SHARING INFORMATION ON PROGRESS REPORT

MAY 2011 TO APRIL 2015
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I. LETTER OF RENEWED COMMITMENT

The College of Business and Economics at the University of Wisconsin-Whitewater is honored to present this progress report on the United Nation’s Principles for Responsible Management Education (PRME). The College began its commitment to PRME in April 2008, and we are pleased to continue our endorsement of those principles.

The college mission was revised in spring of 2014. We continue to focus our talents and energy on responsible contributions to a global business environment, emphasizing ethical behavior, leadership, and a commitment to shared values.

Since our last report, our commitment has deepened. We launched a College Inclusive Excellence Committee. We advocate for diversity in all forms and serve as a campus resource on related education and programming. We hosted the institution’s Diversity Forum in fall 2014.

We will launch new courses in fall 2014 that emphasize responsible management (The Business of Doing Good and Business and Society), and continue to fund faculty, staff, and student scholarly activity that aligns with the Principles.

Our campus received the prestigious Carnegie Classification as an engaged campus in fall 2014—our business outreach centers are an integral component of our regional engagement efforts. Our faculty, staff, and administrators are servant leaders and remain committed to community engagement.

Our students, faculty, and staff unanimously support honor codes that spell out principles of personal responsibility. Our professional student organizations engage in regular service leadership activities, and our curriculum requires community service involvement for graduation. From business to government, to nonprofit organizations; UW-Whitewater is involved in myriad partnerships and deeply immersed in the region. It is part of the campus culture and evident in every discipline.

We see PRME as an emblem of the commitment our college has made to enhance the leadership abilities and the high ethical standards of our students.

John Chenoweth, Dean

College of Business and Economics
II. COLLEGE OF BUSINESS AND ECONOMICS OVERVIEW

The University of Wisconsin-Whitewater’s College of Business and Economics is Wisconsin's “Premier Business School on the Right-Sized Campus.” We serve approximately 3,414 undergraduate and 700 graduate students on-campus and online, awarding the Bachelor of Business Administration degree (BBA), the Master of Business Administration degree (MBA), the Master of Public Accountancy degree (MPA), the Master of Science, and the Doctorate of Business Administration. All business programs are accredited by The Association to Advance Collegiate Schools of Business. AACSB International accreditation is the highest assurance of learning standard that a college of business can earn, with less than 5% of business schools worldwide holding this distinction. Using the AACSB definition, the College of Business and Economics has a team of 87 full-time faculty and academic staff, and a total non-academic staff of 36. The faculty and academic staff are a combination of academically and professionally qualified professionals who are committed to quality classroom teaching and current research in their fields.

Our curriculum provides students with academic rigor, relevant learning lab and field experiences, and the opportunity to pursue their degrees in several traditional areas of business as well as the specialized area of entrepreneurship. With 13 different undergraduate majors and 11 emphases, students can choose many different career paths. Similarly, the MBA degree offers several areas of emphasis. Our General Business completion program provides junior-level students the opportunity to finish their BBA degrees entirely online or in a mix of online and face-to-face classes. UW-Whitewater’s Online MBA program has earned recognition and awards regionally, nationally, and internationally from sources such as the European CEO, the Princeton Review, GetEducated.com, Corporate Report Wisconsin, and GI Jobs.
Vision / Mission / Strategic Objectives

Vision Statement

Partnering with Wisconsin and the World

The College of Business and Economics strives to be the center of an evolving learning community providing students with opportunities for critical learning experiences on campus and throughout the world. We foresee increasing participation of students and faculty/staff in committed partnerships with increasingly diverse stakeholders. We will foster relationships among these stakeholders, encouraging pride and involvement and leading to consistent strength in education and research in the business professions.

Mission Statement

The UW-Whitewater College of Business and Economics is an inclusive and collaborative learning community dedicated to sharing values, knowledge, and skills to prepare current and future business professionals to compete successfully and responsibly in a global business environment.

Our efforts to engage in high-quality instruction, research, and professional activities add value by:

- providing an engaging environment for educating undergraduate and graduate students that advances critical thinking, entrepreneurial leadership, ethical behavior and an appreciation of diversity;
- developing and sustaining partnerships with key stakeholders that lead to mutually beneficial opportunities for students, alumni, faculty/staff, businesses and the regional community; and
- developing and retaining a high-quality faculty whose members strive for excellence, are current in their fields, and make scholarly contributions through discipline-based, applied, and pedagogical research.

