previous SIP reports). Following the brief tenure of an RCOB Dean who was unsupportive of PRME activities and plans, beginning again in mid-2014 a faculty committee was created to revive PRME activities going forward. In mid-2015 a new Dean, Susan Lehrman, was appointed. Dean Lehrman embarked on a wide-ranging strategic planning process that concluded in mid-2016.

A key outcome of this process was the adoption of a revised Mission for the Rohrer College of Business. The revised mission emphasizes entrepreneurial thinking and responsible leadership and these elements have the support of the College leadership. It has been during the most recent reporting period (2017-2019) that we have resumed our earlier momentum regarding PRME activities and planning.

We organize our reporting of PRME activities around the areas of **Teaching**, **Faculty Research**, and **Public Outreach and Engagement**. Then, we present our goals and ambitions for further implementing PRME principles at Rowan.

Highlights from the 2017-2019 reporting period

Launch of the Rowan Center for Responsible Leadership

One of the most significant developments in the past two years was the launch of the Rowan Center for Responsible Leadership (RCRL). RCRL is a university-wide initiative housed in the Rohrer College of Business, aimed at better understanding the relationships between business and society. RCRL has as its mission "to support the values of social responsibility, sustainability, and organizational ethics among students, faculty and community partners through the implementation of the United Nations Sustainable Development Goals and the Principles of Responsible Management Education" through programming around teaching, research, and public engagement. RCRL is co-directed by Drs. Susana Santos (Dept. of Management & Entrepreneurship) and Jordan P. Howell (Dept. of Management & Entrepreneurship and Dept. Geography, Planning & Sustainability).

More information about RCRL can be found on the Center's website, go.rowan.edu/rcrl

Exciting Events Related to PRME Principles and SDGs

During the past two years we have hosted several conferences, speakers, and workshops relating to PRME principles and the Sustainable Development Goals (SDGs). Major events included:

 **November 2018** PRME Conference ("Sustainable Development Goals: Pedagogy, Practice and Policy")

 **April 2019** PRME Event ("Clean Energy Summit: Building Capacity and Capabilities for a Clean and Green New Jersey")

 **June 2019** Hydrogen Fuel Cell Workshop
September 2019 Carla J.S. Messenger, Director of Native American Heritage Programs, "Lenape Perspectives on Environmental Leadership"

 **September 2019** Devin Thorpe, "Create a Movement for Good"

 **October 2019** Jessica Smith, Associate Professor at Colorado School of Mines, "Inevitable Industry? Engineers and the Practice of Accountability"

 **November 2019** Tsedale Melaku, postdoctoral research fellow at the Institute for Research on the African Diaspora in the Americas & the Caribbean (IRADAC) at The Graduate Center, City University of New York, "Shattering Glass Ceilings"

 **November 2019** Erick Ford, Executive Director of NJ Energy Coalition, "The Nexus of Public Policy: Renewable Energy in New Jersey"

Full information about events and participation numbers can be found in Appendix A of this report.

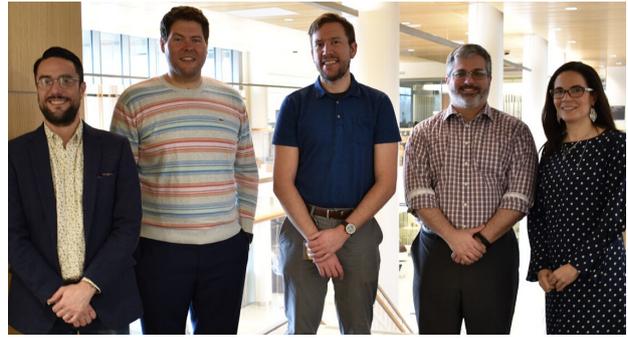
New Curricular Initiatives

Our efforts to integrate PRME principles and teaching about the SDGs manifested in several forms during the reporting period:

➔ **Launch of Rowan Center for Responsible Leadership Teaching Fellows Program - Supporting teaching innovations aligned with the PRME principles and SDG's**

The purpose of the RCRL Teaching Fellows program is to help faculty integrate discussion, assignments, and analysis of responsible leadership focus areas into their courses. RCRL Faculty Fellows will develop 'learning modules' – collections of pedagogical materials focused around a single issue, concept, or question – that can be readily adapted and integrated by college faculty into their courses. For example, a faculty fellow might have an interest in the ethics of corporate diversity initiatives; or, the social impacts of mass tourism on host countries; or perhaps the environmental impacts of cryptocurrencies and other emerging financial products. These are not specific target areas but rather illustrations of the type of interdisciplinary business-in-society topics that the Center is focused on.

The first cohort for the Teaching Fellows for calendar year 2020 are **Gary Thompson** (Chemical Engineering) for his project, "Sustainable Engineering of Distillation Separation Processes"; and the team of **Ted Howell** (Writing Arts) and **Scott Streiner** (Experiential Engineering Education) for their project, "Sustainable Development Goals and Local Sustainability at Rowan and Surrounding South Jersey".



