SHARING INFORMATION ON PROGRESS REPORT

April 2017 to July 2019

COLLEGE OF BUSINESS AND ECONOMICS

UNIVERSITY OF WISCONSIN-WHITEWATER
I. LETTER OF RENEWED COMMITMENT

The University of Wisconsin-Whitewater College of Business and Economics is honored to present the 2017-2019 progress report on the United Nation’s Principles for Responsible Management Education. We began our commitment to PRME in April 2008, and have continued to endorse these principles in our teaching, service, outreach and research work. We have also started to introduce our constituents to the UN17 sustainable goals to transform our world.

The College’s central mission has not changed since the last progress report in 2017. However, we have continued to focus on responsible contributions to a global business environment, emphasizing ethical behavior, leadership and a commitment to shared values. We recently successfully completed our AACSB accreditation and have updated our goals and strategic priorities. We continue our deep commitment to educational excellence. It is worth noting that two of our key PRME committee representatives sit on our COBE Strategic Planning Committee and contribute to our strategic direction as a college.

A world-class college, like CoBE, is built on the personal interaction of world-class faculty, students, alumni and business partners. It provides exceptional student experiences and delivers a relevant and rigorous curriculum through innovative and effective teaching. It has built a reputation of excellence in multiple areas and has significant financial resources that are well managed to support its goals. It strives daily to deliver on its mission.

Since our last report, our commitment to PRME has continued in earnest. We have transitioned to our new PRME committee which has representation from each of our departments and with commitments to serve longer durations. The primary goal of this committee is to build an efficient and effective process to capture all the outstanding work our college is doing with respect to PRME. As you will see in this report some of our key achievements represent some excellent work by our faculty, staff and students. Future reports will be based on established themes.

PRME continues to be a symbol of the commitment our College has made to enhance the leadership abilities and the high ethical standards of our students. We look forward to intensifying our commitment and activities in the years to come.

John Chenoweth, Dean

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

The College of Business and Economics is the largest AACSB-accredited business school in Wisconsin. Offering bachelor’s, master’s and doctorate degree programs, the college prepares students for their first career positions, executive leadership or careers in academia. The college’s reputation for excellence is founded on exceptional student experiences, and it delivers relevant and rigorous curriculum that is conveyed through innovative and effective teaching.

We invite you to join a rich tradition of excellence extending back to 1913 when the university first offered business education classes—then known as commercial education—and 1964 when campus reorganization created what was called the School of Business and Economics.

The high-quality curriculum and faculty of today have been developed on the framework of accreditation by the Association to Advance Collegiate Schools of Business. The college first achieved AACSB accreditation in 1974, placing it among only five percent of business schools in the world that can claim this credential. It is a mark of quality acknowledged by employers and other higher education institutions, and it drives continuous improvement. Meeting the rigorous standards set forth by AACSB also ensures that the college has the facility, faculty, and technology resources to successfully deliver academic programs.

Among more recent milestones, the college first began delivering online education in 1998, and its Master of Business Administration is consistently ranked among the best online MBA programs in the nation by U.S. News & World Report. The online Bachelor of Business Administration is growing in acclaim and can now be completed with one of several majors.

In addition, the university's first doctorate of business administration degrees was conferred in 2017. UW-Whitewater is home to one of the few AACSB-accredited DBA programs in the nation, and it is the only university in the state of Wisconsin approved to offer this applied business degree.

Students using drones to help Wisconsin Farmers use less chemicals in their fields leading to less damaging run-offs. Also helps preserve family farms keeping them profitable. Economic, Environmental, Social Impact.
Strategic Priorities

Personal Interactions

A unique characteristic of the UW-Whitewater College of Business and Economics experience is the high level of personal interaction between students, faculty, alumni and business partners. It is this interaction that helps create a high-quality applied learning environment; helps students set and achieve high personal and professional aspirations; and gives Wisconsin’s largest AACSB accredited business school its "small school" feel.

Exceptional Student Experiences

Exceptional student experiences are built and enhanced by clearly focused initiatives that increase student engagement, provide multiple opportunities, and ensure that those experiences are aligned with college goals. The College of Business and Economics will focus on three particular areas as strategic priorities:

- Student Organizations
- Internships
- International Experiences

Relevant and Rigorous Curriculum

A relevant curriculum is one that engages students in the essential skills they need in their chosen professions. It has immediate application and yet serves as the foundation for their professional career and civic engagement. It prepares students for specific tasks as well as the ability to work through complex situations. A curriculum is most relevant if it has been developed in conjunction with practicing professionals and is regularly reviewed. A rigorous curriculum is one that is designed to challenge students to think, reason and solve problems. It pushes students to excel and expand their knowledge and skills. A rigorous curriculum is not "hard" for the sake of being "hard"; rather it includes both adherence to a high academic standard but also a carefully prepared pedagogical framework that helps students reach that standard.

