



COLLEGE OF BUSINESS

Illinois State University



Principles for Responsible Management Education (PRME)

Sharing Information on Progress (SIP) Report 2010-2012



For PRME-Related Questions:

Laura Erskine | Assistant Professor of Management
Illinois State University College of Business
State Farm Hall of Business 203
Normal, IL 61790-5580
309-438-2276 | lberskine@ilstu.edu

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July, 2012

Dear PRME Secretariat:

It is with great pride and pleasure that I submit our most recent Sharing of Information on Progress. The College of Business is making significant strides to embrace the tenants of the Principles of Responsible Management Education. As one of the early signatories, we feel the energy and commitment necessary to make these principles become embedded within our College of Business.

A very strong faculty who are teaching and conducting research with PRME as framework for their activities is the basis for our progress. The College of Business has approximately 3,300 students and 102 full time faculty members. The COB has one of the 10 largest undergraduate business school enrollments in the United States for public non-Ph.D. granting business schools accredited by AACSB International in both Business and Accounting. The COB has 10 undergraduate majors and three graduate programs at the master's level. For the past three years, the COB has been recognized by Business Week magazine one of the top undergraduate business programs.

On behalf of the faculty and staff of Illinois State University, it is my pleasure to express our renewed commitment to the Principles for Responsible Management Education. The mission of the college is to prepare students to be skilled and ethical business professionals who will make significant positive contributions to organizations, to communities, and to our larger society. In this context, one of our strategic goals is to integrate PRME into the curriculum. We are succeeding in this effort, and each year this integration becomes more apparent.

Sustainability at Illinois State University is an evolving process which enhances quality of life and meets economic, social, and environmental needs of the present without compromising resources for future generations. At Illinois State, this is accomplished through teaching, research, service, and administrative efforts that benefit our various communities. Promoting a healthy, safe and environmentally sustainable campus is a central goal of the Illinois State University Educating Illinois 2008-2014 strategic plan.

Sincerely,

A handwritten signature in blue ink that reads "Scott D. Johnson".

Scott D. Johnson, Ph.D.
Dean

About the College of Business at Illinois State University

The College of Business (COB) at Illinois State University has 3,300 students and 102 full time faculty members. The COB has one of the 10 largest undergraduate business school enrollments in the United States for public non-Ph.D. granting business schools that are also accredited by AACSB International in both Business and Accounting. The COB has 10 undergraduate majors and three graduate programs at the master's level. For the past two years, the COB continues to be recognized by Business Week magazine and U.S. News and World Report as one of the top undergraduate business programs in the country. It is a member of the Consortium for Undergraduate International Business Education (CUIBE). The COB has the highest pass rate in the state of Illinois for the Certified Public Accounting Examination among public universities reporting 50+ students taking the exam. The COB was one of 29 programs recognized nationally by the International Risk Management Institute (IRMI) and was recognized as 1 of just 37 traditional undergraduate programs across the world to meet the demanding curriculum and educational standards set forth by the Society for Human Resource Management (SHRM). The COB Professional Sales Institute was recognized in 2011 for the 5th consecutive year as being one of the top university sales programs. The COB Professional Sales Institute is also one of 11 programs nationally that is a member of the University Sales Center Alliance. The Katie School of Insurance and Financial Services at Illinois State University was recognized as one of the best undergraduate risk management programs by Risk Magazine. The Aspen Institute ranks Illinois State University's MBA Program 32nd among the Beyond Grey Pinstripes Global 100 programs for preparing students for social, ethical and environmental stewardship in business. The MBA Program in the COB was recognized by The Princeton Review in 2011 as one of the Best 301 Business Schools. Finally, Illinois State University was recognized as one of just 13 Centers of Actuarial Excellence in the country; was recognized by Kiplinger magazine for the past seven years in a row for being one of the best values in public colleges, and was one of only three public universities in the state recognized by The Princeton Review's Guide to 286 Green Colleges.