➔ **Launch of "Combined Academic Degree Program" combining BA Environmental & Sustainability Studies and MBA**

This "4+1" program combines the BA in Environmental & Sustainability Studies with a Masters' in Business Administration at the Rohrer College of Business. In this program, students combine their passion for the environment and solving environmental problems with the professional skill set offered through undergraduate and graduate courses in business administration. Students complete both degrees in five years, and complete portions of both degrees contemporaneously. This joint program offers students the opportunity to examine environmental and sustainability issues from a range of perspectives in the social sciences, sciences, and humanities while also learning about the roles of business in environmental issues. Given the significant role that businesses play in causing, and correcting, environmental problems, understanding how businesses function and how business decisions are made – and most importantly, having the skill set to engage with the business community – is an essential component of effective environmental advocacy in the 21st century. From the perspective of the business community, it is increasingly necessary for firms to engage with sustainability issues, and indeed there is no shortage of examples of companies choosing to 'go green' for both financial and ecological reasons. Graduates of this 4+1 will be well-positioned to lead the emerging generation of decision-makers working at the intersection of business and sustainability advocacy.

We are proud to note that this is one of the very few programs of its type in the United States!

➔ **Launch of "Sustainability Studies" graduate certificate**

This graduate certificate program, in conjunction with Rowan University School of Earth & Environment, offers MBA students the opportunity to complete a set of electives focused on sustainable business, sustainability assessment, and the relationships between business and environmental regulations:

- Sustainable Business
- Sustainability Assessment
- Perspectives on Environmental Regulation, Policy, and Law
- Topics in Sustainability Innovation and Problem Solving

➔ **Incorporating PRME and SDG ideas and content into existing undergraduate business courses**

While we are excited to offer new courses focused specifically on sustainability, ethics, social impact, and responsible leadership, we are also proud to offer examples of instances where faculty integrated these concepts into their existing courses. This is work helping us towards our goal of implementing PRME and SDG ideas and concepts into all of our undergraduate courses at Rowan

- Course: Principles of System Design | Topic(s) Addressed: Aging, general topical inclusiveness discussion of older adults. Leadership, cultural awareness of values and ethics in the C-suite
- Course: Introduction of Operations Management | Topic(s) Addressed: A Team project on the issue of Sustainability and Firm performance is offered to students
- Course: Global Supply Chain | Topic(s) Addressed: Sustainability Supply Chain, Products
- Course: Management Information Systems | Topic(s): Green Computing
- Course: Consumer Behavior | Topic(s): Consumer Well-Being, sustainability is briefly mentioned and defined as a part of the Consumer Well-Being Lecture material
- Course: Organizational Behavior | Topic(s): Decent work (SDG 8), characteristics of interesting & motivating work, job design
- Course: Organizational behavior | Topic(s): Leadership and values, as well as organizational culture
- Course: Intermediate Accounting I | Topic(s): Financial Accounting and Accounting Standards: Ethics in the Environment of Financial Accounting
- Course: Principles of Finance, Financial Management I & II | Topic(s) Addressed: Income inequality and corporate transparency
- Course: Investments | Topic(s) Addressed: Corporate Governance and Corporate Ethics
- Course: Entrepreneurship & Innovation | Topic(s) Addressed: Social Entrepreneurship

More information about these teaching efforts can be found in the next section.

RCOB Teaching: Integrating PRME Principles and SDG's in the classroom

The information below, reported by faculty in RCOB, offer insights into the specific ways in which PRME principles and “responsible business” concepts are being integrated into undergraduate business courses at Rowan University.

Course: Principles of System Design.

Topic(s): Aging, general topical inclusiveness discussion of older adults. Leadership, cultural awareness of values and ethics in the C-suite.

Pedagogy: Lecture.

Course: Introduction of Operations Management (Undergraduate).

Topic(s): A Team project in this topical issue (Sustainability and Firm performance) is recommended and also chosen by some students as a part of projects assignment in our Graduate MDMT course each semester.

Pedagogy: Lecture.

Course: Global Supply Chain.

Topic(s): Sustainability Supply Chain, Products.

Pedagogy: Lecture, Case Study.

Course: Management Information Systems

Topic(s): Green Computing.

Pedagogy: Lecture and Video.

Course: Consumer Behavior.

Topic(s): Consumer Well-Being and, Sustainability is briefly mentioned and defined as a part of the Consumer Well-Being Lecture material.

Pedagogy: Lecture.

Course: Organizational Behavior

Topic(s): Decent work (SDG 8), characteristics of interesting & motivating work, job design.

Pedagogy: Lecture & Discussion.

Course: Organizational Behavior

Topic(s): Leadership and values, as well as organizational culture.

Pedagogy: Lecture

Course: Intermediate Accounting I

Topic(s): Financial Accounting and Accounting Standards: Ethics in the Environment of Financial Accounting.

Pedagogy: Case Study and Discussion Case/Concept for analysis, class discussion.