Innovative and Effective Teaching

Faculty ensure that their teaching methods are effective through professional development and assessment. Faculty engage in thoughtful preparation for teaching by evaluating "best practices," learning from their peers and using feedback to improve. Students can improve the effectiveness of teaching by providing constructive criticism in term-end evaluations. Innovative teaching requires a cautious acceptance of risk to try new methods of teaching. These innovations might be "micro" or "macro" in nature. A supportive learning community climate allows faculty to discuss potential innovation,
receive critical feedback, and attempt new methods with a clarity of purpose and reasonable acceptance of failure.

A Reputation of Excellence

World-class colleges have earned reputations of excellence in one or more areas. These reputations are built by ensuring a level of quality that is demonstrably higher than others and then drawing attention to those successes. The College of Business and Economics has numerous areas that already have the qualities necessary to build a national reputation. It also has other areas where increased access to resources or devotion of time and effort could positively impact our reputation.

Significant financial resources

World-class colleges have the financial resources to improve outcomes related to their strategic priorities and mission. They are financially sound and have the ability to direct significant resources to areas of critical need or new directions.

Delivers on its mission

While strategic priorities, annual goals, and areas of excellence may shift over time, the college mission is relatively stable. The mission is a statement of who we are: "The UW-Whitewater College of Business and Economics is an inclusive, collaborative and entrepreneurial learning community dedicated to sharing values, knowledge and skills to prepare current and future business professionals to contribute successfully and responsibly in a global business environment." While annual goals and priorities may address narrower goals, the college will remain focused on all aspects of its mission and will strive to deliver on that broader mission.
III. THE PRINCIPLES IN ACTION (2017-2019)

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.

In the UWW-COBÉ it is our belief that the students will be the future generators of sustainable value for the business and society. We closely adhere to this belief. There are far too many achievements to list for our students but we have provided two projects that are worth mentioning. Both these projects demonstrate the capabilities of our students. These are our future leaders and they clearly understand the value of a sustainable global economy.

A. Green Tank Competition

The AMA organized the 4th Annual Green Tank. This competition started in 2016. This latest Green Tank competition had an exciting new twist in 2019. This year’s competition will be a one of purely digital nature. **Green Tank has always strived to promote sustainable efforts locally and on campus.** This year we need students to submit a short form video presenting their unique idea or suggestion for the Whitewater campus.

**GREEN TANK**

**APRIL 19TH**

Support UWW Earth Initiative and sign up for our eco-friendly entrepreneur competition “Green Tank” on April 19th from 4:00-6:00 PM in Ubben Hall room 110.

Students can participate as an individual or in groups of up to 3 students. Contestants will have 7-8 minutes to present their eco-friendly idea for a product, service, or policy to a panel of entrepreneurship judges. Teams will also be responsible for answering a series of questions on their findings for an additional 2 minutes.

**ROUND 1**
Submit a 1 page explanation of the sustainability problem you are addressing and how your product, service, or policy will be able to solve your aforementioned problem. Please include the possible long term impact of your proposed idea.

**ROUND 2**
Post your submission on or before March 18th at 11:59pm.

A finalist will be selected from these written submissions to present them to a panel of judges on Wednesday April 18, 2017.

Location: Tenenbaum HR100 4pm.

Cash prizes for all finalists, including a $750 prize for the winning team.
B. Hydroponics for Milwaukee

In 2017 the UWW-Enactus team decided to take this program and bring it to schools in the Milwaukee area. The project is currently underway and aims to educate young students in a predominantly Spanish-speaking community to learn about the benefits of hydroponics, nutrition and helping them build “hydroponic kits.” This is an ongoing program and has started to win awards in the state of Wisconsin and getting recognized nationally.
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.

We have featured few of our key activities that directly address the spirit of Principle 2. These activities have direct impact in our region and beyond and involve incredible work by our students under the guidance of our faculty and staff.

A. Project Kiran - India

Empowering Women in India to become nurses and help with eye clinics. This is a UWW-Enactus project.