College Strategic Objectives

Commitment to mission is evidenced in the work of the College. We utilize annual strategic planning to align our goals and objectives with those of our mission and that of the university. We also evaluate additional initiatives and day-to-day activities against
the strategic priorities of the College as defined by our mission. Strategic management is part of the fabric of our College.

Programs and Learning

The College will provide relevant and rigorous academic programs integrated with applied learning experiences. We will offer our curriculum under the guidance of academically and professionally qualified faculty, and make available to our students an array of applied opportunities, including internships, and outreach and consulting projects. We will maintain AACSB accreditation, achieving the highest standards for assurance of student learning, faculty qualifications and continuous improvement.

Research and Professional Development

The College will support sustained scholarship and ongoing professional development by faculty and students. We will maintain an engaged and research active faculty, which is essential to quality professional business education. Relevant to the mission of the college and commitments to programs and learning objectives, we will support a balanced portfolio of scholarship across the categories of pedagogical, discipline-based and contributions to practice.

Global Perspectives with Sensitivity to Multicultural and Diversity Issues

The College will champion diverse intellectual and cultural perspectives and efforts to attract and retain a diverse student and faculty population. We will provide a curriculum that is both global and intercultural in character, and promote programs that enhance diversity in educational experiences. We will sustain an inclusive culture that is both supportive and respectful of diverse perspectives and members.

Regional Resource for Businesses, Not-for-Profits and Communities

The College will strive to be a center of excellence, providing intellectual resources to serve businesses, not-for-profit organizations and communities. We will deliver our services through educational, economic and cultural initiatives for the region and through strong outreach activities and partnerships between the college and the business community. The business and economic development needs of the region and the professional development of our faculty and students will be closely integrated.

Professional and Personal Integrity for Faculty, Staff and Students

The College will uphold the belief that business is a noble profession with a tremendous capacity to “do good” in the world. We will instill high standards of ethical and professional conduct in our students, faculty and staff. We will support an agenda,
which includes activities and curriculum related to professional integrity, sustainable business, social responsibility, globalization, and social entrepreneurship.

III. THE PRINCIPLES IN ACTION

Purpose / Values / Method

Principle 1

**Purpose**: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2

**Values**: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3

**Method**: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Curriculum / New and Revised Courses

The College of Business and Economics has a history of teaching responsible management and ethics, largely through integration of such issues throughout the curriculum. The College has, over the past few years, added a number of courses that specifically address issues relevant to the mission of PRME. Two representative examples are provided below.

**Business and Society**: This new offering is an introductory business course intended to introduce all business majors to the business professions and the global societal issues that surround business. Curriculum focuses on the College's mission statement of building professional leadership through cultural and diversity awareness, ethical responsiveness, innovative problem solving, and critical thinking. This course will be required of all entering first year students beginning fall 2014.

This course is directly related to the College’s assessment (assurance of learning) objectives which include that we want our students to be “ethical and able to identify ethical issues,” “globally aware,” and “critical thinkers,” among other objectives. This course seek to address PRME principles, college priorities, and the essential learning
outcomes associated with LEAP (knowledge of human cultures, intellectual and practical skills, and personal and social responsibility).

Course objectives:

- Understand the impact of globalization on business practices.
- Develop an awareness and appreciation for cultural differences.
- Develop lifelong critical thinking skills through thorough case analysis.
- Analyze ethical dilemmas and formulate appropriate actions within different stakeholder groups.
- Evaluate career success and professionalism through continued career development and personal branding.

The Business of Doing Good:  This course examines the rapidly developing field of business in which individuals are using creative solutions to help solve social, economic, and environmental challenges that have traditionally been ignored or missed. This has allowed individual entrepreneurs and employees in existing companies to develop new income opportunities for their firms in a profitable and scalable manner. The heart of this movement relies on the social enterprise concept, whereby it is now increasingly possible for major companies to move social responsibility from a cost center to a profit center.

This new course includes hands-on participatory activities. The core project in this course will be selected and implemented by the Enactus student chapter for their regional and national competitions. These projects are presented in front of business leaders and managers of Fortune 100 companies. These companies adopt interesting ideas and successful projects/teams are invited to present and compete in the Enactus World Cup against universities from over 40 other countries.