Course: Principles of Finance, Financial Management I & II

Topic(s): Income inequality and corporate transparency

Pedagogy: Lecture

Description: Course: Investments

Topic(s): Corporate Governance and Corporate Ethics

Pedagogy: Lecture

Course: Entrepreneurship & Innovation

Topic(s): Social Entrepreneurship

Pedagogy: Lecture and Guest Speakers



SUSTAINABLE DEVELOPMENT GOALS

Summary Table:

RCBO Courses and Pedagogies used categorized by the SDGs: Examples

COURSE NAME	PEDAGOGY				
	Lecture	Lecture and Video	Lecture and Discussion	Case Study and Discussion	Lecture and Guest Speaker
Principles of System Design	SDG 3, SDG 4 and SDG 10 Aging, general topical inclusiveness discussion of older adults. Leadership, cultural awareness of values and ethics in the C-suite				
Introduction of Operations Management	SDG 8 and SDG 9 Sustainability and Firm performance				
Global Supply Chain	SDG 7, SDG 9 and SDG 13 Green Computing				
Consumer Behavior	SDG 3 Consumer Well-Being and Sustainability				
Organizational Behavior	SDG 8 Leadership and values, as well as organizational culture		SDG 8 Decent work characteristics of interesting & motivating work, job design		
Intermediate Accounting I	SDG 7 and SDG 9 Financial Accounting and Accounting Standards: Ethics in the Environment of Financial Accounting				
Principles of Finance, Financial Management I & II	SDG 10 Income inequality and corporate transparency				
Investments	SDG 17 Corporate Governance and Corporate Ethics				
Entrepreneurship & Innovation	SDG 8 and SDG 11 Social Entrepreneurship				

RCOB Faculty Research related to PRME Principles

RCOB faculty are producing a growing body of research related to PRME principles.

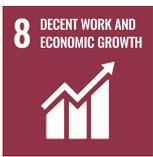
We note that our faculty have published over **20 PRME-related** peer-reviewed publications and presented their **PRME-related research at over 50 scholarly conferences** in the most recent two-year reporting period.

See Appendix B for detailed listing of scholarly work.



Summary Table:

RCBO Faculty Conference Participation and Published Works categorized by the SDGs

	RCBO Faculty Conference Participation	RCBO Faculty Published Works
 <p>1 NO POVERTY</p>	Santos (2018a, 2018b, 2018c)	
 <p>3 GOOD HEALTH AND WELL-BEING</p>	Qu (2018, 2019a, 2019b)	
 <p>4 QUALITY EDUCATION</p>	Billing (2019) Fleming (2018, 2019) Mirchandani (2018, 2019a, 2019b)	Liguori (2018) Schoen (2019a, 2019b) Smolarski (2018b)
 <p>5 GENDER EQUALITY</p>	Santos (2019a, 2019b) Yang (2019)	Santos (2019) Santos (2018b)
 <p>7 AFFORDABLE AND CLEAN ENERGY</p>		Kalliny (2018b)
 <p>8 DECENT WORK AND ECONOMIC GROWTH</p>	Mirchandani (2019c)	Billing (2019) Kalliny (2019a)
 <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	Kuppusamy (2018) Lee (2019)	
 <p>10 REDUCED INEQUALITIES</p>	Rudin (2019) Uygur (2017, 2018a, 2018b, 2019a, 2019b) Yang (2018a, 2018b)	Santos (2018a) Uygur (2019)
 <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>		Kuppusamy (2017) Lee (2019a; 2019b) Santos (2018c)
 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	Isik (2018) Kalliny (2018) Kalliny (2019)	Kalliny (2018a; 2019b) Smolarski (2018a)
 <p>17 PARTNERSHIPS FOR THE GOALS</p>	Banutu-Gomez (2018)	

Outreach and Engagement aligned with the PRME Principles and SDG's related events

- **November 2018 PRME Conference - Sustainable Development Goals: Pedagogy, Practice and Policy**

Total attendees: 72 Rowan University students and 16 Rowan University Faculty

- **April 2019 PRME Event - Earth Day - Clean Energy Summit: Building Capacity and Capabilities for a Clean and Green New Jersey**

Total attendees: 100

- **June 2019 Hydrogen Fuel Cell Workshop**

Total attendees: 40+ total

- **2019 September 17 — “Lenape Perspectives on Environmental Leadership”**

Total attendees: ~85

- **2019 September 24/25: “Create a Movement for Good”**

Total attendees: (9/24 workshop in Philadelphia): ~10

Total attendees: (9/25 lecture on campus):~55

- **2019 October 7 — “Inevitable Industry? Engineers and the Practice of Accountability”**

Total attendees: ~80

- **2019 November 4 – “Shattering Glass Ceilings”**

Total attendees: ~25

- **November 11 – “The Nexus of Public Policy: Renewable Energy in New Jersey”**

Total attendees: ~40

- **November 13 – “Sustainability and climate change”**

Total attendees: ~250

See Appendix C for Event Details.