Project Kiran focuses on educating young women in India to become nurses to work in remote rural eye clinics. This visionary 2-year program transforms the lives of these young women and enables them to change their lives and help give eyesight back to the people in remote villages. Our partners in this project include Combat Blindness International, Dr. Shroff’s Charity Eyecare Hospital (SCEH) and nursing students and faculty in Madison College.
B. Undergraduate Research: Navis, Lewis present at UW-W Undergraduate Research Day (March 22, 2019)

One of the enduring critical issues of societies across time is how to care for those in need. Who is responsible for providing care? Who is responsible for funding it?

We know that charitable giving isn’t evenly spread across the nonprofit sector. What can published accounts tell us about what Americans consider less worthy of donations? Over this academic year, students Alexandra Lewis ’18 and Mariah Navis ’19 have been working with Dr. Ruth Hansen to replicate a study first done in the United Kingdom by Dr. Ali Body and Dr. Beth Breeze, using published accounts as a proxy to determine which charities and causes are considered unpopular or unworthy by the general public. Alex and Mariah presented the study’s preliminary results at the UW-W Undergraduate Research Day on March 21.

Mariah and Alex also presented their findings at the system-wide undergraduate research symposium, held this April at UW-Green Bay. The research team plans to conclude analysis this spring.
**Principle 3 | Method**

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

The College of Business and Economics has a history of teaching responsible management and ethics, largely through the integration of such issues throughout the curriculum. In the last two years, the College has added courses and activities that specifically address issues relevant to the mission of PRME. A sample of these activities follows.

**Curriculum / New and Revised Courses and Certifications**

**Department of Occupational and Environmental Safety and Health.** Now housed in the College of Business and Economics, the Department of Occupational and Environmental Safety and Health prepares students for rewarding careers protecting America’s workforce, the public and the natural environment. As Environmental Safety and Health (ESH) professionals, graduates are concerned with the interaction between people and the physical, chemical, biological and psychological factors which affect safety, health and productivity. The College offers a Bachelor of Science of Occupational Safety, Master of Science in Environmental Health, Minor in Environmental Management, and a Minor in Occupational Safety.

**Corporate Social Responsibility Certificate.** Made available to all majors in Fall 2015, this certificate program was created to help students identify and apply ethical principles; identify how individuals and organizations impact the environment; utilize the scientific method to solve a CSR problem; and evaluate how leaders act responsibly or irresponsibly in relation to the environment, community, and various stakeholders.

**Foundations of Nonprofits and Non-Governmental Organizations (MANGEMNT 370)** This new course has been developed and made available Fall 2017. The non-profit management emphasis has been successfully launched and there is also a minor. Eventually a major—to help prepare students to lead nonprofits in an effective and sustainable manner will be launched.

**Business and Society (BEINDP 101).** This introductory business course was successfully added to the curriculum and is required of all entering first-year students. The course is intended to introduce all business majors to the global societal issues that surround business. The 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.
Service and Sustainable Operations (ITSCM 466). For the Information Technology and Supply Chain major, this course was revised from “Management of Service Operations” to “Service and Sustainable Operations.” This course now shares the sustainability challenges and opportunities facing supply chains today. Students learn about the numerous tools for increasing environmental, financial, and social sustainability throughout the supply chain of manufacturing and service operations—i.e. the firm’s supply base, internal operations, transportation, facilities, customer use, and disposal. These tools include life cycle analysis, project management, design for the environment, and industrial ecology.

Liberal Education America’s Promise. UW-Whitewater is an active participant in LEAP and sponsors teams each year. Dr. Amy Klemm Verbos, Academic Staff Lynn DuPree, and three students created LEAPtopia, a 2017-2018 LEAP team that is in the process of creating and piloting an assignment to introduce the PRME, the UN Global Compact, and the UN Sustainable Development Goals (SDGs) to business freshmen in the Business and Society course required for all business majors. This LEAP team is also creating materials to reach out to student groups to engage more students in actively pursuing the PRME as a part of their service activities. The assignment will be rolled out to all Business and Society sections in Fall 2018. The student engagement materials will also be rolled out at that time.

Women in Business Committee. In an effort to address the underrepresentation of women in the College of Business and Economics, a Women in Business Committee was established in Spring 2016. This committee initiated a Fall 2016 event which brought in 60 girls from area high schools to give them an opportunity to explore both the College and different career options. Each department created an activity and girls chose three activities to participate in. A successful female alumna gave the keynote address, there was a networking lunch event, and students completed feedback forms. The Committee successfully executed a Fall 2017 event.