Integration of Core Courses

Integration of core courses has historically been encouraged in the College. In 2011, the College implemented integration of carbon emission topics. Subsequent department reports revealed a wide variety of approaches for doing so, including:
the preparation of a case addressing Kohl’s retail stores’ reduction of greenhouse gas emissions for use in the Operations Management and Administrative Policy courses;

• the Organizational Behavior course’s use of a videotaped interview of experiences/practices of Crave Brothers Dairy Farm; and

• the Marketing Principles course’s focus on corporate image as a result of efforts to curb greenhouse gases.

Beginning with the launch of the Institute for Water Business in 2011, the College also encourages faculty and staff to incorporate issues related to water governance and water security into their curriculum.

Codes of Conduct

The following values lie at the heart of UW-Whitewater:

1. Commitment to the pursuit of knowledge and understanding

2. Development of the individual

3. Personal and professional integrity

4. Commitment to serve

5. Commitment to develop a sense of community, respect for diversity, and global perspectives

The College of Business and Economics also expects students to subscribe to the College’s Student Honor Code.

Student Honor Code

As members of the University of Wisconsin-Whitewater College of Business and Economics community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of campus life. We are accountable for all that we say and write. We are responsible for the academic integrity of our work. We pledge that we will not misrepresent our work nor give or receive unauthorized aid. We commit ourselves to behave in a manner that demonstrates concern for the personal dignity, rights, and freedoms of all members of the community. We are respectful of college property and the property of others. We will not tolerate a lack of respect for these values.
Faculty/Staff Honor Code

The UW-Whitewater College of Business and Economics subscribes to the following Statement on Professional Ethics developed by the American Association of University Professors.

1. **Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.**

2. **As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.**

3. **As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.**

4. **As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.**
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Learning Communities

The college offers eight freshmen learning communities: Beyond Numbers, Business and Me, Business without Borders, Calculated careers, Everybody’s Business, Business of Positive Influence, the Innovators, and Venture Hawks. Three of these learning communities directly relate to the values and vision of PRME.

- **Everybody’s Business:** The community gives business students an opportunity to learn and practice effective principles of leadership that can be applied to all business professional pursuits in and outside of the classroom. Students participating in this community gain a better understanding of the desired characteristics of effective and socially responsible leaders in the business world. Through service leadership, business organization involvement, and team-oriented activities, students have an opportunity to develop their leadership acumen.

- **The Business of Positive Influence:** This community explores how business can have a positive impact on society through personal, corporate, and social responsibility. Today’s increasingly global and complex business world requires talented leaders who value ethical reasoning and action, civic engagement, and diversity. As a member of this learning community, students reside in the same residence hall, take courses together, organize social events related to the theme of the learning community, and connect with a coordinator who helps students adjust to college life.

- **The Innovators:** Innovation is the creation of better or more effective products, processes, technologies, or ideas that are accepted by markets, governments, and society. We believe that innovation generally signifies a substantial positive
change compared to incremental changes and has the power to impact people’s lives and acquire the tools to become change makers.

Student Organizations

More than 20 college student organizations help students round out their classroom experiences and most include ethics and sustainability programming opportunities throughout the year. The following student organizations embrace socially responsible management issues.

- **American Water Works Association at Whitewater**: A new addition in the 2014-2015 academic year, the Student American Water Works Association at Whitewater is an organization that offers students, professors, and water professionals an opportunity/venue to advocate for safe and sustainable drinking water for all. This student organization seeks to develop and implement solutions to improve public health, protect the environment, strengthen the economy and enhance our quality of life.

  The parent American Water Works Association (AWWA) was established in 1881. It is the largest nonprofit, scientific, and educational association dedicated to managing and treating water, the world’s most important resource. With approximately 50,000 members, AWWA provides solutions to improve public health, protect the environment, strengthen the economy, and enhance our quality of life.

- **Beta Alpha Psi Epsilon Rho Chapter**: Beta Alpha Psi is a national scholastic and professional organization for financial information students and professionals. The primary objective of the organization is to encourage and give recognition to scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance and information systems; providing opportunities for self-development, service and association among members and practicing professionals; and encouraging a sense of ethical, social, and public responsibility.
• **Enactus**: Enactus is a community of student, academic, and business leaders committed to using the power of entrepreneurial action to transform lives and shape a better more sustainable world. The three elements of en*act*us are:

1. **entrepreneurial**: having the perspective to see an opportunity and the talent to create value from that opportunity.

2. **action**: the experience of sustainable impact, activated with integrity.