Looking into the Future: Our Goals for the Next Two Years

The initiatives of RCOB, to some extent, occur in the context of Rowan University's goals and initiatives. There is rapidly increasing interest among the Faculty Senate and students organizations to engage in a process that might culminate in a plan and timeline, with administrative commitment, to reach carbon neutrality.

While we are proud of our efforts to integrate PRME principles into teaching, research and public engagement at Rowan, we recognize that we have considerably more work to do. As such, we set out the following goals for the next two-year reporting period.

➔ Fully Participating as a PRME Champion

The Rohrer College of Business was selected to participate in the PRME Champions program for the 2020-2021 cycle. We look forward to working with our colleague institutions around the world, and also learning from their successes and failures in integrating PRME principles into their business curricula and initiatives. The Rohrer College of Business is one of the five US Business Schools in the PRME 2020-2021 Champions Cycle.

➔ Integrating PRME Principles and SDGs into All RCOB Classes

Though we've made progress encouraging faculty to incorporate PRME principles and content about the SDGs into their undergraduate business courses, we recognize that there are still the majority of business courses at our institution that do not engage with this content (or engage only superficially). Through the Rowan Center for Responsible Leadership, we endeavor to build a library of resources that RCOB faculty can easily access and build into their courses.

Through the RCRL's Teaching Fellowship program, we aim to incentivize innovative adaptation of these materials, and reward creative integration of PRME principles and the SDGs into business courses. Our goal during the next reporting period is to see that at least 50% of all undergraduate courses and 75% of all graduate courses emphasize PRME principles and SDG content.

The Freshman seminar for the department of Management and Entrepreneurship has a sustainability module to create awareness and begin building a framework and vocabulary for entering students and this is going to become a larger portion of the 3 credit course in the near future.

The undergraduate core is in the process of being reviewed carefully to identify ways in which the core can better reflect the four overarching themes that AACSB considers to be important going forward. One of these four themes is **Responsible Leadership and Sustainability**.

The MBA core redesign process that has been ongoing has explicitly targeted including Responsible Leadership and Sustainability in the core most likely with a 1.5 credit required course that is in the early stages of development.

Develop Sustainability-oriented Project-Based Learning Opportunities

We have been successful at RCOB developing opportunities for students to work on 'real-world' client problems as a part of their coursework; however, these opportunities have traditionally focused on accounting, marketing, strategy, and finance problems. In the next reporting period, we endeavor to work with the Rohrer Center for Experiential Learning to identify and develop opportunities for sustainability- and social impact-oriented project-based learning. In particular, we aim to cultivate further our University's relationship with a statewide, corporate-sponsored "green" project-based learning organization to ensure spaces for RCOB business undergraduates on the student teams they help to organize.



Lead Campus Membership in the Association for the Advancement of Sustainability in Higher Education and STARS Sustainability Reporting

The Rowan Center for Responsible Leadership will direct and manage our University's membership in the Association for the Advancement of Sustainability in Higher Education and the STARS Sustainability Reporting. Currently, our institution is one of the few in the state of New Jersey that is not a member of AASHE and which does not report environmental impacts through the STARS reporting program. The Center will lead the campus membership and use sustainability reporting as a springboard for sustainability project-based learning that brings together multi-disciplinary student teams reaching across STEM, social science, humanities, communications, and business disciplines. The Center will also endeavor to connect campus sustainability performance to opportunities for additional faculty research.



Connect Students to Information and Resources about Sustainability and Social Impact Careers

The Rowan Center for Responsible Leadership will work with the Rohrer Center for Professional Development to assemble a library of career resources focused on opportunities in sustainability, social impact, and corporate social responsibility. As professionals engaging with these themes, we know that more and more companies are in need of employees - and future leaders - with knowledge, skills, and passion related to sustainable business. One of our roles as educators aiming to implement PRME principles must be to connect students to those career opportunities.



Seeing Sustainability, Social Impact, Ethics, and Responsible Leadership Designated as Core Components of Undergraduate and Graduate Business Curricula

As the Rohrer College of Business undertakes its periodic review of undergraduate and graduate curricula during the next two years, we will work to ensure that PRME principles and ideas become central components within all of our undergraduate and graduate business programs.

Appendix A

Background and Data on Rohrer College of Business

Academics at the Rohrer College of Business

Led by a faculty of internationally renowned scholars, our students choose from among eight market-ready majors: accounting, entrepreneurship, finance, human resource management, management, management information systems, marketing, and supply chain and logistics. We prepare students through classroom and project-based learning in which they tackle real-world assignments for businesses and organizations so, when they graduate, they're ready to take on the world. The Rohrer College of Business also offers a Masters of Business Administration with concentration options in accounting, finance, management, marketing and MIS and various methods of course instruction, including a 4+1 and hybrid programs.