Programs and Events

Business Ethics Week. The College held Business Ethics Week events in Spring 2018 and Spring 2019. Open to students, faculty and visitors, the event emphasized the critical role of business ethics and connected what student learn in the classroom with real life challenges. A panel of alumni and seasoned professionals—discussed business ethics and examples from their respective companies.
American Marketing Association
The Collegiate Chapter of the AMA and its sister organization, Creative Marketing Unlimited, work with regional business through the development of marketing plans, implementation of plans, marketing research, and event planning. AMA continues to work with the Lake Geneva Women's Weekend Committee, Fort Healthcare Patient Satisfaction, Rock River Stormwater Group, Studio 84 Inc., Good Works Film Festival, Paddy's Paws, Being There-Reaching Out, Wisconsin Economic Development Corporation, Rock River Coalition, and City of Elkhorn Utilities. AMA Whitewater's Social Impact focuses on marketing causes aimed at bettering society and advancing social good. The Social Impact team works closely with Enactus, a social entrepreneurial organization on campus, on several projects throughout the year. These projects range from smaller local projects to large worldwide efforts. Social Impact is committed to educating, enabling, and assisting others through its efforts.

Green Tank Pitch Competition. Students pitch projects that are eco-friendly and with focus on sustainability. High level of participation – over 20 teams involved.

CyberGirlz / CyberHigh. The ITCSM faculty supports summer camps at UW-Whitewater to help introduce girls, minorities and low-income students to computer technology, programming and career opportunities. Topics include programming and app development, web design, computer breakdown and repair, and social entrepreneurship.

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. UWW-Enactus has continued to grow tremendously and is ranked as one of the top Enactus chapters in the USA. Here is a sample of some of their projects and a scorecard from 2018-2019.
**Project KIRAN:** Working with Combat Blindness International and PEEK Vision to give sight back to people in India and Botswana for less than $50 per surgery. The sustainable practice requires funding and educating nurses to address the capacity planning issue.

**Men’s Health initiative:** Helping a non-profit Tomorrow Hope with their new program focused on Men’s health. See scorecard (below) for more details.

**Hydroponics for Milwaukee (H4M):** Working with middle school students in low-income communities in Milwaukee, to help them improve their STEM knowledge and aspire to go to college. The program is the winner of the 2018 Ann Lydecker Educational Diversity Award from the Wisconsin State Council on Affirmative Action. [http://www.uww.edu/news/archive/2018-10-stem-diversity-award](http://www.uww.edu/news/archive/2018-10-stem-diversity-award)

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UWW-Enactus Team winning the 2018 WI State Ann Lydecker Educational Diversity Award

**UWW Enactus 2018-2019 Scorecard**

<table>
<thead>
<tr>
<th>Projects</th>
<th>Total Hours</th>
<th>Direct Impact</th>
<th>Indirect Impact</th>
<th>Dollar Impact</th>
<th>United Nations (UN17) Goals Impacted</th>
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<tr>
<td>PROJECT KIRAN</td>
<td>268</td>
<td>36</td>
<td>800</td>
<td>$44,000.00</td>
<td>Quality Education and Good Health and Well-Being</td>
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<tr>
<td>HEALTH INITIATIVE FOR MEN</td>
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<td>130</td>
<td>$42,000.00</td>
<td>Good Health and Well-Being</td>
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<td>HYDROPONICS 4 MILWAUKEE (H4M)</td>
<td>1250</td>
<td>85</td>
<td>250</td>
<td>$34,000.00</td>
<td>Quality Education, Good Health and Well-Being and Sustainable Cities &amp; Communities</td>
</tr>
<tr>
<td>OTHER PROJECTS</td>
<td>230</td>
<td>10</td>
<td>12</td>
<td>$1,000.00</td>
<td>Sustainable Cities and Communities</td>
</tr>
</tbody>
</table>
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.

Learning Communities
As mentioned in the previous SIP report, the college offers eight freshmen learning communities: Beyond Numbers, Business and Me, Business without Borders, Business of Positive Influence, Calculated Careers, Everybody’s Business, The Innovators, and Venture Hawks. Three of these learning communities continue to relate directly to the values and vision of PRME: Business of Positive Influence, Everybody’s Business and The Innovators.

Student Organizations
The college has 28 student organizations that help students round out their classroom experiences and most include ethics and sustainability programming opportunities throughout the year. The following student organizations particularly embrace socially responsible management issues.