The mission of the College of Business is to enhance lives, advance organizations, and strengthen society through our teaching, research and service. In order to accomplish this mission

- We endeavor to prepare business professionals who possess high ethical standards and are productive citizens in a dynamic global environment through our excellence in instruction and our distinctive undergraduate and masters' level graduate programs;
- We actively engage in knowledge creation through our scholarship and intellectual contributions;
- We actively pursue citizenship and service to our disciplines, our departments and college, the university, our community and the global environment.

Introduction to the Report on Progress

As a signatory to the United Nation's Principles of Responsible Management Education (PRME), the College of Business has agreed to provide an annual Report on Progress to all stakeholders outlining the actions it has taken to support, abide by and promote the six principles of PRME. The following report provides an overview of how the College of Business incorporates and inspires business responsibility. The report is categorized by the six principles of PRME along with specific examples of how the College of Business supports each respective principle.

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.

It is the responsibility of the College of Business at Illinois State University to be accountable and contribute to the community and region. Through student organizations and internships with private businesses, governmental organizations and non-governmental organizations, students are able to integrate classroom learning with real-life experiences, which allows them to evaluate models of corporate and non-corporate governance and apply their critical thinking skills.

Standards of Professional Behavior and Ethical Conduct

The administration, faculty, staff, and students of the College of Business at Illinois State University are committed to the principles of professional behavior and integrity. As a community of scholars and business professionals, we have developed a strong statement of Standards of Professional Behavior and Ethical Conduct, focusing on principles of Trust, Responsibility, Honesty, Respect and Fairness, and include in that statement all stakeholders and constituents of the College, from students to faculty and staff to administrators and even advisory board members. That set of Standards forms the basis of our behavior. As in business, it is no accident that a foundational principle is Trust. <http://www.cob.ilstu.edu/standards/>

Katie School of Insurance and Financial Services

A multidisciplinary team at the Illinois State University's Katie School of Insurance has been doing work on microinsurance in Ghana and weather-indexed insurance for agricultural risk in Africa. Students at ISU have won writing contests connecting insurance and sustainability sponsored by the insurance industry. The Institute for Insurance Ethics was created in the mid-1990's to create an awareness of ethics in our students and to build a variety of management development programs based on ethical principles.

Ethics Assessment

In each sequence (major) in the College of Business, students are assessed on four dimensions – writing and critical thinking, team skills, presentation skills, and ethics knowledge. With respect to ethics knowledge, the goal is that at least 75 percent of the students will be evaluated as acceptable or exemplary on the following criteria: students demonstrate an understanding of the responsibility of business in society; students demonstrate an understanding of ethical decision making; students demonstrate moral development in ethical decision making; students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics; and students demonstrate an understanding of the roles of various corporate governance entities and policies as they relate to ethics. Faculty members in the 20 sequences assess these skills each semester and meet once a year to discuss results and ideas for improving student performance on these assessments. All information is made available to all faculty members through a shared drive.

Ethics Coverage in the Business Administration Major

The Business Administration major is the most popular major in the College of Business. The following table was developed to help determine current ethics coverage. Coding numbers: 1) topic was mentioned; 2) topic was covered and discussed; 3) Substantial coverage (lecture, discussion and application).