3. **us**: student, academic, and business leaders collaborating to create a better world.

• **Golden Key Society**: Golden Key serves as a community for students dedicated to shaping the world and a commitment to excellence. The chapter offers a sense of fellowship within the Society’s three pillars – Academics, Leadership and Service – and are dedicated to achievement – personally, professionally and altruistically. Golden Key members are more than good students; they are scholars. Members believe in the power of knowledge to transform lives and change situations for the better. All over the world Golden Key members are reaching out, making plans; changing lives.

• **Water Environment Federation at Whitewater**: A new addition in the 2014-2015 academic year, the Student Water Environment Federation is an organization that educates individuals and organizations about emerging water business issues, promotes water business opportunities, and develops and support strong alliances between students, faculty/staff, businesses, governments, and civil society groups, offering mutually beneficial opportunities for scholarly and applied research, internships, and post-graduation employment.

The parent organization, Water Environment Federation, is a nonprofit and internationally recognized organization that has more than 36,000 members. Three objectives that the Water Environment Federation strives to achieve are driving innovation in the water sector, enriching the expertise of the global water professionals, and increase awareness of the value of water.

• **Whitewater Water Council**: The Student Water Council is an organization that has been charged with spreading awareness of water issues at local, regional, national, and international levels, along with being a group that cultivates the talent of its students.
and promotes an atmosphere where ideas and solutions to water problems can flourish. The group’s goal is to increase understanding of water quantity, quality and accessibility concerns and how these concerns affect society and business.

The parent organization, Milwaukee Water Council, the only organization of its kind in the United States, is successfully coalescing these tremendous attributes together into a powerful force. It was created by leaders in both business and academics.

## 2011-2012 College Goals

Six of the College’s 2011-2012 goals are directly relevant to implementation of the PRME and listed below.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Goals</th>
<th>PRME Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Educator-Scholar Community</td>
<td>Increase faculty and student participation in undergraduate research initiatives on and off campus.</td>
<td>4</td>
</tr>
<tr>
<td>Diversity and Global Perspectives</td>
<td>Examine major/program curricula and co-curricular experiences for inclusion of multicultural and diversity issues.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>Enhance college efforts to recruit, matriculate, and retain multicultural students</td>
<td>1, 2, 3</td>
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</tbody>
</table>
### Regional Resource for Businesses, Not-for-Profits and Communities

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>PRME Principle</th>
</tr>
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<tbody>
<tr>
<td>Develop effective methods to communicate accomplishments and activities in college outreach to college constituents and stakeholders.</td>
<td>5, 6</td>
<td></td>
</tr>
<tr>
<td>Examine current approach to service learning (i.e., community service hours requirement) for effectiveness and consider the possibility of revision.</td>
<td>1, 2, 3, 5</td>
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</tbody>
</table>

### Professional and Personal Integrity for Faculty, Staff and Students

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>PRME Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate and determine the effectiveness of major/program curricula and co-curricular experiences addressing professional integrity, global citizenship, and social responsibility</td>
<td>1, 2, 3, 5, 6</td>
<td></td>
</tr>
</tbody>
</table>

### 2012-2013 College Goals

Seven of the College’s 2012-2013 goals are directly relevant to implementation of the PRME and listed below.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Goals</th>
<th>PRME Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Educator-Scholar Community</strong></td>
<td>Establish an Applied Business Seminar for faculty taught by business alumni.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Continue the project examining the impact of the college’s research portfolio.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Diversity and Global Perspectives</strong></td>
<td>Create a college Inclusive Excellence Committee to provide leadership for and evaluation of college initiatives to enhance diversity of curriculum, students, faculty, and staff.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>Complete the study of gender differences in college enrollments and generate an action plan.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td><strong>Regional Resource for Businesses, Not-for-Profits and Communities</strong></td>
<td>Expand the college’s marketing focus on regional engagement of students, faculty, and staff in outreach (curricular, co-curricular, and extra-curricular)</td>
<td>5, 6</td>
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</tbody>
</table>
Find the table below to implement the PRME and listed below.