Water Environment Federation at Whitewater
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.

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.

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**

In Spring 2015, the Dean’s Advisory Committee adopted the Student Honor Code that follows.

UW-Whitewater's College of Business and Economics students are expected to subscribe to the College’s Student Honor Code:

- As members of the University of Wisconsin-Whitewater College of Business and Economics community, we commit ourselves to act ethically in all aspects of our academic lives.
- As students, we promise that our work demonstrates the highest integrity. We will not misrepresent our work, nor plagiarize, nor use unauthorized aid to gain a higher academic standing.
- As we participate in our academic setting, we commit to promoting diversity and professionalism in our classrooms. We encourage participation from all members of our community, showing respect for others’ personal dignity, rights and freedoms.
- We will value the academic property that is Hyland Hall as well as the property of individuals throughout the UW-Whitewater campus.
- We choose to endorse this set of values, thereby accepting responsibility for acting by these principles.

**Faculty/Staff Honor Code**

The UW-Whitewater College of Business and Economics continues to subscribe to the Statement of Professional Ethics developed by the American Association of University Professors.
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; Diversity & Inclusive Excellence, and Social, Economic, and Environmental Responsibility and Sustainability.

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.

Some of our faculty are doing outstanding work in research that have direct bearing on the six PRME principles.

Amy Verbos received the First Research Excellence Award from the North America PRME Chapter in October 2017. Pictured from left to right: Jonas Haertle (U.N. PRME Secretariat), Mark Meaney (University of Colorado Boulder and North American PRME Chapter Chair), Amy Klemm Verbos (University of Wisconsin-Whitewater, Recipient), Janet Hale (Texas State University), and Evie Adomait (University of Guelph)
The following list contains a very brief representative sample of faculty research, book chapters and conference presentations since the last Report on Progress.


• Prasad, S., Borra, H. Big Data and Action Research: Implications for Humanitarian Operations Sixth International Conference on Business Analytics and Intelligence, Bangalore. (2018)


• Prasad, S. The Role of Groups in Reducing the Total Cost of Healthcare for Disenfranchised Communities. 3rd International Conference in India Environmental Exposure and Preventive Health Care February 3, Delhi. (2017)


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Section I: Indigenous Perspectives on Failures

A business case examined through an Indigenous lens by Carma Claw, New Mexico State University, USA; Deanna Kennedy, University of Washington Bothell, USA; Deborah Pembleton, St. John’s University, USA

The dark side of responsible business management by Dennis Foley, University of Newcastle, Australia

Environmental crisis in New Zealand: Tribal, government and business responses to the sinking of the MV Rena by Ella Henry, Auckland University of Technology, New Zealand; Hugh Sayers, Motiti Rohe Moana Trust, New Zealand
Section II: Business and Ongoing Challenges to Indigenous Aspirations and Rights

Indigenous rights capital: The basis for sustainable enterprise creation by Bob Kayseas, Bettina Schneider, Raquel Pasap and Moses Gordon, First Nations University of Canada, Canada; Robert Anderson, University of Regina, Canada

Indigenous human rights perils as an ongoing challenge by Amy Klemm Verbos, University of Wisconsin-Whitewater, USA

Reclaiming pluriverse in CSR: Brazilian Indigenous peoples and the Finnish forest cluster by Susanna Myllylä, Independent Scholar, Finland

Community-business dialogues by Natalia Delgado, HEC Montreal, Canada

Section III: Modelling Success for Indigenous and Business Interests

A business quest for peace by Douglas Adeola, New Nigeria Foundation, Nigeria; Ogechi Adeola, Pan-Atlantic University, Nigeria

Everything is one? Relationships between First Nations and salmon farming companies by Lars Huemer, BI Norwegian Business School, Norway

Strong Indigenous communities: Indigenous worldviews and sustainable community development by Keith James and Mark Blair, University of Arizona, USA

Hupacasath First Nation: Roadmap to a sustainable economy by Judith Sayers (Kekinusuqs) and Ana Maria Peredo, University of Victoria, Canada

Conclusion: Making the case for responsible business and management
**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.*

This is a real strength for the UWW-COBE since it works very closely with businesses in the region, on various projects, initiatives, and have them serve on our business advisory boards. These relationships and intersections also occur through class projects and research projects conducted by the various outreach service centers such as SBDC and FERC.