Fall 2019 Enrollment

Undergraduate:
2200 students
Graduate:
258 students

Fall 2019 Faculty

Faculty (full-time): 62
Ph.D. Faculty: 87.1%

Undergraduate Programs:

The College seeks to ensure that each student completing a program of study has a professional business education grounded in the liberal arts. The aims of the program are to enable students to develop a broad general management approach toward organizations and the changing social and international environments they encounter, foster the students ability to develop and organize information for critical analysis as the basis for decision making, enable students to understand standards of professional and ethical behavior which are consistent with reasonable societal expectations, and develop in students the communications and technological expertise required for initial positions, as well as for career growth.

Student Profile

	Fall 2019 Undergraduate Profile	Fall 2019 Graduate Profile
Mean Age	21	30
Mean SAT/GMAT	1142	457
Female	615	114
Male	1585	143
Full-Time Student	2057	68
Part-Time Student	143	190
First Year Retention Rate	81% (Fall 2018 Cohort)	
Ethnicity		
American Indian or Alaskan Native	2	6
Asian	114	15
Native Hawaiian/Pacific Islander	1	0
Black or African American	145	20
Hispanic/Latino	182	19
White	1640	176
Race/Ethnicity Unknown	52	22
Two or more races	64	6
Total U.S. Citizens and Permanent Residents	2175	238
Other Country of Origin or Birthplace	25	20

Undergraduate Degrees Offered	Fall 2019 Enrollment	Response Rate %	Placed %
B.S. Accounting	498	87	93
B.S. Entrepreneurship	88	92	89
B.S. Finance	503	86	92
B.S. Human Resources Management	78	84	100
B.S. Management	393	84	98
B.S. Management Information Systems	103	81	86
B.S. Marketing	446	79	92
B.S. Supply Chain and Logistics	93		

*Response rates reflect information obtained via our first destination survey or information obtained directly from graduating students. Placement and Salary Statistics only include students who completed degrees between the period July 1, 2017 - June 30, 2018.

Undergraduate Minors Offered

- Business Administration
- Entrepreneurship
- Human Resources Management
- Management Information Systems
- Marketing
- Undergraduate Certificates Offered
- Certificate of Undergraduate Studies: Business Analytics
- Certificate of Undergraduate Studies: Forensics and Fraud Investigations
- Certificate of Undergraduate Studies: Global Business
- Certificate of Undergraduate Studies: Management and Leadership
- Certificate of Undergraduate Studies: Training and Development
- Certificate of Undergraduate Studies: Management Information Systems

Graduate Programs

Graduate business programs at Rowan University's Rohrer College of Business are highly flexible, allowing students to tailor studies to fit needs and interests. Rohrer graduate programs help students gain knowledge, build skill sets, and develop a professional network to help them achieve career goals. Rohrer graduate programs offer small class sizes, academically and professionally qualified faculty, and flexibility to customize your plan of study. Degrees are offered on a full-time or part-time basis, and courses include face-to-face, online, and hybrid formats to fit student needs. Our students are advancing their professional careers by developing business acumen for managerial and leadership roles in the corporate sector, not-for-profit institutions, and/or government institutions. Rohrer graduate programs attract candidates with varied backgrounds. Many students in full-time careers are in business, yet others are in health and medicine, technology, government, or non-for-profit fields. Some full-time students are pursuing a career change, while others joined us directly from undergraduate studies. Rohrer graduate programs feature a diverse student body.

Graduate Programs

- Masters in Business Administration
- Masters of Science in Finance (Online)
- Accounting Certificate of Graduate Study
- Business Certificate of Graduate Study
- Management Information Systems Certificate of Graduate Study
- Advanced Graduate Certificates Offered
- Accounting Certificate of Advanced Graduate Study
- Finance Certificate of Advanced Graduate Study
- Management Certificate of Advanced Graduate Study
- Management Information Systems Certificate of Advanced Graduate Study

Degrees Granted by the Rohrer College of Business **2017-2018 and 2018-2019**

Degree Program	2017-2018	2018-2019
Accounting	141	146
Entrepreneurship	16	11
Finance	115	151
Human Resources Management	44	51
Management	118	114
Management Information Systems	39	50
Marketing	142	150
Supply Chain Management	28	22
Total Undergraduate Degrees	643	695
Masters in Business Administration	72	48
Masters of Science in Finance*	-	-
Total Graduate Degrees	72	48

*Masters of Science in Finance is a new MS program effective Fall 2018.

Appendix B

Listing of Faculty Scholarship

Faculty Conference Participation

(listed alphabetically by last name)



Banutu-Gomez, Michael

- 2018 19th Asia-Pacific Conference on Global Business, Economics, Finance and Banking Conference: Globalization: The Case of South America, China, Europe, and Technology.



Billing, Tejinder

- 2019 Eastern Academy of Management International Conference: Connecting Sustainable Development Goals (SDGS) and Superheroes: Three Variations in Management and Entrepreneurship Education.



Fleming, Robert

- 2018 National Conference for the Social Studies: Business Leadership Lessons from Historical Events. 2019 National Council for History Education: Business Leadership Lessons from Historical Events.



Isik, Ihsan

- 2018 International Conference on Science, Social Science and Economics: Religion and Finance: The Case of Muslim World.



