

Rutgers Business School

Newark and New Brunswick



Sharing Information on Progress (SIP)

Update Report

to Implement the Principles for Responsible Management Education

November 2019- November 2021

November 1, 2021

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Rutgers Business School – A Leader in Sustainable Business Education

In the last two years, Rutgers Business School (RBS) has pioneered efforts to improve the quality of life and education for local and global communities. While the global Covid-19 pandemic has significantly impacted many of our community members and altered the landscape of our teaching and research, in many ways it has strengthened our resolve to address pressing social and environmental issues and accelerated our drive to innovate business education. In partnership with our students, faculty, staff, alumni, corporate partners, peer institutions, and non-profit organizations, RBS has continued its work in sparking business and social innovation, addressing issues of social and economic injustice, and improving sustainable business education.

In this report, you will find a sample and summary of many initiatives and accomplishments RBS has made in relation to the Principles for Responsible Management Education (PRME) organization and the U.N. Sustainable Development Goals since its prior report in 2019. A significant milestone for us was hosting the 5th PRME Northeast conference in Fall 2020, entitled “Sustainable Development Goals: Transforming Business Education and Practice,” which was hosted virtually attracting over 1,000 participants from 61 countries and 34 U.S. States. Another was co-hosting in June 2021 the Post-Pandemic Supply Chain and Healthcare Management Conference with the Institute for Supply Management (ISM), the oldest and largest supply management association in the world. The event, which hosted 528 industry and academic attendees across five continents, addressed critical questions of meeting the healthcare treatment and logistical needs across the globe.

As we look to the future, we aim to broaden the educational pipeline by serving underrepresented communities and populations. One significant effort in this area is the founding of the Rutgers Center for Women in Business, which through education, opportunity, and thought leadership, aims to remove barriers and empower women to succeed as business leaders. Another initiative is a lifelong learning program, the Rutgers Stackable Business Innovation (rSBI) Program, which aims to provide academic certificates to working professionals in emerging knowledge domains such as corporate social innovation, supply chain sustainability, and machine learning applications for businesses.

As we continue to address pressing issues of the 21st century, our faculty and staff remain committed to the importance of ethical, socially responsible, and sustainable business practices and education. I am proud of the work that we have done and will continue to do to support the PRME mission and the UN Sustainable Development Goals. It is our hope this report reflects that important work and spurs opportunities for collaboration with our PRME peers and community partners.

Sincerely,

Dean Lei Lei
Rutgers Business School

Overview of Rutgers University

Rutgers Business School–Newark and New Brunswick (RBS) is one of 29 schools and colleges that form Rutgers, The State University of New Jersey. Its 69,000 students come from all 50 states and more than 125 countries, and 80% of its undergraduates receive financial assistance.

As the premier comprehensive public research university in the state, Rutgers' mission includes:

- **Providing for the instructional needs of New Jersey's citizens** through its undergraduate, graduate, and continuing education programs;
- **Conducting the innovative research** that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- **Performing public service** in support of the needs of the residents of the state, and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

Sustainability at Rutgers

Established in 2005, the [Rutgers University Committee for Sustainability](#) engages the University Community and advises senior administration on a wide array of sustainability issues, including:

- Recommending appropriate policies for sustainability
- Assisting with identifying suitable projects for sustainable initiatives
- Assisting with completing a sustainability audit of the university
- Recommending appropriate goals
- Assisting with preparing an annual report on achievements

The University Sustainability Committee's mission is to organize and articulate sustainable practices and principles in education and research, and in our university operations, with the goal of reducing our impact on the environment as we fulfill our expanding mission as a comprehensive public research university. The committee has broad representation from faculty, staff, and students from all of our campuses and Rutgers Biomedical and Health Sciences (RBHS).

Rutgers University supports sustainability in many areas and is always seeking to expand support of these initiatives:

- Renewable Energy and Energy Efficiency
- Sustainable Landscaping
- Water Refill Stations
- Food Waste Minimization

- Biodiversity

Students in the *Sustainability Practicum, Environment in Society, and Mass Media* classes have developed a [Sustainability Map](#) to help you track sustainability at Rutgers.

Created in 2019, the President’s Task Force on Carbon Neutrality and Climate Resilience was charged with developing a comprehensive strategic climate action plan for the university, identifying both pathways to achieving carbon neutrality and ways to reduce the university’s vulnerability to climate impacts.

In June 2021, the Task Force presented its [Climate Action Plan](#) which is the [culmination of a nearly two-year](#) effort by a university wide group of faculty, staff, and students to develop a strategic plan for Rutgers. Specifically, the plan recommends that Rutgers University work towards the following goals related to climate change mitigation, climate change adaptation, and campus culture:

- Achieve carbon neutrality by 2040 and becoming carbon-negative—removing more greenhouse gases than we are putting into the atmosphere—no later than our 275th anniversary in 2041
- Work across campus and engage with our host communities to establish comprehensive plans for just and equitable climate adaptation
- Build a culture of sustainability that integrates climate action into academic research, teaching, outreach, engagement, campus life, and university policy across Rutgers.
- Foster the creation of educational opportunities for our students, economic opportunities for our host communities and New Jersey residents, and a global model for cross-sectoral collaboration to advance climate action.

On September 24, 2021, it was announced that the Task Force leadership would work with support of the Office of University Strategy to lead the development of implementation plans for university climate action, create systems to hold Rutgers accountable for its progress, and develop a permanent [Office of Climate Action](#) at Rutgers University.

Rutgers University will also [divest from fossil fuel investments](#) with approval from the University’s Board of Governors and Board of Trustees. This decision stems from a recommendation of an [ad hoc committee on Divestment](#) comprised of faculty, students, and staff formed to consider a fossil fuel divestment request from a student group, the Endowment Justice Collective.

To divest from fossil fuels investments, the university will:

- Cease all new investments in fossil fuels;
- Divest from passive index funds with fossil fuel investments within one year and reinvest in more environmentally friendly versions of those indices. Rutgers also will actively seek new investment opportunities in renewable energy and energy efficiency categories that deliver competitive rates of return;
- Exit all currently held private fossil fuel investments within 10 years.

Other notable major milestones and ongoing initiatives related to sustainability at Rutgers University include:

- [Rutgers Climate Institute](#)
- [Rutgers Center for Green Building](#)
- [Rutgers Energy Institute](#)
- [Richard Weeks Hall of Engineering – Sustainable Systems](#)
- [The College Avenue Redevelopment Project](#)
- [Alan M. Voorhees Transportation Center](#)
- [Center for Advanced Infrastructure and Transportation](#)
- [Rutgers Dining Food Recover Initiative Hierarchy](#)
 - Source reduction – Prepare what is necessary for primary operation
 - Utilize appropriate, prepared leftover foods in the dining hall menu cycle
 - Make donations to food pantries, food banks, community based secondary food facilities
 - Feed animals – Divert food waste for animal feeding
 - Mechanical digestion of food and provide used oils for rendering and energy conversion
 - Provide food for mechanical digestion
 - Landfills (last resort)

Overview of Rutgers Business School

Rutgers Business School (RBS) has over 10,000 students enrolled in 19 degree programs and various certificate and executive training programs across its Newark and New Brunswick campuses. RBS has an undergraduate program on each campus and several graduate programs that span both campuses. RBS also offers programs online and at satellite locations in New Jersey and Asia. In Newark, RBS seeks to be a leader in urban business education and a key contributor to the Chancellor's strategic vision for a Newark-based anchor institution.¹ RBS focuses on original research, innovation in business education, and academic program rankings.

RBS has six academic departments: Accounting & Information Systems, Finance & Economics, Management & Global Business, Management Science & Information Systems, Marketing, and Supply Chain Management. Beyond their publications, RBS faculty have shaped corporate (public) and governmental accounting systems, standards, and practices; improved supply chain methods and disaster recovery planning; facilitated growth in urban economies; and contributed to governments at the local, state, and national levels. RBS faculty have also had a strong impact in the fields of operations research, information technology/data science (particularly data security), international business, and ethical leadership.

The goals of the RBS Strategic Plan are to: (a) **enhance RBS's visibility** and preeminence nationally and internationally through top-notch research and program innovations; (b) **achieve greater social impact** by bringing practical and theoretical knowledge to bear on problems

¹ Rutgers-Newark is a diverse, urban, public research university that is not just *in* Newark but *of* Newark—an anchor institution of our home city. As posited by the Anchor Institutions Task Force, we think of anchor institutions as enduring organizations that are rooted in their localities, place-based organizations that persist in their communities over generations even in the face of substantial capital flight, serving as social glue, economic engines, or both.

facing our communities and facilitating economic growth of New Jersey and beyond; (c) **generate revenue growth** to invest in existing and new programs and initiatives and to attract exceptional and diverse faculty and student talent. As a top public business school in the northeast, with a high percentage of underrepresented minority students and first-generation college students, RBS strives to develop a diverse workforce for the future. Our curricula and programs prepare students to interact with data and technologies creatively and analytically, to value and pursue lifelong learning and skill development, and to develop a cooperative, sustainable, and entrepreneurial approach to business problem-solving.

Our students are technically and emotionally prepared not only for the careers that exist today, but also for the new opportunities and challenges that may arise in the future. To help students to achieve success, we supplement our academic curricula with supporting programs, such as case competitions, skill-building events and workshops, mentorship programs, support programs for first generation and underrepresented minority students like our B-STAR program, which won the AACSB Innovation Award, and career support opportunities for students with alumni and industry leaders (descriptions of these programs are provided later in the document).

RBS Accomplishments in Recent Years

The U.S. News and World Report has ranked Rutgers-Newark as one of the “most diverse national universities in the United States” since 1997. RBS continues to excel in diversity, while also improving on other measures due to the strong teamwork of our faculty, staff, students, alumni, corporate partners, and school leaders. By increasing the reputation of our school, we increase the quantity and quality of our student applicants, re-engage our alumni base, and attract corporate recruiters and sponsors to improve our resources, research output, and educational experience. Our positive momentum over the past few years is evident in the following rankings:

- **2015:** #1 Public Business School in **NJ** (*U.S. News & World Report*, 2015)
- **2016:** #1 Public Business School in **NJ/NY/CT** (*U.S. News & World Report*, 2016)
- **2017 to present:** #1 Public Business School in the **Northeast** (*Fortune* 2021)

We have set a record for RBS academic program rankings and competition wins:

- #1 Public Business School in the Northeast U.S. - *Fortune*, 2021
- #1 Public Business School in the Northeast (MBA) - *Bloomberg Businessweek*
- #1 Public MBA for Entrepreneurship on the East Coast - *Poets & Quants/Inc.*, 2020
- #1 MBA Employment in the U.S. - *Bloomberg Businessweek*, 2016
- #1 Public Business School for MBA Total Salary in Northeast U.S. - *Financial Times*, 2021
- #1 Public Business School for MBA Career Services in the Northeast - *Financial Times*, 2021
- #1 Public Full-Time MBA program in Northeast U.S. - *Fortune*, 2021
- #1 Part-Time MBA program in the Northeast U.S. - *U.S. News and World Report*, 2018
- #1 Public MBA Program in Tristate (NY/NJ/CT) - *U.S. News and World Report*, 2021
- #1 Accounting Information Systems Research in the U.S. *BYU*, 2017, 2018, 2019, 2020
- #1 Executive MBA program for life balance in the world - *Ivy Exec*, 2019
- #1 Top Business Schools for Healthcare / Pharma / Biotech – *Find-MBA.com*, 2021