### Objectives

<table>
<thead>
<tr>
<th>The Educator-Scholar Community</th>
<th>Goals</th>
<th>PRME Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Global Perspectives</td>
<td>Define the impacts the college expects to achieve in the business and academic community through educational activities, scholarship, and outreach.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Intentionally and explicitly expand curricular commitment to multicultural competence, diversity and inclusion, and refine measure of student learning outcomes.</td>
<td>1, 2, 3</td>
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<tr>
<td></td>
<td>Develop a mentoring program that brings together faculty/staff and students of opportunity, including women, multicultural students, and low-income, first generation students.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Regional Resource for Businesses, Not-for-Profits and Communities</td>
<td>Develop and/or adapt impact measures for college outreach activities.</td>
<td>5, 6</td>
</tr>
<tr>
<td>Professional and Personal Integrity for Faculty, Staff and Students</td>
<td>Create an <em>Integrity</em> interest group to facilitate development of a required course on social responsibility that includes modules in diversity, sustainability, personal and professional ethics and leadership. Integrate the student code of conduct into the course.</td>
<td>1, 2, 3, 5, 6</td>
</tr>
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</table>
Research

Principle 4

Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Each spring the College issues a request for proposals for summer research grants. Current priority areas that align with PRME principles include:

- **Applied Research:** Grants are intended to support research projects related to identified needs of business/not-for-profits in the region. Work may be basic/discovery-based, applied/application-based, or pedagogical. The project must meet an expressed and specific need of the region/organization and outlets must be identified for disseminated the work.

- **Diversity/Inclusive Excellence:** Research projects should be aligned with diversity or Inclusive Excellence. Work may be basic-discovery-based, applied/application-based, or pedagogical. A variety of definitions and approaches are encouraged.

- **Social, Economic, and Environmental Responsibility and Sustainability:** Funding supports work aligned with the College’s priorities related to social, economic, and environmental responsibility and sustainability. Work may be basic-discovery-based, applied/application-based, or pedagogical.

The College is also strong supporter of faculty/staff and student collaborative research. For example, The Department of Economics provides a number of ways for interested students to pursue undergraduate research. Some students pursue an undergraduate research project through an independent study (ECON 498) course for credit, working under the mentorship of a faculty member. The other way that students typically become involved in undergraduate research is through working in the Fiscal and Economic Research Center.
A list of representative college examples of mentored research is included herein.

2010-2011

- Eric Cramer# "Coefficient Changes in a Taylor Rule: Did the Pre-Volcker Fed Cause the Great Inflation?"
- Eric Cramer# "Revisiting Hoxby's Findings on Competition in Michigan Schools: The Result of the Cap"
- Ben Brenton## "The Effects of Digital Piracy on DVD Sales"
- Quinton Baker "An Examination of Same and Opposite Gender Instruction in Primary Schools"

2011-2012

- Jaeger Nelson### "Does the Gender Composition of Executive Boards Affect Corporate Profits?" - *winner of most Outstanding Social Science and Business Oral Presentation award at UW-Whitewater's Undergraduate Research Day*
- Margo Lang "The Effects of Taverns and Liquor Licenses on Traffic Safety"
- Kyria Smith## "Christianity and Crime: A Study on Religiosity's Impact on Crime Rates"
- Mitchell M. Klink "The Effects of Native American Casinos on Wisconsin Communities"
- Michael Babington## "How Does Minnesota's Open Enrollment Program Affect Student Performance"
- Taylor Warden% "Does a High Percentage of Jewish Adherents in a County Affect Income Equality?"
- Steven Rockwell# "Determinants of Persistence in Cyclical Unemployment"
- Neil Lockwood% "Times of Uncertainty and Flight to Safety"
- Neil Lockwood% "Certificates of Deposit: Normal or Inferior Good?"

2012-2013

- Alejandra Contreras% "Economics of Immigration"
• Eric Doescher% “Phantom Lakes Project”

• Brian Dunn% “Mitigating Hijack Security Risks through Authenticating QR-Redirected Websites for Mobile Device Users”

• Derrek Grunfelder-McCrank% “Monetary Policy and its Effects on Wisconsin”

• Jeremy Peterson% "The Demand for Supermarkets in the Food Deserts of Wisconsin"

• Brandon Zimmerman and Weston Klink% “A Study of Fall Protection in the Roofing Construction Industry”

2013-2014

• Jarod Alvarez% “Organizational Drivers of Successful Sustainability Initiatives in the Tourism Sector”

• Pat Fogarty% “Multi-metric Indicator Use in Social Preference Elicitation and Valuation”

• Derrek Grunfelder-McCrank% “Mines in Wisconsin: An Examination of Health vs. Wealth Effects”

• Zachary Herriges% “Natural Disaster Risk Mitigation and Planning”

• Jose Zenteno% “Structural Change and Productivity Growth in Wisconsin: An Empirical Analysis

Key:

# - Presented research at conference (NCUR/UGR Day/Professional Conference)
%
- Received an Undergraduate Research Grant
*
- Won award
The Institute for Water Business provides infrastructure and opportunities for a variety of research involving faculty, staff, students, and external stakeholders.