Here are a few examples of activities reported during the 2017-2019 timeline:

- Dr. Praveen Parboteeah had an Ethics Case competition for students in Spring 2017, 2018, and 2019. In the future, there are plans to co-brand an event such as this, perhaps pairing a sustainability topic with the ethics competition. Partnership companies were heavily involved in presentations, panels, judging competitions.
- Distinguished Professor K. Praveen Parboteeah was a speaker and judge at the 2019 BBB of Wisconsin Torch Awards for Ethics. The UW-Whitewater College of Business and Economics was pleased to be a presenting sponsor at this event held at the Italian Community Center in Milwaukee, Wisconsin on May 15.
- **KEYNOTE:** Sustainable Business Models for Social Impact. The 2019 keynote panel featured Peggy Williams-Smith of Marcus Hotels & Resorts and Robert Behnke of Fair Indigo. Moderated by Choton Basu, current chair of the PRME Committee of UW-Whitewater’s College of Business & Economics. The panel discussed sustainable business models for organizations who wish to make a social impact.
- Anna Land sponsored a panel discussion that falls into PRME Principles 2 and 5. It was specifically co-branded with the PRME and had a networking session prior to the panel discussion and perhaps include the flyer as a picture in the Report. Anna has also had guest speakers in at least one class (Anna, this covers the period April 24, 2017 to April 24, 2019).
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.

International Conference
UW-Whitewater participated in the 3rd International Conference in India: Environmental Exposure and Preventive Health Care Conference. A joint effort by UW-Whitewater, India Institute of Technology, India Pollution Control Association, and India Development Service, the conference was held on February 3, 2017 at the India Institute of Technology in Delhi. Participants included UNICEF, UW-Whitewater, IIT-Delhi, NGOs and government officials.

Sustainability Fellowship
The University of Wisconsin-Whitewater Sustainability Fellowship offers an opportunity for colleges and disciplines across campus to integrate environmental and social topics into the classroom, and improve the university’s recycling and sustainable procurement efforts. ITCSM faculty are serving on the search and selection committee for the campus fellowship position. This is an opportunity to identify other faculty and staff with similar interests and passion, form collaborative relationships, and ultimately have a greater impact campus-wide.

The Fiscal and Economic Research Center
With ongoing research projects, 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.

One of FERC’s current projects is a study of “The Economic Value of Recreational Angling in the Bay of Green Bay Watershed.” Fishing is an important and popular recreational activity that takes place in Green Bay. Therefore, it is important to study the impacts these activities have on the local area and receive feedback from participants in the activity, so we can improve the job of managing Wisconsin’s natural resources.
Institute for Water Business
The Institute for Water Business was 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 recently completed a study of the Fund for Lake Michigan, which determined its 2014-2015 grant-making projects boosted property values by $86 million.

The Small Business Development Center (SBDC)
The Wisconsin Small Business Development Center (SBDC) at UW-Whitewater continues to be hosted by the College of Business and Economics. The SBDC at UW-Whitewater is part of a statewide network supporting entrepreneurs and business owners through no-cost, confidential consulting and targeted educational programs. In 2018, the SBDC served 83 clients. UW-W's SBDC has led to $13.8 million in capital investment, 63 jobs created and retained, and 13 new businesses. The Director of the program has indicated that he plans to expand operations to help more businesses.

Volunteer Income Tax Assistance Program (VITA):
Each year the IRS Volunteer Income Tax Assistance (VITA) Program at UW-Whitewater offers free tax help and free electronic filing of federal and Wisconsin tax returns for full-year Wisconsin residents. It is intended as both an academic experience for the students as well as an outreach service for the campus community and beyond. VITA at UW-Whitewater provides a unique opportunity for accounting students to gain valuable experience in dealing with clients from many backgrounds and deepen their understanding of the laws and practice of federal and state income taxation. Student participation in Spring 2017 more than doubled over the previous year.

Whitewater University Technology Park
The Whitewater University Technology Park continues 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. Students intern in various companies that are focused on start-ups that focus on social and environmental impact. Companies such as Blueline Batteries, IButtonlink, Scanalytics, and others have significant social impact.
IV. PREVIOUS PROGRESS REPORT GOALS AND ASSESSMENT OF OUTCOMES

Goal 1. Determine Data Collection methods for Report on Progress
   a. Collaborate with Sustainability Initiative on survey instrument and encourage participation within our departments. **Assessment:** This was successfully completed but the participation rate needs to increase for future years.
   b. Identify other methods to collect data (such as Department Meetings, mapping SDGs to our departments; requesting information about events, etc.) **Assessment:** CV’s were collected using Digital Measures but the new committee needs a better strategy to engage faculty to outline the impact of their research.
   c. Obtain information about enrollment in the Sustainability Management Certificate. **Assessment:** Low interest but this needs significant marketing moving forward. This is tagged as a future goal.