- #2 Best Public MBA Program for Entrepreneurship in the U.S. - *Poets & Quants*, 2021
- #2 Executive MBA program in Economics, globally - *Financial Times*, 2020
- #2 Supply Chain Management Undergraduate Program in North America - *Gartner*, 2020
- #3 Value for Money in Northeast U.S. - *Financial Times*, 2021
- #3 Most first-generation students in the U.S. (Undergraduate Newark) - *Poets & Quants*, 2019
- #3 Top Executive MBA program in Statistics - *Financial Times*, 2018
- #3 Top Executive MBA program in Corporate Strategy - *Financial Times*, 2018
- #4 Most Diverse B-School in U.S. (UG Newark) - *Poets & Quants*, 2020
- #5 Executive MBA program for Corporate Social Responsibility, globally - *Financial Times*, 2019
- #5 Best Online Masters Programs (non-MBA) for Veterans in U.S. - *U.S. News and World Report*, 2021
- #6 Best Online Masters Programs (non-MBA) for Supply Chain Management - *U.S. News and World Report*, 2021
- #6 Best Online Masters Programs (non-MBA) for Marketing - *U.S. News and World Report*, 2021
- #8 Best Online Masters Programs (non-MBA) for Accounting - *U.S. News and World Report*, 2021
- #10 Executive Education Open Enrollment Programs in the U.S. - *Financial Times*, 2019
- #10 World's Best Public MBA Program for Entrepreneurship - *Poets & Quants*, 2021
- #12 Supply Chain Management MBA programs in the U.S. - *U.S. News & World Report*, 2021
- Top 15 Return on Investment for a business degree (UG-NB) - *Poets & Quants*, 2017, 2018, 2019, 2020

Because of a strong emphasis on team collaboration, real world case studies and problem-solving, and faculty mentorships and coaching, our students have received national recognition:

- #1 in the 2021 Johnson & Johnson Virtual Case Competition
- #1 in the 2020 ASCM Case Competition out of 50 business schools worldwide
- #1 in the 2018 Minority MBAX Case Competition out of 15 national teams
- #1 in the 2017 Global Hult Prize Competition which included a \$1 million prize
- #1 in the 2017 CME Group Trading Challenge, out of 600 teams from 35 countries
- #1 Beta Gamma Sigma chapter in the world out of 544 chapters, 2017
- #1 in the 2017 and 2018 PRMIA Risk Management Challenge out of over 20 regional teams
- #1 in the 2018 National Minority Case Competition out of 15 teams
- #1 in the 2016 LaunchR U.S. Department of Energy Competition out of 7 regional finalists
- #1 in the 2017 DECA Business Ethics Competition out of 48 North American teams
- #1 in the 2017 Yale School of Management Healthcare Competition out of 15 national teams

- #1 in the 2016 Grand Business Challenge at NC State out of 10 international teams
- #2 in the 2018 National Black MBA Case Competition out of 36 national teams

About Rutgers Business School – Newark and New Brunswick

Rutgers Business School adheres to the principles of academic excellence, cutting-edge research, and public service that have defined Rutgers, The State University of New Jersey for more than 250 years. We come from many diverse cultures, backgrounds, and perspectives, which collectively foster traits that reflect the essence of our brand. The 4 R’s are the pillars we stand on. We are fortified in our *Resilience*, creative in our *Resourcefulness*, empowered by our *Responsibility* and strategic in individual and collective *Reinvention*.

Resilient: In the face of challenges and difficult circumstances, we lead and persevere while adhering to our values.

Resourceful: We strategically resolve problems through creative, analytical, and innovative thinking. Our entrepreneurial mindset fuels our decisions.

Responsible: We exercise ethical judgement and are accountable for our performance. We act with integrity and strive to make a positive impact in our communities.

Reinvent: Our passion for lifelong learning to pursue new knowledge and skills prepares us for transformative change.

RBS Office of Career Management:

The RBS Office of Career Management prepares students to compete successfully for jobs and connects them with the best internships and career opportunities available through career coaching, resume and cover letter review, mock interviews, resume referral services, job posting and search services, self-assessments, on-campus recruiting events, career fairs, corporate presentation opportunities, alumni networking opportunities, and skill-building workshops. Resources are provided to help students develop specialized skills and capabilities. The Office of Career Management promotes RBS as a source for top talent by preparing students to find internships, co-ops, and full-time employment through:

- Giving employers concentrated, targeted, and focused access to business students
- Preparing students to market their value effectively to prospective employers
- Partnering with employers, central university career service offices, alumni, and faculty to augment existing resources.
- The RBS Office of Career Management can be reached at ocm@business.rutgers.edu

RBS Retention, Graduation, and Job Placement Rates 2020

	First-Year/Full-Time Student Retention	Graduation Rate	6-Month Job Placement Rate
Undergraduate – Newark	88%	70%	85%
Undergraduate – NB	96%	83%	88%
MBA – FT	98%	98%	97%*

* 2021, 3 months after graduation

Catalyzing the PRME Movement at Rutgers Business School

Background

RBS signed onto the Principles for Responsible Management Education (PRME) in November 2017, pursuant to an “RU Sustainable” Rutgers University-wide event held on October 11, 2017 and attended by more than 200 students, faculty, and staff members. This event and subsequent approaches were widely publicized and described in The Journal of Sustainability article “[RU Sustainable: Collective Impact for the Global Goals.](#)”

Overall Approach to PRME at Rutgers Business School

The RBS approach is to catalyze and organize the PRME initiative as a large scale, systemic change process that requires planning and execution from the top-down, bottom-up, and across all disciplines and functions. The intention is to pilot and then provide replicable processes and measurement tools that can be adapted and used by other universities around the world.

Fifth UN PRME Northeast Conference Overview

“The sustainability revolution which we're all engaged in will be organic. It's going to arise from the visions, the insights, the experiments and the actions of billions of people. The burden of making it happen is not on the shoulders of any one person or group and no one will get the credit but everyone can contribute.”

Donella Meadows

Between 2019 and 2021, the RBS PRME Team focused primarily on the [Fifth UN PRME Northeast Conference “Sustainable Development Goals: Transforming Business Education and Practice”](#). The Fifth UN PRME Northeast Conference was held virtually on October 26-29, 2020, and was hosted jointly by Rutgers Business School and its Institute for Corporate Social Innovation; NJ Higher Education Partnership for Sustainability (NJHEPS); Silberman College of Business, Fairleigh Dickinson University; Anisfield School of Business, Ramapo College; and William G. Rohrer College of Business, Rowan University. The conference also had sponsorship by the UN Principles for Responsible Management Education (PRME).

The conference theme was “Sustainable Development Goals: Transforming Business Education and Practice.” Academic, student, corporate, and NGO participants spent four days discussing possibilities and challenges pertaining to responsible management education as it relates broadly to economic, environmental, social, and cultural sustainability. The presentations focused on three areas: Curriculum/Teaching, Research, and Service/Extracurricular activities.

We had registrants from 61 countries and 34 U.S. states, including 283 U.S. and international students. More than 129,000 unique visitors viewed the conference on social media. Feedback has been outstanding, and the impact of the conference has been leveraged through the conference [website](#) presentations and recordings, as well as follow up presentations.

Exemplifying a combination of passion and expertise, participants found much inspiration for a brighter future. Originally, this year’s conference was scheduled in person for March 2020, but shortly before that date, New Jersey shut down due to COVID-19, as did much of the country and the world. The upside of shifting to a virtual conference is that its reach expanded to include

many more people from across the country and around the world, while drastically reducing its carbon footprint.

The conference manifested our cherished core values to be inclusive, collaborative, multi-trans/disciplinary, and synergistic. We had six inspiring keynote speakers, more than 30 informative interactive sessions, a cross-sector executive panel, a diverse and insightful student panel, and multiple facilitated student-oriented dialogue sessions. Altogether, 76 presenters representing 50 universities and organizations participated.

Design and Execution of the Conference

Below is more detail on the design and execution of the conference, as well as the topics that were covered under each of the major categories: Curricula/Teaching, Research, and Service and Extracurricular activity.

Call for Proposals and Response

The process began with an extensive “Call for Proposals” that was widely disseminated through the Academy of Management, UN PRME, NJ Higher Education Partnership for Sustainability (NJHEPS), as well as our personal networks. Here is an excerpt from the longer call.

“We invite faculty, students, executives, practitioners, governments, and NGOs to submit short proposals for presentation. Collaborative proposals between academics, practitioners, governments, and NGOs are especially encouraged. While all aspects of sustainability (economic, environmental, social and cultural) are appropriate, proposals consistent with the following topics are of particular interest:

- Embedding sustainability in courses, curricula, and campus activities
- Facilitating sustainable mindsets through experiential learning
- Best practices with respect to organizational decision making and resource allocations
- Measuring impact consistent with sustainable development goals and targets
- Promising policy frameworks for closing on SDG targets by 2030
- Work and jobs of the future in highly sustainable economies and societies”

In response to the Call, more than 40 proposals were received from all over the world. The review committee established criteria, independently rated the proposals, and made selections. As we analyzed the submissions, four key themes emerged: deeper and systems thinking for sustainability, curricular insights for schools, student-oriented insights, and practice-oriented insights.

Conference Presentations

Below are the conference highlights, including titles of the presentations that occurred over four days, organized by Curricula/Teaching, Research, and Service and Extra-Curricular activity. **All presentations & recordings are available on our Rutgers Institute for Corporate Social Innovation website:**

<https://ricsi.business.rutgers.edu./past-events/prme-northeast-conference>

Conference Highlights: Six Keynotes (Introductions by RBS Dean Lei and Newark Chancellor Nancy Cantor):

- Stuart Hart: *Beyond Saddlebag Sustainability in Business Education*
- Andrew Hoffman: *Business Education as if People and Planet Really Matter*
- James Corwell: *The 12 Billion Global Mission – The Future of Food and “Planted” Earth*
- Mette Morsing: *The Impact-Based University in the Decade of Action*
- Daniel Dart: *Why I plan in 10 year terms, and how being homeless (and getting knocked down) might be the best thing that ever happened to me*
- President Jonathan Holloway, *Building a Beloved Community at Rutgers University*

Conference Highlights: Curricula/Teaching

- Sustainable Development Integration in the Classroom with the SDG Academy
- Embedding the SDGs into NYU Stern’s First-Year Intro to Business Course
- Integrating Sustainability into a Strategy Course – Life Cycle Assessment of the Beauty and Personal Care Industry
- Scaffolding & Chaining SDG Integration in the Freeman College of Management at Bucknell University
- How to Solve Climate by 2030: The Role for Educators
- Managing Growing Ventures: A Service Learning Experience of Sustainable Transformation
- Integrated Sustainability in MBA and MBS programs: A Comparison of Concordia’s (Montreal) new MBA and Rutgers’ PSM
- Do Brazilian Business Schools Prepare Future Financial Executives to Account for Sustainable Development Goals?
- Responsible Management Education in the Heart of the Amazon Forest: An Active-Learning Methodology Proposal
- Incorporating Sustainability in Nigerian Universities and the Challenges for Sustainable Future
- Transforming Business Education and Practice: Teaching Sustainability and the SDGs through Strategic Industry Research
- How to Cultivate the Sustainability Mindset Across Campus? A Cross Disciplinary Panel Discussion

Conference Highlights: Research

- The Critical Importance of Systems Thinking and Mental Models to Achieving the Sustainable Development Goals
- How do Firms Use Sustainability Signaling to Harvest a Profitable Position?