Ethics Topic	BUS 100	FIL 185	MQM 220	MKT 230	FIL 240	ACC 270	MQM 385	ACC 131	ACC 132
Responsibility of business in society									
Legal Issues (act lawfully, pay taxes, etc.)	2	2	1	1	2	2	1	1	1
Consumer Issues (produce safe products and services, price fairly, etc.)	3	1	1	3	1	2	2		
Social Issues (create opportunities for wealth creation through jobs & investments, commercialize new technologies, minimize negative social & environmental impacts)	3	1	2	2	1	3	2		
Impact on various stakeholders (customers, employees, investors, suppliers, governments, citizens, and communities)	3	2	3	2	1	1	3		
Ethical leadership	BUS 100	FIL 185	MQM 220	MKT 230	FIL 240	ACC 270	MQM 385	ACC 131	ACC 132
Define ethical leadership and ethical leaders	3	1	3	1	1	1	1		1
The importance of ethical leadership in an organization	3	2	3	2	1	1	2		1
Methods by which ethical leaders manage (role models, communication, treatment of employees, rewarding ethical behavior, disciplining unethical conduct)	3	2	3	1	1	1	1		
Ethical decision making	BUS 100	FIL 185	MQM 220	MKT 230	FIL 240	ACC 270	MQM 385	ACC 131	ACC 132
Be able to recognize an ethical dilemma	3	3	3				3		
Understand a variety of ethical theories as a means of making ethical decisions	2	3	3	1		1	1		
Be able to use a model(s) to analyze an ethical dilemma	3	3	2				2		
Consider multiple stakeholders when making decisions	3	3	3	2	2	1	3		
Be able to analyze ethical situations from their own lives	3	3	3	1		2	1	1	1
Reflect on universal values such as honesty, fairness, etc.	2	3	3	2	1	1	1	1	1
Recognize the importance of moral courage	2	3	2	2		1	1		1
Corporate governance	BUS 100	FIL 185	MQM 220	MKT 230	FIL 240	ACC 270	MQM 385	ACC 131	ACC 132
Role and responsibilities of the governing board of directors	1	1	1		3		3		
Role and responsibilities of the audit committee	1				1		1		
Internal controls, the role and responsibilities of management, and critical monitoring activities such as internal auditing	3	1	2	1	1	1	2	2	
Elements of an effective code of conduct	3	2	2	2		2	2		1
US legislation such as the U.S. Federal Sentencing Guidelines, Sarbanes-Oxley Act, and the Foreign Corrupt Practices Act.	2	2	1	2	1	1	2		
Laws and codes from other countries such as the U.K. Cadbury Code and the King Report from South	1	1				1	1		

Africa.									
Components of an effective corporate compliance program	1	2		1					
Importance of an ethical culture and how it is created	3	2	2	1		1	2		
Additional Ethical Issues Related to Specific Program	BUS 100	FIL 185	MQM 220	MKT 230	FIL 240	ACC 270	MQM 385	ACC 131	ACC 132
COB Standards of Prof. Behavior & Ethical Conduct	3	3	3	2	1	1	1	2	1
Treatment of Employees (discrimination laws)		3							
Privacy issues/Data protection		1				2			
Employment Law/EEO		3	2						
Ethical Cynicism		1	2						
PRME (as appropriate)	1	1	1	1	1	1	1	1	1

Registered Student Organizations Participation in Sustainability-Oriented Projects

Many of the Registered Student Organizations affiliated with the College of Business choose to do sustainability-oriented service projects. Two examples of this are:

- The International Business Club engages in Kiva loans.
- Student members of the Business Administration Association work for one day each semester with the local chapter of Habitat for Humanity.

University Projects

Grounds and Fleet Management has been instrumental in enhancing and promoting sustainability at Illinois State University. Over the past several years Grounds and Fleet Management has installed multiple stormwater management features on campus including a rain garden, two bioswales and three parking lots with permeable concrete. They have also worked to expand alternative transportation options for students, faculty and staff. The department has played a key role in establishing the Reggie Ride bike rental and Connect by Hertz car sharing programs. Biodiesel is also used in all diesel engine vehicles and machinery. Waste reduction has been a priority for Grounds and Fleet Management. Most notably is the implementation of a new solid waste contract that will enable the University to measure waste production, reduction and create opportunities to further reduce the waste flow. Additional efforts include partnerships to mulch wood waste and increase recycling at tailgating events. The department has employed numerous sustainable practices including the use of organic products and has eliminated phosphorus in fertilizers, a contaminant in nearby watersheds. Illinois State is also proudly recognized as a Tree Campus USA, the first in the state. Tree Campus USA is a new, national program launched by the Arbor Day Foundation that recognizes and honors colleges and universities for effectively managing their campus trees as well as fostering the concept of urban forestry beyond their campus borders into the community.