Goal 2. Increase PRME branding
   a. Work with CoBE marketing to refer to PRME on the CoBE website. **Assessment:** CoBE marketing is aware of our goals and is continuing to work with us to publicize our engagement with PRME. For next steps this is going to require further strategy and clear outcomes.
   b. Work with CoBE marketing to link to a PRME page on the CoBE website highlighting CoBE’s PRME achievements. **Assessment:** This is doable but is part of previous item.
   c. Collaborate with UWW Sustainability Initiative to increase the CoBE PRME profile across campus. **Assessment:** This has been happening though in small increments.
   d. Identify co-branding opportunities such as speaker events with a goal of one event for the year. **Assessment:** This has been happening and there are few events that were co-branded.
   e. Future plans are to build better metrics and also start to use the UN SDG 17 goals to brand the initiative.

Goal 3. Integrating PRME across CoBE
   a. Create teaching materials that explicitly reference PRME, the UN Global Compact, and/or the SDGs. **Assessment:** As indicated in this report, we have provided several examples of such activity. The issue is that this is not taking place in a cohesive manner. Our future goal is to build this out in a focused direction.
   b. Explicitly reference PRME, the UN Global Compact, and/or the SDGs in faculty research. **Assessment:** This is currently under way and has the support of the Dean and his team.
   c. Engage students or student groups in PRME-related service or projects: Assessment This is an area that has been very successful. Refer Enactus Scorecard and other items listed as examples in this progress report. Organizations include Enactus, AMA, the Water Business student group, the Inclusive Excellence Committee, the PRME Committee.
   d. Invite interested faculty and academic staff to PRME Committee meetings. **Assessment:** Invitations have been sent but we have been unable to attract other faculty to the meetings. This goal has been dropped and may be modified for the future.
V. OTHER EXAMPLES OF FACULTY ACTIVITY RELEVANT TO ALL PRME PRINCIPLES

- Prof. Verbos headed a LEAP team with Instructor Lynn Dupree and three students beginning January 2017 to create an assignment for BEINDP 101 Business and Society.
- The BEINDP instructors wrote a text for BEINDP 101 that contains a limited exercise about the PRME.
- The LEAP team’s second goal was outreach to student organizations. The PRME Committee decided at its first fall 2017 meeting to take this over rather than have students do it. Several members of the PRME committee interacted with student organizations.
- Assoc. Dean Ahmad Karim continues to fund summer research projects on various topics that relate to PRME, Global Compact Principles, Women’s Empowerment Principles or Sustainable Development Goals.
- Dr. Verbos wrote and updated corporate social responsibility and ethics materials for all sections of FNBSLW 341 that explicitly include the PRME, UN Sustainable Development Goals, UN Global Compact, Women’s Empowerment Principles, and the Business Reference Guide to the UN Declaration on the Rights of Indigenous Peoples. Implemented in Fall 2017--present.
- Dr. Verbos wrote and updated corporate social responsibility and ethics materials for FNBSLW 443 that explicitly cover labor, human rights, and employment issues relative to the foregoing initiatives. Implemented Fall 2017-present.
- Dr. Verbos created new in-class exercises for her FNBSLW 341 and 443 classes bringing the values of the PRME as embodied in the UN Global Compact, Women’s Empowerment Principles and Sustainable Development Goals into practical business issues. This falls under Principles 2 and 3.
- On October 17, 2017, Dr. Amy Klemm Verbos accepted an invitation to become a member of the Editorial Board for Greenleaf’s PRME Series books.
- Dr. Amy Klemm Verbos and Dr. Mohammad Jafarinejad, Department of Finance and Business Law received an internal summer research grant for our project, U.S. SIFIs, Deregulation, Regulation, and Fraud: Toward Financial Sustainability, Legal and Ethical Behavior. Dr. Verbos presented preliminary data at the Academy of Legal Studies in Business Conference. They continue to work on the project.
- Two new courses were created - MGT364 and MGT764 Sustainability Management in Fall 2016 and are available.
  - Focus is on Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy.
  - In class, key sustainability concepts are reviewed including ethical standards, 5 components of corporate social responsibility, the triple bottom line, and the moral versus business case for pursuing a sustainable CSR strategy. In class, I then use IKEA
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(maintaining low costs and fighting child labor issues) to examine ethical universalism versus ethical relativism and a PepsiCo (ethical dilemma using conflict palm oil) to determine if there is a commitment to operating in a socially responsible manner, rewards and incentives are linked to targeted sustainability outcomes, if sufficient resources are allocated to the sustainability effort, and recommendations to increase the triple bottom line. The students then do a case analysis written assignment examining Rhino Poaching in South Africa which mirrors the PepsiCo case activity in class.