- Environmental, Social and Governance Awareness in the Retirement and Mutual Funds Space
- UN SDGs and Sustainable Innovation: Exploring Ways Forward for Practice & Academia
- SDG3: Preserving Employment in an Aging Society
- The City as Accelerator of Urban Innovation: UN SDGs in an Urban Context
- PRME and SDG3: Teaching, Learning & Researching Business and Good Health and Well-Being
- Payments for Ecosystem Services in Business and Government Financial Reporting
- Strategic Sustainability Mindsets: Throwing off the Yoke of Neo-Classical Economics

Conference Highlights: Service & Extracurricular

- Executive Panel: Leading Social Innovation: Insights from Executives Across Sectors
- Careers in Sustainability: Insights from Professionals
- Student Panel & Appreciative Inquiry Dialog Session: Manifesting the Next Generation of Sustainability in Education and the World
- Existential Intelligence and Business of Inclusive Well-Being – An “Inner Engineering” Approach
- Help Students Link Business Outcomes to the SDG’s using an Experiential Business Project
- Transform Our Thinking & Co-Creating Sustainable Systems for Future Generations through Organization Development (OD)
- Gender Equity – Calling All Women, Girls including Transgender
- Bringing Policy to Life! Successful Outreach Approaches for Energy Efficiency in Public Facilities

Conclusion: Keys to Success

A key success factor for the conference was building a PRME community that is voluntary, self-organizing, organic, and emergent, going where the energy was greatest and building on the momentum as it unfolded. We focused on leveraging a bottom up and grassroots commitment from faculty, staff, and students, while also garnering top-down leadership support from our university president on down. We were action and goal driven, so we ensured that we had powerful activist speakers as well as student participation in setting the agenda and running the conference. We used the appreciative inquiry approach in our dialogue session, understanding where we are now, and building from there to where we want to be. And finally, we relied significantly on regional and local champions to spearhead the conference design and execution, and reached out to people from business and government at all levels: local, national, and regional, as well as NGOs.

Conclusion: Challenges & Opportunities

We realize we have significant challenges and opportunities ahead to truly make the impact we want and need to make. We need to increase the awareness of PRME and the SDGs by capturing the hearts and minds of students, faculty, and other stakeholders. Our intention is to maximize our impact by connecting to student action on the ground. We need to accelerate and measure

our impact, and expand our regional, national, and global champions. And we need to engage more students as both participants and presenters because they are pivotal stakeholders in preparing for their future roles as decision-makers and leaders.

RBS Activities Promoting and Addressing the 17 SDGs

The Economy

SDG 8 Good Jobs and Economic Growth

- ***Center for Market Advantage (CMA)***: CMA’s mission is to facilitate ongoing interactions between business leaders, academic researchers, and governmental and non-governmental stakeholders to promote the discovery and dissemination of strategies that create a sustainable market advantage. CMA contributes to the competitiveness of its member organizations, facilitates value co-creation by and for stakeholders, encourages global trade and economic development, and generates a repository of the state-of-the-art knowledge.
- ***College Fed Challenge***: Sponsored by the Federal Reserve Bank of New York, the College Fed Challenge is a competition designed to bring real-world economics into the classroom. Teams play the role of monetary policymakers by analyzing economic conditions and recommending a course of action for monetary policy. The Fed Challenge is an Economics Department-organized effort that RBS students are occasionally involved in.
- ***Center for Urban Entrepreneurship and Economic Development (CUEED)***: Since 2009, CUEED helps first generation entrepreneurs to have thriving and profitable businesses through the Entrepreneurship Pioneers Initiative (EPI). EPI now has over 400 program graduates in various industries. This is the first center of its kind to integrate scholarly works with private capital, government, and nonprofit sectors to develop citywide resources and bring renewed economic growth through urban entrepreneurship. It fosters new urban entrepreneurs who actively seek a socially conscious urban renaissance.

CUEED has launched two new programs:

- The Blacks and Latinos in Technology initiative provides access to educational resources, incubated business environments, and bridges to the investment community in order to increase the number of successful Black and Latino-owned technology companies in the U.S.
- CUEED PII, which is federally funded by the Minority Business Development Agency, aims to increase the number of under-represented inventors, scientists, and technology-focused Minority Business Enterprises engaged in federally funded innovation and technology programs. CUEED received the Rutgers College Ernest E. McMahon Class of 1930 Award for its significant and creative contributions to extending the University’s educational resources through

executive training, counseling, and mentoring of first-generation entrepreneurs across New Jersey, enabling fledgling urban entrepreneurs to generate more than \$31 million so far in new revenue for the state.

- ***Rutgers Center for Real Estate:*** Based on a model of real-world education, industry-focused research, and the exchange of ideas, this Center is a dynamic hub for students, academics, and professionals to shape the future of the field through 1) education based on an innovative real estate curriculum; 2) research on the macro-economy and its impact on real estate; and 3) exchanges of ideas and perspectives among students, faculty, and industry leaders.
- ***Future of Work and Reskilling for the Future:*** The Rutgers Institute for Corporate Social Innovation published a [report](#) in the Fall of 2020 exploring the impact that COVID-19 has had on the future of work and highlighting five ways to build back better. Building on the report, the RICS I held a [symposium](#) where the report findings were presented to over 180 participants who then participated in brainstorming sessions around the five key findings.

One of the brainstorming sessions led to the creation of the [Reskilling for the Future Working Group](#) of subject matter expert volunteers from various sectors, partners, as well as students, to continue to explore issues and make recommendations related to reskilling the workforce of and for the future. The overall intention is to help prepare current and future employees for meaningful and equitable employment in the context of the future of work. Particular emphasis is on how organizations can better serve the skill development needs of all the stakeholders in society, including employees, gig workers, contractors, professional service providers, and the companies themselves, while incorporating principles and practices for enhancing social responsibility, sustainability, diversity, equity, and inclusion.

- ***New Jersey Small Business Development Center (NJSBDC):*** The NJSBDC has become an integral part of statewide resource and recovery efforts for small businesses in NJ for the past 45 years. In March 2020, NJSBDC was able to pivot in three days to 100% virtual consulting/training programs focusing on helping businesses to “stay in business”. Based on their expertise, the NJSBDC hired over 100 consultants from the community to address all business concerns. 51% of NJSBDC clients were women, 59% were minority owned, and 5% were veterans. Those numbers increased by over 47% from November 2019 to October 2021. The Center addressed diversity, equity, and inclusion by actively listening to everyone in the community and ensuring that it included bi-lingual and multi-lingual talent in its programming. The Center became the first responders for small business sustainability and addressed internal mental health, as well as access to the capital needs that businesses faced.

From November 2019 through October 2021, NJSBDC served 17,000 unique counseling clients, 627 business starts, over 2600 jobs created/retained, \$218M in capital accessed, \$367M in increased sales, 14,000 webinars, and 26,000 training attendees with over 57,000 total training hours.

SDG 9 Industry, Innovation, and Infrastructure

- **2020 Global PRMIA Competition:** Sponsored by the Professional Risk Managers' International Association (PRMIA), this challenge encourages undergraduate and graduate students to use critical and creative thinking to solve realistic business problems with a risk management focus. PRMIA aims to develop and strengthen professional and social relationships among students, faculty, and risk professionals. The 2020 case focused on the rise and fall of long-term capital management. A team composed of four Rutgers Business School Master of Quantitative Finance Students earned the silver award in the final round of the challenge, after having placed first in the New York Region phase of the competition.
- **Rutgers Institute for Corporate Social Innovation (RICSI):** The RICSI recognizes that today's societal needs are profound, and thinks that business has enormous untapped potential to help address these challenges. Moreover, RICSI believes that corporate leaders need to evolve and grow, appreciating that they have tremendous wherewithal at their disposal to effect social change. A leading institute in one of the United States' longest-standing, largest, and most diverse public universities, the RICSI is committed to turning out future generations prepared for social innovation that can improve the world. RICSI leverages the University's uncommon diversity and unique locations to prepare a new brand of current and future business leaders. RICSI promotes and teaches practical business concepts that achieve both commercial and societal goals. It brings together leaders from private, public, and nonprofit sectors to collaborate with top scholars in advancing Corporate Social Innovation. The RICSI highlights the experience of organizations that are effectively applying social innovation to company strategy and incorporates these methods into research and coursework.

Our flagship course is "Introduction to Corporate Social Innovation," offered at the graduate MBA and undergraduate levels. These courses provide a foundation to prepare the next generation of business leaders to integrate social innovation, sustainability, and shared value-creation into their firms' operations, culture, and ventures. The courses help students to develop awareness and understanding of the global challenges facing society, and how CSI strategies and initiatives can address those challenges while being beneficial to the businesses that undertake them.

- **Rutgers Advanced Institute for the Study of Entrepreneurship and Development (RAISED):** RAISED supports student and faculty entrepreneurship initiatives across RBS, the University, and our communities. RAISED focuses on a synthesis of research, teaching, and engagement that rejects the idea that academic rigor and practical relevance are competing goals.
- **Center for Information Management, Integration and Connectivity (CIMIC):** CIMIC collaborates with researchers and industry experts across disciplines to provide a platform for multidisciplinary, integrated research and development activities. Its mission is to conduct applied scientific research on issues related to data science, security, privacy and digital libraries, develop new applications, and facilitate the transfer of technology to sponsor organizations.

SDG 10 Reduced Inequalities

- ***B-STAR Program (Business Student Transition at Rutgers):*** The B-STAR program is facilitated by our Office of Diversity Programs. Phase I supports undergraduate underrepresented students who have accepted admission to RBS by providing an intensive, six-week, hands-on academic agenda in which selected incoming freshmen have an opportunity to live on campus and take two courses for full academic credit. Phase I of the program also emphasizes practical applications through projects for industry and community “clients” that give students opportunities to test their content knowledge and to work in teams to make a meaningful difference. This coursework helps to reduce inequalities by giving students early exposure to real-world challenges that link underrepresented students to corporate senior leadership to explore career paths, workplace environments, and professional development.

Phase II of the program consist of multi-year follow-up and engagement of the RBS B-STAR students. Program participants are provided various support services, resources, and opportunities designed to develop leadership abilities as they work towards the completion of their business degree. Better known as the RBS Connect, Engage, and Opportunity (CEO) Network, Phase II partners with local, national, and global organizations, such as KPMG, UBS, Goldman Sachs, and Ernst & Young, to provide opportunities for students to develop their talents and skills and to offer students from underrepresented and underserved backgrounds with opportunities for leadership and professional development through:

- Networking, soft skills, mentoring, and site visit opportunities
- Workplace diversity education and training
- Internship and full-time job opportunities

The RBS CEO Network was recognized in a 2019 Financial Times article titled, “Social purpose: How business schools around the world measure up.” Between AY 19/20 and AY 20/21, the program had approximately 108 students with an average GPA of 3.5 participating across the Newark and New Brunswick campuses. In 2019, two RBS B-STAR students were recognized by Poets & Quants as 2019 Best & Brightest Undergraduate Business Majors. (Poets & Quants – Best & Brightest 2019). The program also received the 2017 AACSB’s Innovation Recognition Award, where Dean Lei was interviewed and videotaped for the new achievements of B-STAR (RBS B-STAR – AACSB Recognition 2017).

- ***Pre-College Enrichment Program (RBS PREP):*** This program is designed to recruit under-represented, high-performing students from New Jersey high schools. During AY 19/20 and AY 20/21 RBS PREP engaged 61 high school juniors from 23 high schools with the following statistics:
 - 53% of students are Black/African American
 - 45% of students are Latinx
 - 34% of students are from Newark and the greater Newark area

- 47% of students are classified as low-income students in their respective school districts according to free/reduced lunch data

Students took a college-level “Management Skills” course. Upon successful completion, they earned three academic credits toward their undergraduate degree. 82% of participants completed the program with a 3.0 average GPA or higher.