The Illinois State University Farm has been composting food scraps, landscape waste and livestock waste on a routine basis since 1993. In addition, other organic materials have been composted at different times depending on research project/study requirements. This facility annually composts between 8,000 and 15,000 cubic yards of leaves, 4-5,000 cubic yards of grass clippings and yard waste, less than 1,000 cubic yards of sawdust and woodchips, 200,000 gallons of separated biosolids from liquid swine manure, 50,000 gallons of unprocessed liquid swine manure and 15,000 cubic yards of livestock manure/bedding. Up to 24,000 pounds per year of food scraps are currently composted at the facility.

Recycling opportunities at Illinois State University are continually improving - increasing the acceptable commodities and recycling locations. ISU also provides locations for recycling paper, aluminum, plastic, glass, ink jet and toner cartridges, cell phones, electronics, batteries, and cardboard.

Illinois State University was recognized in Princeton Review's *Guide to 286 Green Colleges* in 2011.

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.

Business and Sustainability Minor

To equip future business professionals to deal with the challenges of sustainability, the Department of Management and Quantitative Methods (MQM) partnered with nearly a dozen departments across campus to create a new Business Environment and Sustainability minor. The minor requires 25 hours of coursework – both foundational and applied – from across campus. While directed at business majors, this minor is open to students from any major at Illinois State.

Curriculum

In many undergraduate classes offered in the College of Business, students are exposed to ethical issues and discuss the ethical impacts of specific elements of that course. In addition, the college offers several courses that are specifically intended to provide students with deeper exposure to Corporate Social Responsibility. Some examples of these courses are:

- International Business Law where discussions occur comparing sustainable agriculture in the US and the European Union.
- Introductory courses to Marketing and Management.
- Introduction to Risk and Insurance where students are presented with case studies of ethical decisions.
- A finance course in ethics, leadership, and corporate social responsibility.
- The capstone marketing class where students prepared a marketing plan for a “green” product
- A finance course that suggests sustainable ways to mitigate risk.
- An accounting class that includes a section on corporate responsibility and social auditing
- The capstone strategy class ensures students understand the role of corporate governance in managing ethics and CSR. In addition, students are exposed to environmental sustainability, ethical decision-making, stakeholder theory, social justice, and human rights, among many others, as they influence senior management’s ability to strategically manage a firm.
- A marketing class that focuses on the marketing on sustainable products where students learn how marketing theory and techniques may be applied to promote more environmentally and socially conscious business practices.
- A new course on Business Ethics, Sustainability, Corporate Social Responsibility and Risk Management.
- A management elective in CSR that encourages students to think about corporations in a broader context, beyond simply to “maximize profit.”
- A management elective in environment management based around nine discussion topics related to various aspects of sustainability and environmental management.

The MBA curriculum provides substantial learning experiences on social impact issues for students. MBA 412 - Contemporary Business Perspectives and Leadership, is one of the first core courses our students take and engage in serious discussion about ethics, CSR, sustainability, and leadership. These discussions continue throughout the curriculum. Topical issues under business ethics are covered in all nine MBA required courses, and faculty members address the most relevant ethical issues following the Ethics Coverage Guidelines the College developed in 2004. There are a total of 29 MBA courses, where social, environmental, and ethical issues are discussed in a serious and substantial manner. These courses are listed below.

- Foundation Courses (6): ECO 401, ACC 401, MQM 402, MKT 403, FIL 404, FIL 405
- Core Courses (8): MBA 412, MQM 421, MQM 427, MKT 430, FIL 440, ACC 450, ACC 468, MQM 485
- Elective Courses (15): MBA 489, MBA 489.01, FIL 442, FIL 445, FIL 449.06, FIL 454.02, FIL 454.07, FIL 454.08, MKT 431, MKT 432, MKT 433, MKT 438, MKT 439, MQM 423, MQM 426.17

The Interdisciplinary Sustainability Consulting Program

Jointly offered by the College of Business and the College of Applied Science and Technology, the course gives students the opportunity to apply classroom knowledge and a passion for addressing environmental issues to consult to regional businesses.