Kalliny, Morris

- 2018 International Academy of Business and Public Administration Disciplines Conference Proceedings: The Impact of Media on Religious Conflict in the Arab World
- 2018 Academy of International Business Annual Conference Proceedings: Effects of Religion and Leadership on Consumer Boycotts: Comparison across Qualitative and Quantitative Research
- 2019 International Academy of Business and Public Administration Disciplines (IABPAD) Conference Proceedings: Cultural Values in Magazine Advertising: A comparative Study of the Arab World and the United States.



Kuppusamy, Saravanan

- 2018 Conference for Chemical Supply Chain and Logistics Professionals: Building the Supply Chain and Logistics Talent Pool.



Lee, Jooch (with Roh, J.)

- 2019 (April) Northeast Decision Science (NEDSI) Annual Conference Philadelphia, PA: The Impact of Sustainability Performance and Technological Strength on Firm Performance.



Mirchandani, Dilip

- 2018 Eastern Academy of Management Annual Meeting: Bringing CSR to Freshmen: Pre and Post Analysis.
- 2019a IACBE: International Accreditation Council for Business Education Annual Meeting: Ideas for Incorporating Sustainability into Your Programs and Mission.
- 2019b Eastern Academy of Management International Conference: Connecting Sustainable Development Goals (SDGs) and Superheroes: Three Variations in Management and Entrepreneurship Education.
- 2019c Eastern Academy of Management Annual Meeting: Using Our Superpowers to Save the World: Introducing the UN Sustainable Development Goals to Management Students.



Qu, Yuanmei (Elly)

- 2018 5th FBR Annual Conference-Management Research and Practice in the Transforming Era: Having an Abusive Supervisor Who Praises Me? Subordinate Forgiveness as a Positive Reaction.
- 2019a Southern Management Association: The Impact of Power Distance Orientation on Emotional Responses to Abusive Supervision.
- 2019b Academy of Management Annual Meeting: The Role of Work Passion in the Forgiveness of Abusive Supervision and Employee Behaviors.



Rudin, Joel

- 2019 Eastern Academy of Management Annual Meeting: When is Corporate Reputation Related to CEO Compensation?



Santos, Susana C.

- 2018a USASBE Annual Conference: Working with the Poor as a Way to Teach Entrepreneurship: An Empowerment-Based Program.
- 2018b Academy of Management (AOM) Annual Meeting: Entrepreneurship as a Solution to Poverty in Developed Economies
- .2018c IEEE Technology and Engineering Management Society: Poverty, Entrepreneurs, and Technology.
- 2019a USASBE Annual Conference: The Impact of Gender Diversity on the Performance of Technology-Based Entrepreneurial Teams.
- 2019b Academy of Management (AOM) Annual Meeting: Entrepreneurial Team Performance: The Effects of Gender Composition and Team Dynamics.



Uygur, Ozge

- 2017 International Academy of Business and Economics, Manhattan, New York: Income Inequality in S&P 500 Companies.
- 2018a Southern Finance Association Annual Conference, Asheville, North Carolina: Income Inequality in S&P 500 Companies.
- 2018b Eastern Finance Association Annual Conference, Philadelphia, Pennsylvania: Income Inequality in S&P 500 Companies.
- 2019a Rowan University Research Day, Glassboro, New Jersey: Income Inequality in S&P 500 Companies.
- 2019b Multinational Finance Society Conference, Chania, Greece: Income Inequality in S&P 500 Companies.



Yang, Yang

- 2018a Academy of Management Annual Meeting: Team Age Diversity, Leader Moral Identity, and Perceived Team Outcomes.
- 2018b Academy of Management Annual Meeting: Organization or Market Oriented Practices? Examining Their Effects on Employee Wages.
- 2019 Society for Industrial and Organizational Psychology, Chicago, IL: Self-Employment and Earnings: Influence of Age, Gender, Disability, and Intersectionality.

Faculty Published Works

(listed alphabetically by last name)



Billing, Tejinder

- 2019. "Transformational leadership, transactional leadership, and affective organizational commitment: A closer look at their relationships in two distinct national contexts." *Asia Business and Management*.



Kalliny, Morris

- 2019a. "Cultural Values in Magazine Advertising: A Comparative Study of the Arab World and the United States." *The Academy Of Marketing Studies Journal*.
- 2019b. "The Impact of Media on Religious Conflict in Egypt." *Global Media Journal*.
- 2018a. "Affect as a Driver to Religious-Based Consumer Boycotts: Evidence from Qualitative and Quantitative Research in the United States." *International Journal of Consumer Studies*.
- 2018b. "Do Consumers Discriminate Against Companies even when they are Green?" *Journal of Global Marketing*.



Kuppusamy, Saravanan

- 2017. "Electric Vehicle Adoption Decisions in a Fleet Environment." *European Journal of Operational Research*.



Lee, JooH

- 2019a. "Exploring the Differential Impact of Environmental Sustainability, Operational Efficiency, and Corporate Reputation on Market Valuation in High-tech-oriented Firms." *International Journal of Production Economics*
- 2019b. "The synergistic effect of environmental sustainability and corporate reputation on market value added (MVA) in manufacturing firms." *International Journal of Production Research*.