- ***Poets&Quants:*** In a recent report, RBS-Newark ranked No. 4 in the U.S. for under-represented minorities, while RBS-New Brunswick ranked No. 12 for most international students.
- ***Rutgers Enactus:*** The Rutgers Bighelp initiative is partnering with a nonprofit organization based in the U.S. and India called Bighelp for Education. Bighelp is dedicated to improving the lives of underprivileged children in India by enhancing their educational opportunities. Through our partnership with Bighelp for Education, Rutgers Enactus aims to set up a manufacturing facility in South India, which will employ and pay a fair wage to women and people with special needs. To aid its vision, Enactus was granted \$25,000 by the Ford Fund Community College Grant. The project's Sustainable Development Goals (SDGs) are No Hunger, Decent Work and Economic Growth, and Reduced Inequalities.

SDG 12 Responsible Consumption and Production

- ***Center for Supply Chain Management:*** This Center develops innovative strategies and practical solutions for business problems across the supply chain. Supported by an academic advisory board of senior faculty from Lehigh, MIT, North Carolina, NYU, and Rutgers, and three industry advisory boards (the corporate sponsor board, the center board, and the undergraduate SCM advisory board) consisting of business executives from over 30 major corporations, the center and these boards collaborate in joint research, recruiting and education: to promote problem-solving and research between Rutgers faculty and the business community; to serve as a resource to the business community for leading-edge best practices in SCM; to develop and deliver executive education in SCM to the business community; and to conduct periodic meetings of member companies to share best practices, identify research topics, and disseminate leading-edge thinking.²
- ***The Center for Business of Fashion (CBF):*** The CBF develops leaders in the fashion industry through a rigorous undergraduate and graduate academic curriculum and academic research in the business of fashion. CBF explores economic, legal, international, and strategic issues that affect the fashion industry locally and globally, including sustainable fashion and consumption.

² The Center for Supply Chain Management also falls under SDG 17 Partnerships for the Goals, due to the number of collaborators and partnerships.

Society and Ethics

- ***Institute for Ethical Leadership (IEL):*** IEL's mission is to build better leaders for a better world. At RBS-Newark, IEL programs for students and practitioners cultivate the knowledge and imagination needed for ethical leadership. Among business schools, RBS has one of the largest numbers of faculty engaged in business ethics teaching and research. The IEL Research Fellows, a cohort of tenured Rutgers business ethics professors, connect with other colleges to improve teaching, research, and service in the field. The IEL also shares values and ethics-based learning with leaders in the non-profit sector to build effective, ethical, and more equitable leadership in the greater Newark area and beyond. Offerings include lectures, short-term intensives, 1-to-2-year fellowships, and cohort-based leadership development and support programs for emerging leaders and executives.

SDG 1 No Poverty

- ***The Mandela Washington Fellowship:*** This flagship program of the Young African Leaders Initiative (YALI) empowers young African change-makers and leaders through academic and hands-on training and networking. Since 2014, fellows from sub-Saharan Africa who wish to serve the public through nonprofits, community-based organizations, public administration, or as entrepreneurs have participated in the Mandela Washington Fellowship. Fellows are picked to represent their countries through a competitive application process and participate in the program at American universities chosen by the U.S. Department of State. Since Summer 2016, Rutgers has offered two training institutes:
 - A civic leadership institute with a curriculum developed through a partnership between Rutgers Global, the School of Social Work, and the Center for African Studies.
 - A sustainable business and entrepreneurship institute with a curriculum developed through a partnership between Rutgers Global, Rutgers Business School, and the Department of Chemistry and Chemical Biology.

Each institute serves a group of 25 fellows. Rutgers has been the only U.S. host university to offer two institutes since 2016.³

SDG 3 Good Health

- ***Rutgers Business School's Masters in Healthcare Services Management:*** This program allows students to learn how to use data and analytics to make market decisions that can be applied to spending, negotiating premiums, and setting prices. It allows students to gain a better understanding of the healthcare industry, creating the opportunity for them to improve the efficiency and quality of healthcare.
- ***COVID Nearby App:*** A multi-disciplinary team of Rutgers professors developed this app, which allows individuals to report coronavirus symptoms with an assurance of

³ The Mandela-Washington Fellowship can also fall under SDG 8 and 10.

privacy. The team received a \$199,597 grant from the National Science Foundation to develop the app, which collects data from the public in real-time as an alternative to testing.

- ***RBS Graduate School PPE Project:*** During the height of the pandemic, state officials turned to the Rutgers Business School's Center for Supply Chain Management to address the lack of protective supplies. In turn, this became a semester-long project for a group of RBS graduate students who conducted predictive modeling around the deployment of PPE devices in the midst of the pandemic not only to provide recommendations for what could be done better, but also to help develop a platform for the state of New Jersey to help manage the entire supply chain, thereby allowing the state to prepare for other potential crises and needs beyond PPEs.
- ***Rutgers Business School's Master of Science in Healthcare Analytics and Intelligence:*** This Master's program provides specialized and sought-after analytical skills to individuals interested in mining and interpreting data, which is transforming the healthcare industry. Students in this program become familiar with the industry, receive skills to work with industry-specific data, and enhance their business acumen, allowing them to communicate effectively how data can be used to improve operations and patient care. The program is designed for recent college graduates and individuals with relevant backgrounds or analytics experience who want to work in the healthcare industry, as well as new physicians and nurse practitioners.
- ***Eighth Annual Biopharmaceutical MBA Case Competition:*** Hosted by the Blanche and Irwin Lerner Center for the Study of Pharmaceutical Management Issues and sponsored by Bristol-Myers Squibb, Bayer, Novartis, Merck, Leo Pharma, and Herspiegel Consulting, this competition required participants to develop an innovative contracting strategy for Mavenclad, an oral prescription medicine used to treat relapsing forms of multiple sclerosis. The RBS Team, made up of four MBA students, placed third in the competition.

SDG 4 Quality Education

- ***Center of Governmental Accounting Education and Research:*** A major goal of this Center is to promote greater transparency and accountability in government financial reporting in state and local governments. It has pursued this goal through research that addresses the transformation of government financial reporting by advocating for the inclusion of performance measures and forward-looking information in the annual reports of governmental entities. Another key goal is to introduce sustainability measures in government financial reports. The accounting standards utilized by state and local governments in the U.S. are set by the Governmental Accounting Standards Board (GASB). Through its task force and user groups, the Center has participated in proposed accounting standards. It has also testified on numerous occasions before the GASB and prepared comment letters on preliminary views of documents and exposure drafts of these standards.

- ***Rutgers Accounting Research Center (RARC) and Continuous Auditing & Reporting Lab (CAR Lab):*** The internationally renowned RARC and CAR Lab have led the accounting profession into the Internet era and now lead research on continuous audit and audit analytics. RARC furthers research and creative teaching methods in accounting and information systems through the use of technology to support teaching and decision-making in accounting.
- ***Rutgers Center for Operations Research (RUTCOR):*** RUTCOR was established in 1983 to coordinate operations research activities in many parts of the University and to support the development of operations research in New Jersey. Currently RUTCOR is the home of the main editorial office of two major international journals, the *Annals of Operations Research* (Springer) and *Discrete Applied Mathematics* (Elsevier). The editorial office handles around 3,000 submissions a year and sponsors numerous special issues covering a wide range of applications involving optimization models and modern data science. RUTCOR also sponsors research projects and regularly hosts distinguished visiting scholars from around the world.
- ***Rutgers' Master of Science in Digital Marketing:*** This new academic program will address the marketing industry's need for a larger pool of digital marketing expertise. The program is being built by Stacy Schwartz, Rutgers Professor of Professional Practice, who was part of the original launch team for DoubleClick, an internet advertising pioneer that is now part of Google.
- ***RBS Innovation: Looking Beyond the Pandemic***
 - Accounting & Information Systems Department's Build Your Own Course: This concept puts students in control of their academic experience. Students are able to construct an education that best fits their needs and backgrounds toward their academic and career goals.
 - FinTech: The technological revolution is taking over the finance industry. To better prepare students for this revolution, the Finance & Economics Department is working on incorporating experiential learning methods into its curriculum to make these technological concepts in the practice of finance real. The Finance & Economics Department has worked with leading FinTech Industry leaders to design the following four course curriculum:
 - Introduction to Fintech (lecture course)
 - Business "Use Cases" (case study format)
 - Fintech Lab (traditional lab format)
 - Consulting or Startup (internship or launch of students' own online businesses)
 - Management & Global Business Department's DEI Module: The MGB Department is revising the Diversity & Inclusion module in one of the core management skills courses. This revised module covers identity, microaggressions, tokenism, and the psychology behind stereotyping and

discrimination. The class also asks how students' identity helps or hinders their life experiences.

- Marketing Department & Riipen: This new collaboration between the Marketing Department and Riipen, a virtual project and experiential learning platform, allows students taking consumer behavior or marketing research to participate in projects where they apply the principles, concepts, tools, and frameworks covered in the courses to real-world problems.
- A New Recipe for Remote Large Class Instruction: The Management Science & Information Systems Department has been experimenting with a new course design for its Operations Management course. In this new design:
 - The average weekly three-hour lecture is broken down into shorter video lectures to be released every week
 - In an additional weekly video, the professor provides supplementary context to the most recent video lecture, an overview of material posted, and exam details.

Additionally, an efficient, responsive system is used to attend to students' questions that come through an online forum or email, in which the instructor records a video response to each question asked, clarifying difficult concepts in a timely manner.

- Online Chatbot Technology: The Supply Chain Management Department is working on applying online chatbot technology to answer students' questions about curriculum and majors. Through the use of AI, the chatbot learns which questions are being asked most frequently, allowing faculty and advisors to answer questions about the supply chain major and curriculum quickly and efficiently.
- ***MBA Degree with STEM Designation:*** The Rutgers Business School is enhancing its MBA program with the option of a STEM designation that offers students the ability to focus on technology and analytic skills that are in demand in a changing work world. The STEM designation is available for Full-time and Part-time MBA and Executive MBA students. International students who complete the STEM MBA (similar to other STEM programs) are eligible to work in the U.S. for up to three years without requiring sponsorship from an employer.
- ***Doctorate of Business Administration Program (DBA):*** The Rutgers Business School launched the Doctorate of Business Administration Program, which creates a new credential for executives who seek to occupy C-Suite offices and for more senior executives looking to reinvent themselves as tenure-track professors. Unlike a traditional Ph.D., the DBA is a practitioner's doctorate for professionals with extensive managerial or technical experience who are interested in learning and applying relevant theoretical concepts to business problems and economic issues.

- ***The 2021 RBS Conference on Innovations in Undergraduate and Graduate Business Education:*** This conference, entitled Forever Changed: Envisioning B-School 2030, hosted over 100 deans and associate deans from the Big 10 and other leading business schools. The conference emphasized trends and issues relevant to undergraduate and graduate business education by bringing together academics and industry practitioners to discuss the future of business education, as well as current trends and changes. Panel discussions addressed issues including the impact of technology on teaching and learning, how business schools are reimagining their cultures, and the skills that companies demand of graduates looking for jobs in a changing business world.