- **Elasticity of Water Demand**: This research examines the elasticity of the demand for water as well as the household characteristics that influence consumer’s water usage. The main findings are twofold, first consumer elasticity demanded for water is relatively inelastic, particularly for users who consume larger amounts of water. Second, the characteristics of the house are an important determinant of water consumption.

- **Flow of Materials**: Students in the College’s Supply Chain Systems course completed a project to study and document the flow of materials on campus integrating the environmental sustainability metrics. The University will benefit from the example of applying sustainability measurements and purchasing data with supply chain management to baseline and then improve campus sustainability in the materials arena. The hope is to better quantify sustainability measures in a way that can then be applied to the other arenas that affect the campus’ total CO2 footprint.

The breadth and depth of faculty/staff scholarly activity is indicative of the College’s interest and expertise in topics related to responsible management. The list contains a representative sample of that research.


• Oravec, J.A. 2013 Business History Conference, ""Google's 'Don't Be Evil' Motto: Implications for the Ethical Cultures of Internet Businesses", Business History Association, Columbus, OH. (March 22, 2013).


Partnerships

Principle 5

**Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6

**Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

The Kachel Center for Entrepreneurship and Business Development

The College of Business and Economics emphasizes responsible regional engagement and the development of authentic partnerships. Many of these activities are accomplished through outreach programs, institutes, and centers housed in the Kachel Center for Entrepreneurship and Business Development. These programs, institutes, and centers provide excellent value to the community. These centers are intended to serve the public while concurrently fostering faculty/staff research, teaching and service and providing students with applied business experience.
The Fiscal and Economic Research Center: This Center helps businesses, local governmental agencies, and not-for-profit organizations with economic research. The mission of the Fiscal and Economic Research Center (FERC) is to tap into faculty expertise to provide services to members of the regional community. In achieving this mission, FERC provides high-caliber students with the opportunity to work closely with faculty experts in applying concepts and theories to practice. Project-based work not only enhances students’ educational experience, but it also maximizes their value to future employers by providing them with an economic tool-set.

The Institute for Sales Excellence: Through a guest speaker series, workshops, certificate programs, job shadowing, day-in-the-field, internships and other activities the Institute for Sales Excellence creates opportunities for hands-on learning experiences while developing the marketability of our students. The Institute develops strong collaborations between faculty and business, offering opportunities for professional development, faculty internships, and scholarly/practitioner research. The Institute serves as a regional resource for businesses and organizations, by providing graduates, business training, and networking opportunities.


As the world's clean freshwater resources become scarcer, business organizations must prepare for the risks posed by growing competition for clean water, the threat of water contamination, and rising water-related costs. The Institute for Water Business at the University of Wisconsin-Whitewater is the first of its kind in the United States, created for the purpose of developing water business acumen and capacity through education, research, and multi-stakeholder collaboration.

A place for transdisciplinary action learning, research, and outreach, the Institute for Water Business seeks to engage, educate, and empower stakeholders to identify and successfully respond to regional, national, and international water business issues, challenges, and opportunities.
The Institute aims to:

- Educate individuals and organizations about emerging water business issues through symposia, conferences, courses, and academic programs’
- Develop and support strong alliances between students, faculty, businesses, governments, and civil society groups, offering mutually beneficial opportunities for scholarly and applied research, internships, and post-graduation employment; and
- Provide real and virtual spaces in which individuals and organizations can exchange information, engage in dialogue, meet and collaborate to address freshwater challenges and opportunities.

The Institute for Water Business has an office at the Global Water Center in downtown Milwaukee. The Global Water Center, which celebrated its grand opening September 12, 2013, houses water-related research facilities for universities, existing water-related companies and accelerator space for new, emerging water-related companies. The facility is a venue for attracting and creating new businesses in the water industry, and aims to address key local and global water-quality, technology and policy issues.

The Institute will continue to be involved in the United Nations Conference on Sustainable Development: Rio+20 Conference. At the Rio+20 Conference, world leaders, along with thousands of participants from governments, the private sector, NGOs and other groups, will come together to shape how we can reduce poverty, advance social equity and ensure environmental protection on an ever more crowded planet to get to the future we want.