Internships

Students completed internships at:

- The Center for Emerging Entrepreneurs. These students worked with the Illinois Green Business Association to help four small businesses in McLean County work toward a Green Certification. This is a comprehensive protocol that addresses nine categories of business activities that can help reduce costs while also increasing sustainability and reducing carbon footprints. When completed the small business receives "certification" that can be used in a variety of marketing activities.
- The Western Ave Community Center where they worked with the Executive Director on activities for seniors, after-school programs, and the "LINC" Youth basketball league. In addition, they helped the center establish a wide variety of critical human resource functions including a compensation system and job analysis for every position at the center.
- The McLean County State's Attorney office in the Child Support Division. This experience provided students with an opportunity to see how child support cases are processed and adjudicated through the court system. They process petitions, reports, and attend court hearings with one of the two Assistant State's Attorney.
- The Center for Youth and Family Solution. They strategized with the Development and Communication team and worked on the BNAP (Bloomington-Normal Area Project) 7-week summer day camp.

Service Learning in the Classroom

MKT 338 (Strategic Marketing Management) and MKT 350 (International Marketing)

Students work with technology students in a semester-long marketing consulting project. The bio-based program enables senior level and graduate level student teams to work directly with manufacturers and marketers of primarily bio-based products to create fully customized marketing plans and find buyers for their products. Many of these products are 100% biodegradable. In Fall 2009, 10 teams participated and in Spring 2010, 18 teams worked on different real client projects.

MQM 384 (Leadership: Decision Making and Planning)

Students engage in a six-week case writing project with a local non-profit organization. Organizations have included two local libraries, the YMCA, Habitat for Humanity, GOYA Ministries, the Children's Museum, Big Brothers/Big Sisters, The Baby Fold, and Children's Home + Aid.

MKT 430 (Advanced Marketing Management)

Student Teams worked with clients on sustainability themed projects. Projects in this course were diverse and ranged from developing a market entry strategy for energy saving shelf stable packaged milk in K-12 in Illinois on behalf of the world's largest liquid container manufacturer, to how to cost effectively and responsibly dispose of mountains of coal ash produced by coal powered power plants, and to site selection in the U.S. for manufacturing plants to cleanly process used rubber tires into usable products such as diesel fuel and crumb rubber on behalf of an Gurnee, Illinois based startup.

Civic Engagement and the American Democracy Project

Illinois State University and State Farm are collaborating to provide students an opportunity to receive training in the fields of Civic Engagement and Social Leadership. Illinois State is the first public higher education institution in the State of Illinois to introduce a **Civic Engagement & Responsibility Minor**, where students are required to complete a course in Civic Responsibility.

Illinois State University is one of only eight institutions chosen by the Carnegie Foundation for the Advancement of Teaching to address political disengagement by college students. The **Political Engagement Project (PEP)** was created to spur young people to become more politically engaged than previous generations.

Illinois State University is passionate about **Community-Engaged Classrooms** because the university hopes to foster the development of students to be citizens that are socially aware and involved in the community. In this vein, the university helps faculty members to plan and incorporate service learning projects into the curriculum.

In the School of Education, the **Realizing the Democratic Ideal** initiative brings together two lead student organizations (UNITE at ISU; and TEACH at CPS) to provide service learning with a host community-based organization in Normal and in Chicago. The members of this committee will actively recruit individuals for community-based service learning, and support students as they progress toward becoming social justice advocates across disciplines.

Principle 3

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

2010-12 Relevant Faculty Development

Kevin Ahlgrim attended a risk management conference that had quite a few sustainability topics and presented on the topic of sustainability and risk management.

Laura Erskine and Peter Kaufman attended the 2011 AACSB Sustainability Conference. Syllabi from winners of Page Prize awardees were collected and readings embedded into a variety of courses.

Dale Fitzgibbons attended the 2012 AACSB Sustainability Conference.

Peter Kaufman attended the 2012 Center for Teaching and Learning Technology Annual Conference to present work on sustainability classroom activities.

Den Patton attended the Center for Social and Environmental Accounting Research Annual Conference in St. Andrews, Scotland in September of 2011, the Portland State University Sustainability Conference in November of 2011, and participated on a panel on sustainability in supply chains at the Institute for Supply Chain Management's North American Research Symposium in Phoenix in March of this year.

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.