Two notable sessions were:

- **Social Responsibility in the Curriculum:** This session focused on the interweaving of social goals within business education with the intent to create more thoughtful and responsible leaders.
 - **Diversity and Inclusion Throughout the Curriculum and Culture:** This session focused on the need for topics surrounding DEI that should be introduced to students comprehensively through all courses focusing on the topic and modules focusing on and linking multiple topics. The session also focused on engagement with DEI outside of the classroom through connections to external organizations and populations in order to encourage experiential learning and helpful outreach.
- ***Schiffer Family Financial Literacy Program:*** This inaugural seminar, made possible by RBS Alumnus Edwin Schiffer, stressed the importance of saving early and taking control of one's financial future.
 - ***Rutgers Business School EMBA:*** This program was ranked No. 2 in Economics for the third year in a row in the Financial Times Executive MBA 2020 World Rankings, No. 15 for the U.S. only, and No. 79 globally.
 - ***Questions and Unanswers About Social Innovation (QUASI) Seminar Series:*** Hosted by the Rutgers Institute for Corporate Social Innovation, the QUASI seminars, framed as debates, are designed to help scholars develop richer and more refined research questions about social innovation. QUASI seminars do not provide answers, but instead identify conditions, contingencies, conundrums, and paradoxes that merit further research in the hope that scholars will pursue these refined lines of inquiry.
 - ***Fifth UN PRME Northeast Conference "Sustainable Development Goals: Transforming Business Education and Practice":*** The Fifth UN PRME Northeast Conference was held virtually on October 26-29, 2020, and was hosted jointly by Rutgers Business School and its Institute for Corporate Social Innovation; NJ Higher Education Partnership for Sustainability (NJHEPS); Silberman College of Business, Fairleigh Dickinson University; Anisfield School of Business, Ramapo College; and William G. Rohrer College of Business, Rowan University. The conference also had sponsorship from the UN Principles for Responsible Management Education (PRME). The

conference theme was “Sustainable Development Goals: Transforming Business Education and Practice.” Academic, student, corporate, and NGO participants spent four days discussing possibilities and challenges pertaining to responsible management education as it relates broadly to all aspects of sustainability – Economic, Environmental, Social and Cultural.

- ***AIM2Flourish***: Undergraduate students enrolled in the required RBS “Management Skills” course apply their knowledge of management concepts by working with organizations aligned with the United Nations SDGs. Students interview company employees and leaders to understand the company’s innovations, how they align with SDGs, and which management concepts contribute to the organization’s success. Students document their interviews and submit their stories to the AIM2Flourish website for possible publication. Out of 824 stories published in 2019, two RBS student teams won the 2020 AIM2Flourish Prizes for SDG #7 Affordable and Clean Air Energy (LuminAID) and SDG #15 Life on Land (AeroFarms). RBS previously won two prizes in 2019 for SDG #8 Good Jobs and Economic Growth and SDG #12 Responsible Consumption and Production.
- ***Beta Gamma Sigma (BGS)***: This international business honor society recognizes students in the top 10% of their class. The RBS-NB chapter has nearly 185 students and received the Gold Chapter Award for its strong membership, its student-run community service events, and its mentorship and tutoring programs. Activities include fundraising for the Make-A-Wish Foundation, participating in the Big Chill charity race, and running donation drives for the Rutgers Food Pantry and homeless shelters in the local areas. BGS accolades include Highest Honors Chapter Award in 2015, Outstanding Chapter Award-Honorable Mention in 2016, Outstanding Chapter-Gold Chapter Award in 2017, and Outstanding Chapter-Silver Chapter Award in 2018.
- ***Rutgers University School of Environmental and Biological Sciences (SEBS) Sustainability Minor***: Celebrating its 6-year anniversary, the SEBS Sustainability minor will have its largest ever graduating class of 33 students this 2021-2022 academic year even as the pandemic challenges higher education around the globe. The SEBS Sustainability minor exemplifies SDG4 Quality Education by bringing students from across the Rutgers campuses together to discuss, learn, and build sustainable solutions to issues urgently impacting New Jersey residents. The SEBS Sustainability minor draws students from the Engineering and Business schools. It combines the efforts of students from the SEBS Agriculture, Food and Resource Economics department, the Ecology, Evolution and Natural Resources department, the Landscape Architecture, Environmental Science, Biochemistry & Microbiology departments, the Plant Biology department, the Animal Sciences, Entomology, Food Science, Human Ecology, Marine and Coastal Science and Nutritional Sciences departments to collectively learn and engage on sustainability issues that affect each discipline uniquely. The Sustainability capstone project (practicum) enables interdisciplinary teams to tackle real world problems.

Recently, students have researched and created business plans for sustainability businesses they can operationalize after graduation. In the past five years, SEBS

Sustainability Minor faculty have participated in the UN PRME conference and reached across the departments to create interdisciplinary strategies for sustainability. Professors from SEBS have actively participated on the PRME Committee to share ideas and forge collaborations across Rutgers. New Sustainability minor course work includes sustainable management of waste and applications of the UN Millennium Ecosystem Assessment valuation initiative. Sustainability minor graduates bring their knowledge to work managing the electric grid and electricity consumption, mapping of urban systems, and other critical service areas. After completing the Sustainability minor, some of our students have gone on to work as consultants in businesses, such as Insurance Council of NJ, Trimble MAPS, NORESKO, Renova Environmental Services, as environmental stewards in not-for-profits, Connecticut Wellfleet Bay Wildlife Sanctuary, and the Stony Brook Millstone Watershed Institute, and to higher education at Duke and Binghamton University.

- ***Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL)***: State and National Leadership Conference: Every year, nearly 2,000 of America’s best and brightest college students compete nationally for the opportunity to win awards by demonstrating mastery within their chosen field(s) of study. Despite the challenges of the COVID-19 pandemic, students have represented Phi Beta Lambda at the state and national conferences since 2019, reaching placement in the top teams for topics such as Business Ethics and more.

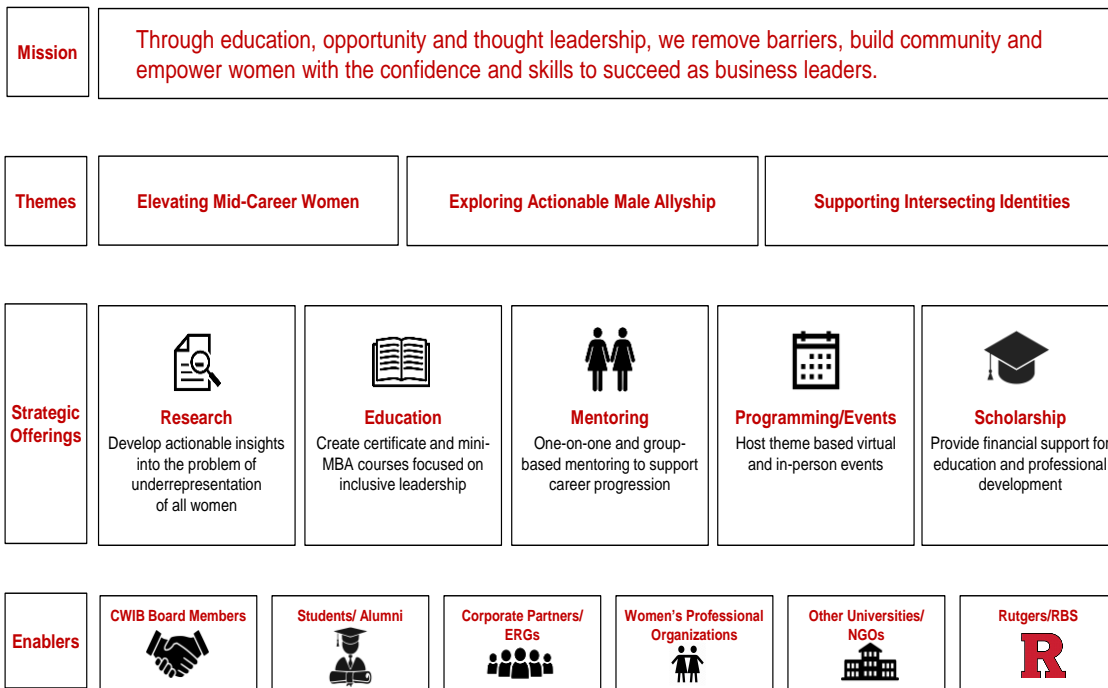
SDG 5 Gender Equality

- ***Inaugural Rutgers Business School and Johnson & Johnson Hackathon***: Rutgers Business School partnered with Johnson and Johnson to host its inaugural RBS/J&J Hackathon 2020, inspiring young women to choose data analytics careers. J&J has previously used the highly successful hackathon model and found that diverse participants come up with better solutions that can be implemented and tested in a short, focused time frame. This was the first time that J&J partnered with a university to conduct a hackathon.
- ***Women BUILD Annual Summit***: Prudential’s Vice President of Corporate Social Responsibility and other career women inspired the members of Women BUILD (Business Undergraduates in Leadership Development) to become change-makers during the organization’s annual summit. The summit was attended by Rutgers Business School students who are selected for the leadership development program. The program brings together students from the Newark and New Brunswick campuses and provides them with leadership development opportunities. The summit also showcases women in leadership positions from the business world and offers these students opportunities to network with recruiters.
- ***Women Leaders Initiative***: A new women’s initiative was launched at Rutgers Business School by Lisa Kaplowitz, a professor of professional practice in finance, and Sangeeta Rao, assistant dean of mentoring. This initiative brings together alumni, faculty, and students to develop women leaders through education, innovation, and opportunities. A

thought leadership loop encompassing alumni, corporations, faculty, and students was what gives the initiative a meaningful structure. The initiative seeks to build on existing efforts and organizations at Rutgers to empower more women, both students and alumnae, with mentoring, workshops, scholarships, case competitions, and conferences.

- ***COVID-19 Pandemic's Impact on Working Parents and the Implications for the Future of Work:*** The pandemic has radically changed both the corporate workplace and home life. For employees, the initial phase reduced long commutes and provided opportunities to be more productive, but now work was no longer a quiet place of isolation as people had to balance the direct overlap of work and home. Women were especially hit hard by job losses, increased care responsibilities at home, and heavy representation among low-wage workers on the front lines. A survey conducted by the Center for Women in Business and Work at Rutgers University indicated that men and women had increased the number of hours they contributed to active childcare after the pandemic. Interestingly when men's contribution increased, there was an increase in work productivity and satisfaction for working women, but the opposite occurred when women's contributions increased. The increase in men's contribution to household labor can change the social norms around what constitutes an ideal worker and destigmatize the implicit bias that limits women's opportunities for career advancement. This momentum could further increase if businesses can take advantage of the weakening gender norms and further eliminate counterproductive stigmas and support working parents.
- ***Rutgers Women's Golf Program:*** This program has grown tremendously over the last three years as the team climbed more than 60 spots in the national rankings while holding the top team GPA among all Power 5 conference golf programs since 2018. While continuing to raise the bar in athletic and academic team pursuits, the members decided to create their personal brands with the help of Coach Kari Williams and Rutgers Business School alumnus Bill Downey. This has led to the formation of the bRandU curriculum, which ultimately led to the establishment of the EAGLE (Executive Alumni Guiding Leadership Excellence) panel initiative. This panel taught the team salary negotiations and other skills, giving them tools to better position themselves for the hiring process. The EAGLE panels and the career development sessions have allowed the team to learn from successful, hard-working women who have become key connections in their professional networks as they act as models of success, inspiring members of this group to become resources for other women someday.
- ***The Rutgers Center for Women in Business (CWIB):*** Founded in December 2019, this Center works in partnership with companies and organizations to establish an exciting resource for Rutgers students, alumni, faculty, and staff, as well as women leaders in NJ and across the globe. CWIB presents an opportunity for thousands of successful Rutgers women in leadership positions across various industries to unite to ensure the success of future generations. CWIB and its community are mobilizing real change as they work to achieve equal representation and pay parity. Through education, opportunity and thought leadership, CWIB removes barriers, builds communities, and empowers women with the confidence and skills to succeed as business leaders. The Center's work focuses on three

Strategic Framework



core themes: elevating mid-career women, supporting intersecting identities, and exploring actionable allyship.