- "Course on Topics in Project Management (Sustainability). Within ITSCM 465 - Three project related to sustainability."

- The UN SDGs, Women’s Empowerment Principles and the UN Global Compact are integrated in the FNBSLW 443 class.

- Headed a LEAP team to introduce students to these initiatives in the BEINDP 101 Business and Society class, but the assignment is optional and no one used it. The coordinator of that class is looking for a way to introduce them.

- PRME principles are covered in three separate lectures in Safety 420. Sustainability, LEED, Sustainability at UWW - campus tour
  - Each lecture has learning objectives, there are quiz questions, students, may choose a Sustainability Group Assignment (few do so)"
  - It is a part of my ventilation lecture every semester. Sometimes it comes into my ethics lecture if I combine the topics.

- During fall 2017, Safety 783, Module 6: Environmental Management Systems and Sustainability in Environmental and Safety Management


- Data Visualization class (in the Information Technology and Supply Chain Management Department) features a unit that explores sustainability-related dashboards. We begin by exploring the basic concepts behind Internet dashboards then use a dashboard construction tool to design a prototype for a particular energy-consumption or recycling-related purpose. Wes Enterline then gives a presentation on the UWW efforts to choose, construct, and maintain dashboards on campus. Students fill out a discussion-and-critical-commentary sheet that evaluates the dashboards that Wes displays.
Detailed Example of a Course/Module:

Organizational environmental programs are less complex and dynamic than their safety counterparts. In this module, we will address the foundations of and available resources for a comprehensive environmental management program. The concept of sustainability has firmly planted itself in the responsibilities of the EHS manager. In this module, we will explore this concept and how it applies to our EHS programs.

Objectives
The goals of this module are to introduce the EPA’s stance on environmental management systems (and references), cover ISO 14000 consensus standards, and introduce the concept of sustainability (and green building) as a natural continuation to environmental AND safety management systems. Sustainability requires a broader (and further into the future) perspective to make better decisions for today.

Learning Objectives
The student will be able to...

- Justify the value of developing an environmental management system
- Explain the basic concepts and requirements under ISO 14000 standards.
- Explain sustainability as a company core value, and how it relates to both environmental and safety management systems.
- Justify pursuit of green building initiatives, from environmental, safety/health, and potential financial and image perspectives.

Demonstration
The student will demonstrate the accomplishment of these objectives by...

- Written responses to items in week 6 assignment (or Assignment 6)
- Participation/posts on week 6 discussion board (covering material from Module 6)

Readings
Please complete the following readings:

1. Visit the EPA website on environmental management systems: EPA EMS
4. Visit and investigate the EPA Website on Sustainability: EPA Sustainability website
5. Visit and investigate the EPA Website on Green Building: EPA Green Building website
6. Visit and investigate the ASSE Center for Safety and Health Sustainability: ASSE CSHS website
Voluntarily (extracurricular), consider reading/searching for the following readings:


Module 6 Discussion Topics (in your post, clearly indicate the topic you are addressing)

1. Hazardous material management programs require identification and evaluation of storage, use, and disposal. Consider (and share) resources that provide viable options for controlling and mitigating waste potential and costs.

2. What is your experience with environmental management system development and administration? Do you have stories to share in regards to ISO 14001 or another externally audited environmental management system standard?

3. Sustainability (and Green Building) are somewhat new to our field, but tend to be environmental program-based. Based on this module’s content, how could you adopt a sustainability mindset to your safety program?

VI. FINAL NOTE ON SHARING INFORMATION ON PROGRESS REPORT (2017-2019)

This was a transition year for our team. A brand new PRME committee was formed and the new team has started working since October 2018. There continues to be significant commitment to the program and over the next two years we hope to make tremendous progress.

While we continue to address the PRME principles in almost every facet of our College of Business and Economics, there is need to bring focus and cohesiveness to our efforts. Finally, the new committee is also going to be building better metrics to track progress.