2010-12 Relevant Faculty Research

Faculty Research: A total of 29 peer reviewed journal articles related to PRME topics were published by College of Business faculty members during the 2010-2011 period. This includes a partial listing of 2012 publications identified through June 2012. Faculty members from each department in the College of Business are represented as part of this research effort.

1. Bakir, A. (2010). The Ethics of Food Advertising Targeted Toward Children: Parental Viewpoint. *Journal of Business Ethics*.
2. Beggs, J. M. (2011). Seamless Integration of Ethics. *Marketing Education Review*, 21 (1), 49-56.
3. Brown, D. L., Guidry, R. P., & Patten, D. M. (2010). Sustainability Reporting and Perceptions of Corporate Reputation: An Analysis using Fortune Most Admired Scores. *Advances in Environmental Accounting and Management*, 4, 83-104.
4. Cho, C. H., Choi, J., Kwak, Y., & Patten, D. M. (in press, 2012). An Empirical Investigation of the Extensiveness of Standalone Environmental Reporting in South Korea. *Social and Environmental Accountability Journal*.
5. Cho, C. H., Freedman, M., & Patten, D. M. (2012). Corporate Disclosure of Environmental Capital Expenditures: A Test of Alternative Theories. *Accounting Auditing & Accountability Journal*, 25 (3), 486-507.
6. Cho, C. H., Guidry, R. P., Hageman, A., & Patten, D. M. (2012). Do Actions Speak Louder than Words? An Empirical Investigation of Corporate Environmental Reputation. *Accounting Organizations & Society*, 37 (1), 14-25.
7. Cho, C. H., Michelon, G., & Patten, D. M. (2012). Enhancement and Obfuscation through the Use of Graphs in Sustainability Reports: An International Comparison. *Sustainability Accounting, Management and Policy Journal*, 3 (1), 74-88.
8. Cho, C. H., Michelon, G., & Patten, D. M. (in press, 2012). Impression Management in Sustainability Reports: An Empirical Investigation of the Use of Graphs. *Accounting and the Public Interest*.
9. Cho, C. & Patten, D. M. (2010). Social and Environmental Accounting in North America: Who? Where? Whither? *Advances in Environmental Accounting and Management*, 4, 161-177.
10. Cho, C. H., Roberts, R. W., & Patten, D. M. (2010). The Language of U.S. Corporate Environmental Disclosures: A Research Note. *Accounting Organizations & Society*, 35 (4), 431-443.
11. Dean, K. L., Beggs, J. M., & Keane, T. P. (2010). Mid-level managers, organizational context and (un)ethical encounters. *Journal of Business Ethics*, 9, 51-69.