CWIB hosts a 17-member board of advisors, primarily comprised of industry executives with diverse backgrounds, identities, and industry experience, who take an active role in defining and executing the mission. The Center recently launched a 25-member associate board comprised of early and mid-career industry professionals with diverse backgrounds, identities, and industry experience. CWIB has curated engaging programming and content, including monthly virtual webinars discussing topics from personal career development to how corporations can create a more diverse, equitable, and inclusive work environment. CWIB’s virtual events series inspires, educates, and empowers the Rutgers community of students, alumni, faculty, staff and beyond, averaging 200 participants per event. In addition, CWIB created two proprietary group mentoring programs: Women G.R.O.W. (Gaining and Retaining Outstanding Women) and Women G.R.O.W.S. (Guiding and Retaining Outstanding Women Students).

Women G.R.O.W. is a virtual group mentoring experience focused on supporting mid-career women as they advance through their careers. Each cohort is comprised of eight mentees with 10-20 years of work experience, diverse roles, industries, and identities plus two executive level mentors. Women G.R.O.W.S. is a small virtual group student mentoring experience that works in partnership with the Office of Mentoring Programs. It connects RBS women undergraduates with mid-career professionals who have been mentored in CWIB’s mentoring program, G.R.O.W. Over 100 mentees are participating in these programs in Fall 2021.

In January 2021, CWIB created an Employee Resource Group (ERG) Leadership Roundtable to create a community for Women’s ERG leaders to network and share best practices. It also provides an opportunity for these ERGs to learn about CWIB’s research

and programming. The roundtable also serves as a “voice of customers” that provides insight for future CWIB programming and research.

CWIB’s research mission is to develop actionable insights into the problem of underrepresentation of women in business. CWIB’s research has also been featured in Forbes, Bloomberg, Business Insider, CEO Magazine, Medium, and more.

- **Women BUILD (Business Undergraduates in Leadership Development):** This program enrolls high achieving undergraduate women on both campuses in structured curricular and co-curricular experiences and provides opportunities for self-development, including the skills needed to navigate the challenges in today’s workplaces. Current sponsors include Accenture, Goldman Sachs, Ernst & Young, Johnson & Johnson, Prudential, PwC, Vanguard, and Nestle Health Sciences. The AY 20/21 BUILD Student Profile shows:
 - Total participants: 101 students across Newark and New Brunswick
 - Average GPA: 3.68
 - First-generation college students: 27%
 - Underrepresented minority students (women of color): 88%
 - Summer internship/co-op placement Year 2 students: 90%
 - Full-time employment/graduate school enrollment after graduation: 100%

As part of this two-year leadership development program, students are mentored by professionals and by their peers, take a rigorous 3-credit course titled “Women Leading in Business,” work on capstone projects relating to Corporate Social Responsibility and Global Awareness/Engagement, and plan the Annual Summit on Women’s Business Leadership.

- **Team UP:** This program pairs undergraduate students in a mentoring relationship with a business professional in the field they are preparing to enter. The program provides professional exposure and guidance and builds strong and sustainable connections with alumni and the external business community.

Participation (through May 2021)

- Team UP has created 2,564 mentoring relationships since it was established in 2014.

Diversity Statistics (AY 2020-2021)

- 87% of students in this group are underrepresented minority students (women and/or students of color), 51% are women, and 44% are women of color.
- Women: 207/404
- Students of color: 324/404
- Women of color: 178/404

Undergraduates Outcomes (AY 2020-2021)

- 92% of mentees reported that they are more confident about interacting with professionals after being mentored.

- 92% of mentees reported that their relationships with their mentors have improved their ability to chart their professional path.
- 94% of mentees expect their relationship with their mentors to continue beyond the formal process.
- RBS undergraduates who were mentored received an average starting salary \$5,500 higher than those who were not mentored. (2017 NB Graduating Student Survey)

SDG 11 Sustainable Cities and Communities

- ***OVERCOME – cOnnectivity for undERserved COMmunities:*** RBS Professor Hilal Atasoy and the non-profit organization U.S. Ignite received a \$1.9 million grant from the National Science Foundation to help measure the impact of providing Internet connectivity to a group of underserved communities in the U.S.
- ***Addressing the New Jersey Brain Drain:*** In partnership with Samsung, the Rutgers Institute for Corporate Social Innovation hosted a [convening](#) of academic leaders, government officials, corporate executives, and students to address the New Jersey Brain Drain, an occurrence where New Jersey adolescents will go out of state for college and employment rather than staying in the state. This leads to a net loss of more than 200,000 young people over the past decade. This convening discussed ways to address this brain drain and brainstorm ways to keep young people in the state.

Biosphere

SDG 13 Climate Action

- ***Rutgers Climate Action Plan:*** Issues related to the biosphere (SDG 14 Life Below Water, SDG 15 Life on Land, SDG 6 Clean Water and Sanitation, SDG 7 Renewable Energy, and SDG 13 Climate Action to Protect the Planet) are all part of research and project activities at RBS. From September 2018 until June 2021 RBS Co-Chaired the Climate Task Force, which produced the University’s first comprehensive Climate Action Plan (CAP), and the Climate Action Office, which is co-Directed by an RBS faculty member. RBS faculty (Supply Chain) and staff (Public Private Community Partnerships) are actively engaged in the implementation of the Rutgers CAP and will participate in all eight components of the CAP: 1) energy and building; 2) transportation; 3) food and water systems; 4) supply chain and waste management; 5) land use and offsets; 6) climate preparedness; 7) climate-positive equitable economic development; and 8) governance and financing. In addition to the overarching goal of climate mobilization, this plan recommends that Rutgers set specific goals related to climate change mitigation, climate change adaptation, and campus culture. To achieve carbon neutrality by 2040 and become carbon-negative – removing more greenhouse gases than we put into the atmosphere – no later than our 275th anniversary in 2041, the University goals include:

- Reducing direct emissions from fossil fuel consumption 20% by 2030 and 100% by 2040 (relative to the FY 2019 baseline of about 216,000 tonnes CO2-eq)
- The university will [divest from fossil fuel investments](#) by:
 - Ceasing all new investments in fossil fuels
 - Divesting from passive index funds with fossil fuel investments within one year and reinvest in more environmentally friendly versions of those indices
 - Actively seeking new investment opportunities in renewable energy and energy efficiency categories that deliver competitive rates of return
 - Exiting all currently held private fossil fuel investments within 10 years
- Eliminating emissions associated with electricity purchased off the grid by 2030 (compared to a FY 2019 baseline of about 144,000 tonnes CO2-eq)
- Reducing indirect emissions associated with commuting, travel, and the supply chain 30% by 2030 (relative to the FY 2019 baseline of about 108,000 tonnes CO2-eq for commuting, travel, and the food supply chain)
- Expanding carbon sequestration in campus lands, building materials, and peer-verified, Rutgers-managed off-campus projects by at least 2000 tonnes CO2-eq by 2030 and more thereafter
- Employing third-party offsets as a complementary strategy of last resort to address remaining emissions
- Using Rutgers' economic and institutional capacities to advocate for addressing the societal choices that underlie indirect emissions

Partnerships for the Goals

SDG 17 Partnerships for the Goals

- ***Supply Chain Management Professional (SCMP):*** The Supply Chain Management Association (SCMA) and Rutgers University signed a partnership agreement in which graduates of RBS' MBA in Supply Chain gain advanced standing toward SCMA's Supply Chain Management Professional (SCMP) designation, which is required for recent graduates or professionals looking to work in supply chain management for companies in Canada.
- ***Public Private Community Partnerships (PPCP) and Newark Hospitals:*** The Rutgers Public Private Community Partnerships (PPCP) center partnered with 12 Newark area hospitals to establish and use a web-share database that hospitals could use to identify alternate, local suppliers, including a 3-D printer business in Newark, to replenish supplies of protective masks and gowns during the COVID-19 pandemic.
- ***Rutgers Business School and Brazil's FGV-EBAPE:*** A delegation of graduate students from Brazil's Escola Brasileira de Administracao Public e de Empresas da Fundacao Getulio Vargas (FGV-EBAPE) visited Rutgers Business School to learn more about public-private partnerships and other American business practices. While here, the group attended lectures, traveled to Trenton, and visited the New York Federal Reserve and the Port of New York and New Jersey.

- **Public-Private Community Partnership Office (PPCP):** Focusing on building capacities through partnership, Rutgers Business School Public Private Community Partnership Program (RBS-PPCP) seeks to demonstrate the potential of enhancing communities’ opportunities for diverse, sustainable strategic PPC partnerships for local income enhancement, sustainable livelihoods, and participatory development across all sectors and topics. Developing strong, localized enhanced business-to-business supply chains with a diversity and inclusionary mandate is a key element of economic growth for many diverse and thriving urban communities. RBS-PPCP works with public private partners to integrate sustainability, diversity, and inclusionary concepts to increase economic, healthy, and positive social impacts.

One RBS-PPCP project involves the economic development of Newark, New Jersey through the Newark Anchor Collaborative. RBS-PPCP works with 17 Newark anchor institutions, including 12 major corporations, on a “hire, buy, live” local program. RBS-PPCP’s goal is to connect these local anchor institutions with opportunities to purchase goods and services from over 800 Newark businesses and increase local spending from 3% to 20% (~\$1.5B). Since this increase in local spending will increase indirect hiring, RBS-PPCP works with its strategic public and private partners to create a local home-grown talent pipeline for local businesses and anchor institutions so they will be prepared for the economic increase.

RBS-PPCP also works with several public entities and organizations to evaluate their inclusive practices through disparity studies aimed at either procurement, investment, or hiring practices. Through the collection of organizational usage data, as compared to industry availability, RBS-PPCP identifies whether there is an under-utilization of various minority/woman/veteran/LGBT-owned businesses. Recommendations are made regarding policy, procedures or system changes that can further accommodate the inclusion of more of these businesses into the organization’s everyday practices.

RBS-PPCP also works with public and private organizations to integrate sustainability and diversity concepts to manage their business and operations more effectively, as well as to develop new innovative opportunities. Key considerations in structuring RBS-PPCP projects for public and private organizations include allocation of demand/revenue risk and resiliency; sustaining and strengthening an organization’s competition in a green economy while supporting projects and a workforce that is diverse and inclusionary.

- **Business Community Engagement Symposium:** The 2021 Rutgers Business School 6th Annual Virtual Business Community Engagement Symposium focused on Managing Uncertainty: Financing, Workforce, and Sustainability. The symposium featured several important panels:

Panel 1: Financing: Financing options to survive during an endemic, moderated by Lyneir Richardson, Assistant Professor of Professional Practice and Executive Director, The Center for Urban Entrepreneurship & Economic Development (CUEED)

Panel 2: Workforce: Reskilling and upskilling your workforce in a COVID / post-COVID context: Implementation and legal aspects, moderated by Arturo Osorio, Associate Professor of Professional Practice.