Liguori, Eric

- 2018. "Multi-disciplinary involvement in social entrepreneurship education: A uniquely threaded ecosystem." *Journal of Ethics & Entrepreneurship*.



Santos, Susana C.

- 2019. "Who is left out: Exploring social boundaries in entrepreneurial ecosystems." *Journal Of Technology Transfer*.
- 2018a. "Entrepreneurship education in a poverty context: An empowerment perspective." *Journal of Small Business Management*.
- 2018b. "Entrepreneurship ecosystems and women entrepreneurs: A social capital and network approach." *Small Business Economics*.
- 2018c. "Sustainable business models, venture typologies, and entrepreneurial ecosystems: A social network perspective." *Journal Of Cleaner Production*.



Schoen, Edward

- 2019a. "Daraprim Specialty Drug Pricing: A Case Study." *Southern Journal of Business and Ethics*.
- 2019b. "Masterpiece Cakeshop: A Case Study Brought to You by the U.S. Supreme Court." *Southern Law Journal*.



Smolarski, Jan

- 2018a. "Religion and CSR: An Islamic "Political" Model of Corporate Governance" *Business & Society*.
- 2018b. "Exploring Muslim Attitudes Towards Corporate Social Responsibility: Are Saudi Business Students Different?" *Journal of Business Ethics*.



Uygur, Ozge

- 2019. "Income Inequality in S&P 500 Companies." *The Quarterly Review of Economics and Finance*.

Appendix C

PRME Related Event Details

November 2018 PRME Conference - Sustainable Development Goals: Pedagogy, Practice and Policy:

Colleges that attended (number of attendees): Rowan University (16), Fairleigh Dickinson University (7), Montclair State University (7), Ramapo College (3), Bard College (1), West Chester University (2), Stockton University (1), Rutgers University (1), Monmouth University (2), Massachusetts Maritime Academy (1), LaSalle University, Drexel University (1).

- **Student and Faculty Presenters:**

- Fatou Dieng, Fairleigh Dickinson University
- Harold Garcia, Montclair State University
- Sarah Demas, Montclair State University
- Peter Kacjan, Montclair State University
- Michael Coleman, Montclair State University

- **Keynotes:**

- Kyra Kaszynski, Client Relationship Executive for the United Nations, Deloitte Services LP
- Catherine R. McCabe, Commissioner of the New Jersey Department of Environmental Protection

- **Senior Executive Presenter:**

- Florencia Librizzi, PRME Secretariat, UN Global Impact

- Total attendees: 72 Rowan University students and 16 Rowan University Faculty



April 2019 PRME Event - Earth Day

Clean Energy Summit: Building Capacity and Capabilities for a Clean and Green New Jersey

- **Keynote:** Joseph Fiordaliso, President, New Jersey Board of Public Utilities
- **Student and Faculty Presenters:**
 - Jess Everett, Rowan University
 - Will Riddell, Rowan University
 - Samantha Valentine, Rowan University
 - Kathy Mullins, Rowan University
 - Rouzbeh Nazari, Rowan University
 - Pankaj Lal, Montclair State University
 - Rachael Shwom, Rutgers University

THE CLEAN ENERGY SUMMIT
A PRME Event



Building Capacity and Capabilities for
a Clean and Green New Jersey

Monday, April 22, 2019

Business Hall Rohrer College of Business



- **Senior Executive Presenters:**
 - Kyra Kaszynski, Global Public Policy, Strategy & Client Relationship Executive, United Nations System, Deloitte Services LP
 - JoAnn Milliken, Director, NJ Fuel Cell Coalition
 - Edward Mahaney, Cape May City
 - Benjamin Witherell, New Jersey Board of Public Utilities
 - Alexander Heil, The Port Authority of New York and New Jersey



June 2019 Hydrogen Fuel Cell Workshop

- 40+ total attendees
- Featured Speakers:
 - Nick Barilo, HSP Program Manager, Pacific Northwest National Laboratory and Director of the Center for Hydrogen Safety (AIChE)
 - Larry Moulthrop, HSP Member, Proton Founder, Experienced H2 fueling station/FCV Fleet Manager
 - Andrea Friedman, NJ Department of Environmental Protection
 - Bill McLeod, Fuel Cell & Hydrogen Energy Association
 - Ajay Prasad, University of Delaware, Fuel Cell Bus Project
 - Mike Strizki, H2 House Project, Toyota Mirai Ride & Drive

Rowan Center for Responsible Leadership-Sponsored Events

- 2019 September 17 — **Carla J.S. Messenger**, Director of Native American Heritage Programs, "**Lenape Perspectives on Environmental Leadership**" (in collaboration with the School of Earth & Environment, College of Humanities & Social Sciences, funded by National Endowment for the Humanities)
 - Attendance: ~85