12. Elango, B., Paul, K., Kundu, S., & Paudel, S. (2010). Organizational Ethics, Individual Ethics, and Ethical Intentions in International Decision-Making. *Journal of Business Ethics, 97* (2010), 543-561.
13. Erskine, L. & Johnson, S. D. (2012). Effective Learning Approaches for Sustainability: A Student Perspective. *Journal of Education for Business, 87* (4), 1-8.
14. Evans, W. R., Goodman, J. M., & Davis, W. D. (2011). Perceived corporate citizenship: Individual level outcomes related to employee perceptions. *Human Performance, 24*, 79-97.
15. Guidry, R. P. & Patten, D. M. (2010). Market Reactions to the First-Time Issuance of Corporate Sustainability Reports: Evidence that Quality Matters. *Sustainability Accounting, Management and Policy Journal*.
16. Guidry, R. P. & Patten, D. M. (2010). Newsweek's Measure of Corporate Environmental Reputation and the 'Financial Halo Effect'. *Social and Environmental Accounting Journal*.
17. Guidry, R. P. & Patten, D. M. (2012). Voluntary Disclosure Theory and Financial Control Variables: An Assessment of Recent Environmental Disclosure Research. *Accounting Forum, 36* (2), 81-90.
18. Kaufman, P. A., Reifschneider, L., & Langrehr, F. (2011). A Multi-Disciplinary Approach to Marketing Sustainable Products. *Journal of Sustainability Education*.
19. Noar, S. M., Pierce, L. B., & Black, H. G. (2010). Can Computer-Mediated Interventions Change Theoretical Mediators of Safe Sex? A Meta Analysis. *Human Communication Research, 36* (3), 261-297.
20. Patten, D. M. (2012). White Tigers, Zoos, and Sustainability Reporting: A Cynical Reflection. *Social and Environmental Accountability Journal, 32* (1), 17-25.
21. Prasad, V. K., Naidu, G. M., Ehrhardt, K., Winkel, D. E. , & Murthy, B. K. (2011). Exploring entrepreneurial fulfillment for women in India: An empirical study. *Journal of Enterprising Culture, 19* (3), 287-314.
22. Showers, V. E., Showers, L. S., Beggs, J. M. , & Cox, Jr., J. E. (2010). Charitable Giving Expenditures and the Faith Factor. *American Journal of Economics and Sociology, 70* (1), 152-186.
23. Solberg, J. J. & Hosack, K. A. (2011). Punitive Damages after Phillip Morris USA v. Williams: Has the Smoke Cleared? *Journal of Law and Business*.
24. Solberg, J. J. (2011). The Long Road to Social Host Liability in Illinois for those Providing Alcohol to Minors: Legislative and Case History and Future Concerns. *Mustang Journal of Law and Legal Studies*.
25. Seifert, D. L., Sweeney, J. T., Joireman, J. A., & Thornton, J. M. (2010). The Influence of Organizational Justice on Accountant Whistleblowing. *Accounting Organizations & Society, 35*, 707-717.
26. Smith, M. & Davis, T. S. (2010). Ethics in education: A service-learning project. *Wisconsin Business Education Journal, 58* (3), 5-9.

27. Taylor, S. A. (2012). Evaluating digital piracy intentions on behaviors. *Journal of Services Marketing*.
28. Taylor, S. A. (2012). Implicit Attitudes and Digital Piracy. *Journal of Research in Interactive Marketing*.
29. Varner, C. H. & Varner, K. C. (2010). Sustainable Agriculture: The United States vs The European Union-- Issues and Attitudes. *Journal of International Business Research and Practice*.

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.

The College of Business utilizes many advisory boards. Advisory boards exist for the College of Business overall and the various majors, centers, and institutes have advisory boards. In various meetings with the advisory boards, the topics of social and environmental responsibilities are discussed. This provides valuable input for shaping the evolving curriculum.

At our most recent College of Business Advisory Council meeting in Chicago in spring 2011, the entire council discussed the issue of sustainability practices within their own companies and those within their distribution channel. It was apparent that this was a significant topic that was not considered a passing trend.

Principle 6

Dialogue: We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.

Dialogue

Representatives from the College of Business attended and presented at a variety of conferences and workshops.

The College of Business sponsored the Illinois Green Business Summit event.

Gerry Straub, internationally renowned documentary filmmaker, screened his film "Mud Pies & Kites" at the 6th Annual ISU Documentary Film Festival. The film portrays the devastating suffering caused by the recent earthquake in Haiti and how viewers can play a role in alleviating suffering as people of conscience. The ISU College of Business, ISU School of Social Work, the Newman Center, and The Indy, among other organizations, co-sponsored the event.

The Katie School Symposium is a forum for industry experts and academics to come together on key industry issues. In 2012, the symposium was titled "Risk, Responsibility, and Opportunity: Business Success Through Sustainability". Presentations were given by: Enid Cardinal - Senior Sustainability Advisor, Rochester Institute of Technology; Dan Kugler - Director of Risk Management, Snap-On Tools Risk Management; Camilo Posada - Senior Underwriting Specialist, Alternative Energies, Chubb Ins. Group; and Phil Supple - Senior Director, External Relations, State Farm Insurance. Panelists included: Chris Koos, Vitesse Cycle; Jeff Pritts, Marriott Hotel; Kent Sunderland, COUNTRY Insurance; and Ken Myszka, Station 220.

To model reduced usage of plastic water bottles, the College of Business installed new water bottle refilling stations located near water fountains. These stations also monitor and report the number of water bottles saved from landfills.