Panel 3: Sustainability: It’s one thing to ignite a new business and it’s quite another thing to sustain it. This panel explores the many ways businesses can sustain themselves

through difficult challenges, moderated by Jay Soled, Professor, Rutgers Business School.

- ***Dean's Council:*** The Dean's Council brings together leaders from each student organization at Rutgers Business School–New Brunswick to find ways to improve the experience for its students. By identifying challenges that organizations are facing and addressing students' unmet needs, we are creating an inclusive community where students are able to grow personally and professionally.

RBS PRME Plans Moving Forward – Goals and Looking Ahead

- ***Ad Hoc Committee on Diversity, Equity, and Inclusion:*** The Ad Hoc Committee on Diversity, Equity, and Inclusion (DEI) was constituted during the Fall 2020 and charged with assessing the DEI climate at RBS. The Committee developed a survey which was administered during the late Fall 2020 and early Spring 2021. Based on the survey results and discussions among the committee members and with RBS members, the committee produced a summary of the survey results, an inventory of issues that emerged in our endeavors, and a set of recommendations that were shared with the RBS Leadership team, which is continuing to consider the recommendations. Across RBS personnel, the ideal state that everyone would like to achieve is as follows: We want rightful access to opportunities, resources, rewards, and advancement to all, regardless of differences in background or circumstances. There should be no relationship between life chances and group membership. And, ideally, there should not be inequality in terms of representation, rights, and resources across social identity groups, including in leadership positions.
- ***Committee for Responsible Business:*** An ad hoc committee whose mission it is to assess the climate at RBS with respect to Responsible Business and to make specific recommendations for processes and improvements. One of our contributions will be the creation of a Credo for RBS. The Credo will codify our school's values so that all our stakeholders understand and enforce those values.
- ***Social Determinants of Health Hackathon:*** The RICS will host a hackathon in 2022 to explore the social determinants of health or the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks as it pertains to local New Jersey communities, such as Newark.
- ***Group Mentoring Programs:*** These programs connect specific populations of students with working professionals in small group mentoring roundtable discussions on topics relating to personal success and professional planning. The programs cater to three specific student populations at RBS on both the Newark and New Brunswick campus: first year students, women undergraduates, and students working off campus 20 or more hours per week. GearUP and RBS Works piloted in Spring 2019, and RBS GROWS premiered in Spring 2021.

Participation (AY 20/21)

- GearUP: 72
- RBS Works: 36
- RBS GROWS (Spring Pilot): 33

Undergraduates Outcomes (AY 2020-2021)

- 83% of students noted the program was successful, 4% felt neutral, 13% did not respond
 - Students noted particular value in the knowledge and experience of mentors and networking with professionals and peers
- **Rutgers Stackable Business Innovation Program (rSBI)**: The Rutgers Stackable Business Innovation (rSBI) program, a newly launched graduate certificate program at Rutgers Business School—Newark and New Brunswick (RBS), covering cutting-edge topics related to business. The rSBI program’s mission is to provide “Lifelong Learning for Lifelong Employability” in current business-innovative knowledge domains. More specifically, it is a non-degree graduate program that fulfills the needs of professionals who want to upskill so as to stay technically current and relevant in their profession, but without having to commit to a degree program. To this end, the rSBI program affords students the flexibility of choosing academic courses a la carte or stacking them towards certificates in a broad range of disruptive/hot concentrations across all RBS departments (the current rSBI catalog offers 30 concentrations and 90 courses). The term “stackable” means that students can earn course credits at their own discretion and pace, and apply them toward a variety of credentials (in rSBI, these are certificates). All offered courses are fully academic, and course credits are transferrable to Master’s-level programs at RBS, subject to their rules, and are potentially transferable to degree programs outside of RBS.
 - ***Rutgers University President’s Future of Work Initiative***: The COVID-19 Pandemic has created the need to re-assess how and where people work, as well as creating a moment of generational change in terms of how Rutgers University recruits and retains the future workforce. Drawing lessons from the pandemic, to chart a course ensuring that the university takes an equitable approach to employment and professional opportunity, Rutgers University created the Future of Work Task force that will deal not just with where and how we work but will set a course for how well we work and how well we help our employees thrive in a beloved community. The university expects to have concrete recommendation for moving forward by May 2022.
 - ***Rutgers University Faculty Diversity Collaborative & Presidential Faculty Diversity Initiative***: In August 2020, an equity audit of the central administration for Rutgers University was conducted and led to a diversity strategic planning process that is being applied to the entire university.

Part of this strategic planning includes the creation of the **Faculty Diversity Collaborative**, a new mechanism to support Rutgers faculty by providing central

resources to support inclusive hiring, sustained mentoring, and opportunities to develop an intellectual community across departments, schools, and campuses.

The **Presidential Faculty Diversity Initiative**, announced in August, is focusing on the disparities between the diversity of the Rutgers student body and faculty. The Initiative is connected to the Collaborative and commits up to \$45 million over the next five years to faculty recruitment, primarily through cluster hiring. Through this initiative, Rutgers aims to build a beloved community that provides the opportunity for exploration and critical inquiry, while also demonstrating a deep institutional plan to support faculty from underrepresented backgrounds.

Acknowledgments

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Rutgers Business School

Sharing Information on Progress (SIP) Report

Appendix

Appendix A. List of Grants Awarded to RBS Faculty related to the SDGs

Appendix B. RBS Faculty Publications related to the UN SDGs 2019-2021

Appendix A. RBS Faculty Grants Related to the UN SDGs 2019-2021

In the last two years, RBS has been awarded over \$26 million for research projects and initiatives related to the U.N. Sustainable Development Goals. The list below provides a sample of the work our faculty and staff are doing to improve the social, economic, and environmental welfare of our communities in coordination with governmental and non-profit agencies.

PROJECT TITLE	Principal Investigator	Submitting Department-Rutgers Business School	Funding Agency
Tax Cuts & Jobs Act	Anantharaman, Divya	Accounting Information Systems	Office of Research and Economic Development
Urban Solution Lab	Baker, Edward	RBS-RAISED	Fidelity Non-Profit Management Foundation
RICSI - Rutgers Institute for Corporate and Social Innovation	Barnett, Michael	Rutgers Business School	Robert Wood Johnson Foundation
Opioid Early Warning Alert System	Baveja, Alok	Supply Chain Management	Department of Health
Bank of America Entrepreneurial and Small Business Owner's Educational Training and Counseling	Brozyna, Kelly	RBS NJSBDC - HQ	Bank of America Charitable Foundation, Inc.
NJ Business Action Center	Brozyna, Kelly	RBS NJSBDC - HQ	Business Action Center
U. S. Small Business Administration	Brozyna, Kelly	RBS NJSBDC - HQ	Small Business Administration
[COVID-19] SBA CARES Act Funding	Brozyna, Kelly	RBS NJSBDC - HQ	Small Business Administration
RCG: Toward a Better Online Platform Review	Cho, Soo Hyun	Accounting, Business Ethics and Information Systems	Office of Research and Economic Development
Entrepreneurship Pioneers Initiative (EPI)	Cordero, Jasmine	RBS Center for Urban Entrepreneurship and Economic Development	TD Charitable Foundation
Entrepreneurship	Cordero, Jasmine	RBS Center for	Wells Fargo Regional

Pioneers Initiative (EPI)		Urban Entrepreneurship and Economic Development	Foundation
Modeling the Emergence of Outliers in Entrepreneurship	Crawford, G. Christopher	Management and Global Business	National Science Foundation
2018-19 Victoria Emerging Leaders Program and Capacity Building Series	Fernandez, Victoria	Institute for Ethical Leadership	Victoria Foundation, Inc.
2019-20 Victoria Emerging Leaders Program	Fernandez, Victoria	Institute for Ethical Leadership	Victoria Foundation, Inc.
Without-replacement sampling in big data analysis and large-scale optimization	Gurbuzbalaban, Mert	Management Science and Computer Information Studies	National Science Foundation
CDBG Plainfield Project 9/1/19 - 8/31/2020	Hopper, Brenda	RBS NJSBDC - HQ	Union County - Department of Economic Development
RAY CHAMBERS HONOR PROJECT	Lei, Lei	Rutgers Business School	MCJ Foundation
Min-cost strategies for sequential search and evaluation	Lidbetter, Thomas	Management Science and Computer Information Studies	National Science Foundation
Continuous search and patrolling on networks	Lidbetter, Thomas	Management Science and Computer Information Studies	National Science Foundation
Newark Anchor Institution Buy Local, Social and Economic Development Strategic Plan	Lyons, Kevin	Supply Chain Management	Robert Wood Johnson Foundation
Newark Anchor Institution Buy Local, Social and Economic Development Strategic Plan	Lyons, Kevin	Supply Chain Management	Robert Wood Johnson Foundation
Jersey City Disparity Study	Lyons, Kevin	Supply Chain Management	Jersey City
Project Based Learning Curriculum	McLaury, William	Supply Chain Management	Department of Education

2019 - 2020			
Project Based Learning Curriculum 2019 – 2020	McLaury, William	Supply Chain Management	Department of Education
IMRT Telehealth for Underserved Communities Proposal	Melamed, Benjamin	Supply Chain Management	Chancellor's Office
RWJ Barnabas - Rutgers-Newark SBDC	Ndoro, Tendai	RBS SBDC NWK SAT	RWJ Barnabas
Quality and Brand Effects on Manufacturer-Retailer Relationship	Qi, Lian	Supply Chain Management	Cove Interior Design
Entrepreneurship Pioneers Initiative (EPI)	Richardson, D. Lyneir	RBS Center for Urban Entrepreneurship and Economic Development	PNC Bank Foundation
Entrepreneurship Pioneers Initiative (EPI)	Richardson, D. Lyneir	RBS Center for Urban Entrepreneurship and Economic Development	Wells Fargo Regional Foundation
Urban Retail Acceleration Program (URAP)	Richardson, D. Lyneir	RBS Center for Urban Entrepreneurship and Economic Development	Santander Bank, N. A.
Entrepreneurship Pioneers Initiative (EPI)	Richardson, D. Lyneir	RBS Center for Urban Entrepreneurship and Economic Development	Wells Fargo Regional Foundation
Entrepreneurship Pioneers Initiative (EPI)	Richardson, D. Lyneir	RBS Center for Urban Entrepreneurship and Economic Development	PNC Bank Foundation
Urban Retail Acceleration Program (URAP) and CUEED UnGala Experience	Richardson, D. Lyneir	RBS Center for Urban Entrepreneurship and Economic Development	Santander Bank, N. A.