- 2019 September 24/25 - **Devin Thorpe**, "**Create a Movement for Good**" (in collaboration with Rowan Center for Innovation & Entrepreneurship)
 - Attendance (9/24 workshop in Philadelphia)~10
 - Attendance (9/25 lecture on campus):~55

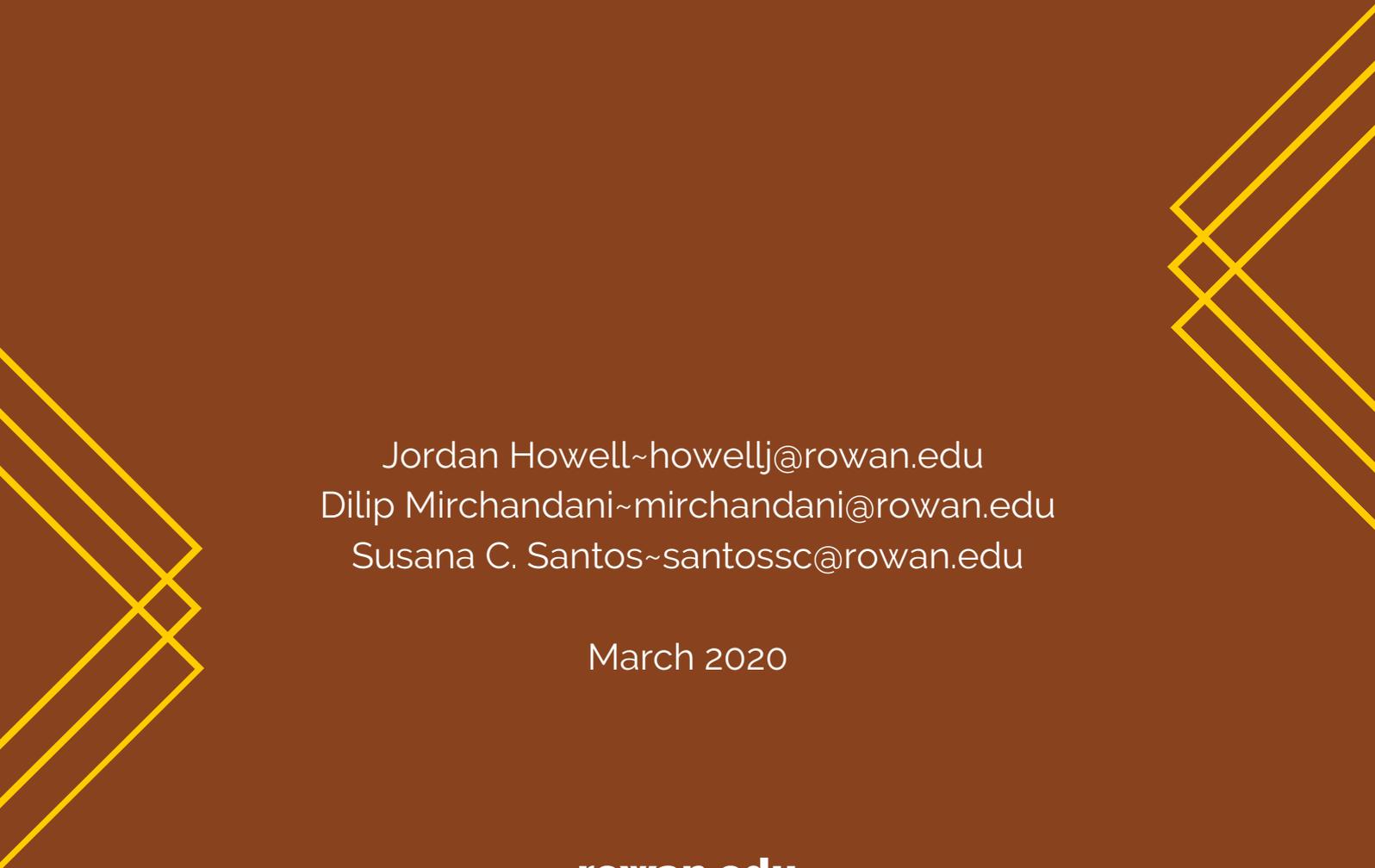


- 2019 October 7 — **Jessica Smith**, Associate Professor at Colorado School of Mines, "**Inevitable Industry? Engineers and the Practice of Accountability**"
 - Attendance: ~80

- 2019 November 4 – **Tsedale Melaku**, postdoctoral research fellow at the Institute for Research on the African Diaspora in the Americas & the Caribbean (IRADAC) at The Graduate Center, City University of New York, "**Shattering Glass Ceilings**" (in collaboration with RCIE)
 - Attendance: ~25
 - Attendance: ~80



- November 11 – **Erick Ford**, Executive Director of NJ Energy Coalition, "**The Nexus of Public Policy: Renewable Energy in New Jersey**"
 - Attendance: ~40
- November 13 – **Miranda Massie**, founder and director of The Climate Museum, talk on **Sustainability and Climate Change** (in collaboration with the Honors College)
 - Attendance: ~250



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