The United Nations Conference on Sustainable Development (UNCSD) is organized in pursuance of General Assembly Resolution 64/236 (A/RES/64/236).
The Conference generally has two themes:

- a green economy in the context of sustainable development poverty eradication and
- the institutional framework for sustainable development.

The Small Business Development Center (SBDC): The Wisconsin Small Business Development Center at UW-Whitewater is part of a statewide network supporting entrepreneurs and business owners through no-cost, confidential consulting and targeted educational programs. Local SBDC experts facilitate improvement and growth for small and emerging mid-size companies and help launch successful enterprises. The Wisconsin SBDC at UW-Whitewater is hosted by the College of Business and Economics. Wisconsin SBDC is a program of UW-Extension funded in part through a cooperative agreement with the U.S. Small Business Administration.


The Wisconsin Innovation Service Center (WISC): The Wisconsin Innovation Service Center is a specialty center of the Wisconsin Small Business Development Center. As part of the statewide Wisconsin SBDC Network, WISC helps clients make informed decisions by providing research on market opportunities, customers and competition. Inventors can better understand their idea’s market potential, identify licensing partners, and solve manufacturing and distribution challenges. Business owners gain a competitive advantage through assessments that provide up-to-date, in-depth knowledge. WISC market research helps companies strategically diversify their customer base and identify target markets for cost-effective growth.
Wisconsin Center for IT Services (Wi-CITS): The Wisconsin Center for IT Services assists small businesses and not-for-profit organizations by providing IT solutions including website design and development. Student interns and faculty supervisors help clients with optimizing search engine results, improving web site security, and creating user-friendly designs and easy updates. Wi-CITS also offers non-credit courses in Web Design and Development and in Project Management leading to certificates.

Whitewater University Technology Park

The mission of the Whitewater University Technology Park is to create and foster durable businesses and jobs through a close alignment of the University of Wisconsin-Whitewater’s research and educational competencies and the resources of the City of Whitewater. The Park serves as a foundation for a diversified and robust regional economy through the attraction of new residents, utilization of UW-Whitewater faculty, staff and student expertise and the retention of alumni talent. University faculty, staff, and students are actively involved in the Center’s business incubator and accelerator programs and services.

IV. Future Perspectives and Key Objectives

2014-2015 College Goals

Nine of the College’s 2014-2015 goals are directly relevant to implementation of the PRME and listed below (as originally numbered).

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<th>Objectives</th>
<th>Goals</th>
<th>PRME Principle</th>
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<td>The Educator-Scholar Community</td>
<td>Complete definitions for the college’s impact of research measures.</td>
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University of Wisconsin–Whitewater College of Business and Economics
The College of Business and Economics is currently developing the key objectives for 2015-2016. The university and college are committed to the following long-term strategic priorities that relate to PRME principles:

- Increase support for faculty, staff, and students to engage in research, creative, and scholarly activity.

- Integrate existing inclusive excellence efforts through adoption of the definition developed by the Inclusive Excellence Committee in 2012, and further develop and disseminate the diversity rubric and other materials to enhance multicultural competence across campus.

- Address the equity gap. Equity gap: Expand Summer Transition programming to impact more students: This would also require greater coordination and
collaboration between existing programs (i.e. Biology Bootcamp, King/Chavez, Center for Students with Disabilities, Summer Business Institute, Future Teacher Program).

- Empower the Chancellor’s Committee on Inclusive Excellence Steering Committee to monitor the implementation of the UW-Whitewater institutional inclusive excellence goals.

- Increase campus capacity to connect students, faculty, and staff in service engagement, entrepreneurship, and economic development in ways that advance student learning and foster community and regional partnerships.

- Assess and enhance the campus culture where respect, civility, personal responsibility, and honesty are valued, model, and affirmed. Review the honor code in the College of Business and Economics and consider creating similar codes for the entire university.

V. Support Sought

The following are suggestions for ways College PRME initiatives might be supported:

- Share best practices from other partners, through the development and maintenance of a web-based clearinghouse or toolkit. Offer webinars or other networking and training opportunities for faculty/staff to be exposed to best practices.

- Offer grant funding or fellowships to support faculty, staff, and student scholarly activity and/or to facilitate capacity building and professional development.

- Sponsor scholarships enabling students to participate in activities that advance the principles of PRME, including internships, international study, etc.