CUEED Economic Development Initiatives	Richardson, D. Lyneir	RBS Center for Urban Entrepreneurship and Economic Development	Wells Fargo Regional Foundation
Ascend Newark Program Launch Planning Group	Richardson, D. Lyneir	RBS Center for Urban Entrepreneurship and Economic Development	J.P. Morgan Chase
NSF EAGER: Inclusive Innovation in I-Corp	Robinson, Jeffrey	Rutgers Business School	National Science Foundation
D & I in NSF I-Corps Program	Robinson, Jeffrey	Rutgers Business School	The National GEM Consortium
Risk-Averse Control of Markov Systems with Model Uncertainty	Ruszczynski, Andrzej	Management Science and Computer Information Studies	National Science Foundation
Rutgers University Technical Assistance Program (RUTAP)	Slowinski, Eugene	Rutgers Business School	Economic Development Administration
E-SPACES - NIH Proposal - Resubmission - 1	Vaidya, Jaideep	Rutgers Institute for Data Science, Learning, and Applications	National Institute of General Medical Sciences
Developing novel technologies that ensure privacy and security in biomedical research	Vaidya, Jaideep	Rutgers Institute for Data Science, Learning, and Applications	National Institute of General Medical Sciences
[COVID-19] RAPID: Privacy-Preserving Crowdsensing of COVID-19	Vaidya, Jaideep	Rutgers Institute for Data Science, Learning, and Applications	National Science Foundation
PRU General Operating IEL 2017	Young, Judith	Institute for Ethical Leadership	Prudential Foundation

Appendix B. RBS Faculty Publications related to the UN SDGs 2019-2021

Categorized by Economy, Society, Biosphere, and Ethics/Sustainable Values

Economy

Journal Article, Academic Journal (Published)

Vaidya, J., Afzal, A., Shafiq, B., Shamail, S., Elahraf, A., Adam, N. (2021). ASSEMBLE: Attribute, Structure and Semantics based Service Mapping Approach for Collaborative Business Process Development. *IEEE Transactions on Services Computing*, 14(2).

Book, Chapter in Scholarly Book-New (Published)

Alles, M., Gray, G. (2020). What Accountants Need to know about Blockchain. In K. Balachandran (Ed.), *Information for Efficient Decision Making: Big Data, Blockchain and Relevance*. World Scientific Publishers.

Journal Article, Academic Journal (Published)

Alles, M., Dai, J., Vasarhelyi, M. (2021). Reporting 4.0: Business Reporting for the Age of Mass Customization. *Journal of Emerging Technologies in Accounting*, 18(1), 1-15.

Journal Article, Academic Journal (Published)

Alles, M. (2021). Using The Creation of a XBRL Risk Taxonomy as a Driver to Improve Post-Coronavirus 10-K Risk Disclosures. *Journal of Emerging Technologies in Accounting*, 18(1), 175-183.

Journal Article, Academic Journal (Published)

Alles, M. (2020). Business Process "De-Engineering": Establishing the Value of the Human Auditor in an Automated Audit System. *Journal of Emerging Technologies in Accounting*, 17(1), 43–49.

Journal Article, Academic Journal (Published)

Alles, M., Gray, G. (2020). Will the Medium Become the Message? A Framework for Understanding the Coming Automation of the Audit Process. *Journal of Information Systems*, 34(2), 109–130.

Journal Article, Academic Journal (Published)

Alles, M., Gray, G. (2020). "The first mile problem": Deriving an endogenous demand for auditing in blockchain-based business processes. *International Journal of Accounting Information Systems*, 38, 100465.

Journal Article, Academic Journal (Published)

Ameri, M., Schur, L., Kruse, D. (2020). Telework after COVID: A "Silver Lining" for Workers with Disabilities? *Journal of Occupational Rehabilitation*, 30, 521-536.

Journal Article, Academic Journal (Published)

Ameri, M., Rogers, S., Schur, L., Kruse, D. (2020). No Room at the Inn? Disability Access in the New Sharing Economy. *Academy of Management Discoveries*, 6(2), 176-205.

Journal Article, Academic Journal (Published)

Govindaraj, S., Anantharaman, D., Al Abbad, A. (2021). Depositor Characteristics and the Performance of Islamic Banks. *Journal of Accounting, Auditing & Finance*, 36(3).

Journal Article, Academic Journal (Published)

Anantharaman, D., Henderson, D. (2021). Contrasting the information demands of equity- and debt-holders: Evidence from pension liabilities. *Journal of Accounting and Economics (Elsevier)*, 71(2-3).

Askun Celik, D., Sharma, R., Cetin, F. (2020). Factor Structure and Measurement Invariance of the Oneness Behaviors Scale across India and Turkey. *Journal of General Psychology*, 147(3), 308-333

Journal Article, Academic Journal (Published)

Atasoy, H., Ganju, K., Pavlou, P. (2021). Do Electronic Health Record Systems Increase Medicare Reimbursements? The Moderating Effect of the Recovery Audit Program. *Management Science (Informs)*.

Journal Article, Academic Journal (Published)

Atasoy, H., Demirezen, E., Chen, P. (2021). Impacts of Patient Characteristics and Care Fragmentation on the Value of HIEs. *Production and Operations Management (Wiley)*, 30(2), 563-583.

Journal Article, Academic Journal (Published)

Atasoy, H., Banker, R., Pavlou, P. (2021). Information Technology Skills and Labor Market Outcomes for Workers. *Information Systems Research (Informs)*.

Journal Article, Academic Journal (Published)

Attaran, S., Quigley, C., Notorantonio, E. (2019). Consumer Perceptions of Brand Mention in Magazines by Level of Involvement. *International Journal of Marketing and Business Communication*, 8(1), 41-54.

Journal Article, Academic Journal (Published)

Attaran, S., Attaran, M., Kirkland, D. (2019). The Need for Digital Workplace: Increasing Workforce Productivity in the Information Age. *International Journal of Enterprise Information Systems*, 15(1).

Journal Article, Academic Journal (Published)

Azadegan, A., Dooley, K. (2021). A typology of supply network resilience Strategies: Complex collaborations in a complex world. *Journal of Supply Chain Management*, 57(1), 17-26.

Journal Article, Academic Journal (Published)

Azadegan, A., Shaheen, I., Roscoe, S. (2021). Who Takes Risks? A Framework on Organizational Risk-Taking During Sudden-Onset Disasters. *Production and Operations Management (Wiley)*.

Journal Article, Academic Journal (Published)

Azadegan, A., Shaheen, I. (2020). Friends or Colleagues? Communal and Exchange Relationships During Stages of Humanitarian Relief. *Production and Operations Management (Wiley)*, 29(12), 2828-2850.

Journal Article, Academic Journal (Published)

Azadegan, A., Syed, T., Blome, C., Tajeddini, K. (2020). Supply chain involvement in business continuity management: Effects on reputational and operational damage containment from supply chain disruptions. *Supply Chain Management: An International Journal*, 25(6), 747-772.

Journal Article, Academic Journal (Published)

Azadegan, A., Mellat-Parast, M., Lucianetti, L., Nishant, R., Blackhurst, J. (2020). Supply Chain Disruptions and Business Continuity: An Empirical Assessment. *Decision Sciences*, 51(1), 38-73.

Book, Scholarly-New (Published)

Baker, E., Welter, F. (2020). *Contextualizing Entrepreneurship Theory*. London: Routledge.

Journal Article, Academic Journal (Published)

Baker, E., O'Toole, J., Gong, Y., Eesley, D. T., Miner, A. S. (2020). Startup Responses to Unexpected Events: The impact of the relative presence of improvisation. *Organization Studies (SAGE)*.

Journal Article, Academic Journal (Published)

Baker, E., Welter, F. (2020). Moving Contexts onto New Roads: Clues from Other Disciplines. *Entrepreneurship Theory and Practice (Baylor University, Wiley)*.

Journal Article, Academic Journal (Published)

Bell, G. A. (2020). A Systematic Review of Factors Influencing Supply Chain Performance Outcomes. *Journal of Contemporary Research in Business, Economics and Finance*, 2(1), 1-17.

Journal Article, Academic Journal (Published)

Ben-Rephael, A., Carlin, B., Da, Z., Israelsen, R. (2021). Information Consumption and Asset Pricing. *Journal of Finance (Wiley)*, 76(1), 357-396.

Journal Article, Academic Journal (Published)

Ben-Rephael, A., Choi, J., Goldstein, I. (2021). Mutual fund flows and fluctuations in credit and business cycles. *Journal of Financial Economics (Elsevier)*, 139(1), 84-108. <https://www.sciencedirect.com/science/article/abs/pii/S0304405X20301902>.

Journal Article, Professional Journal (Published)

Branning, G., Hayes, K. (2020). Politics and Healthcare: Drug Pricing Dynamics Leading Up to the 2020 Election. *American Health and Drug Benefits*, 13(5).

Journal Article, Professional Journal (Published)

Branning, G. (2019). Outcomes-Based Contracts Gaining Traction: Innovative Therapies Will Require Innovative Payment Methods. *American Health and Drug Benefits*, 12(8).

Book, Chapter in Scholarly Book-New (Published)

Brick, I., Palia, D. (2021). Product Market Competition and CEO Pay Benchmarking. In C.-F. Lee (Ed.), *Handbook of Financial Econometrics, Mathematics, Statistics and Technology* (pp. 1695-1723). World Scientific Press.

Journal Article, Academic Journal (Published)

Brown-Libur, H., Barr-Pulliam, D., Sanderson, K.-A. (2021). The Effects of the Internal Control Opinion and Use of Audit Data Analytics on Perceptions of Audit Quality, Assurance, and Auditor Negligence. *Auditing: A Journal of Practice & Theory*.

Journal Article, Academic Journal (Submitted)

Brown-Libur, H., Wright, A., Zamora, V. Managers' Audit Negotiation Judgments around an Initial Public Offering. *Contemporary Accounting Research* (Wiley).

Book, Textbook-New (Published)

Burgess, M. N., Burgess, C. (2020). *The New Marketing How to Win in the Digital Age* (pp. 288 pages). SAGE Publications Ltd.

Journal Article, Academic Journal (Published)

Cantwell, J., Li, Y. (2021). Rapid FDI of emerging market firms: Foreign participation and leapfrogging in the establishment chain. *Transnational Corporations*, 28(1), 51-78.

Journal Article, Academic Journal (Published)

Cantwell, J., Lundan, S. M. (2020). The local co-evolution of firms and governments in the information age. *Journal of International Business Studies (Academy of International Business)*, 51(9), 1516-1528.

Journal Article, Academic Journal (Published)

Cantwell, J., Buchholz, M. A., Bathelt, H. (2020). Income divergence and global connectivity of U.S. urban regions. *Journal of International Business Policy*, 3(3), 229-248.

Journal Article, Academic Journal (Published)

Cantwell, J., Cuypers, I. R. P., Ertug, G., Zaheer, A., Kilduff, M. (2020). Making connections: Social networks in international business. *Journal of International Business Studies (Academy of International Business)*, 51(5), 714-736.

Journal Article, Academic Journal (Published)

Cantwell, J., Thakur-Wernz, P., Samant, S. (2019). Impact of international entry choices on the nature and type of innovation: Evidence from emerging economy firms from the Indian bio-pharmaceutical industry. *International Business Review*, 28(6), 1-13.

Journal Article, Academic Journal (Published)

Cantwell, J., Sun, S. L.L., Zhang, Y., Cao, Y., Dong, J. (2019). Enriching innovation ecosystems: the role of government in a university science park. *Global Transitions*, 1(1), 104-119.

Journal Article, Academic Journal (Published)

Chen, C.-C., Zhao, X., Wu, C., Zhou, Z. (2020). The Influence of Corporate Social Responsibility on Incumbent Employees: A Meta-Analytic Investigation of the Mediating and Moderating Mechanisms. *Journal of Management*.

Journal Article, Academic Journal (Published)

Chen, C.-C., Williams, M., Belkin, L. Y. (2020). Cognitive Flexibility Matters: The Role of Multilevel Positive Affect and Cognitive Flexibility in Shaping Victims' Cooperative and Uncooperative Behavioral Responses to Trust Violations. *Group and Organization Management*, 45(2), 181-218.

Book, Edited (Published)

(2021). In W. Chen, H. Yang, & R. Qiu (Eds.), *AI and Analytics for Public Health: Proceedings of the 2020 INFORMS International Conference on Service Science*. Springer.

Book, Edited (Published)

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