

PRIME

*an initiative of the
United Nations Global Compact*



Rutgers Business School

2025 Sharing Information on Progress **(SIP) Report**

Rutgers Business School

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About Rutgers Business School

Revolutionizing curricula, research, teaching and the student experience.

Acknowledgements

This report was prepared by RBS Faculty and staff members under Jeana Wirtenberg's direction: Deborah Flamengo, Luke Greeley, and Sharon Hellman, with support from Mark Bilotta.

We gratefully acknowledge inputs from the entire PRME Committee, faculty and staff and recognize their support and participation in the PRME Movement at RBS.



About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Rutgers Business School, including key details and basic institutional data.

Mission

By embracing the diversity of people, minds, and ideas, we create positive change in the world through:

- Scholarly work that addresses emerging business challenges;
- Innovative curricula and pedagogy that prepare future leaders; and
- Social Impact that makes our local and global communities a better place for all.

Vision

To be a leading global public business school recognized for academic excellence, intellectual innovation, inspirational leadership, embodying the intrinsic value of diversity, equity, and inclusion.

Strategy

RBS Strategy

Rutgers Business School has three strategic priorities:

- I) Enhance RBS Preeminence – Continually enhance our national and international reputation by creating and disseminating impactful research and business knowledge while being recognized for the high quality of our education.
- II) Lead through Innovation – Prepare a diverse student body for successful careers through reinventing the curricula, embracing technology-enabled instructional delivery, developing career opportunities via partnerships, and maximizing the ROI of an RBS degree.
- III) Demonstrate our Social Impact – Forge meaningful and positive changes in broader communities, open minds to all views, and demonstrate inclusive excellence and the value of global citizenship.

Strategy Alignment

RBS Strategy Alignment

RBS collaborates with various communities to facilitate the exchange of knowledge and resources for mutual benefit. Our faculty members play a crucial role in these initiatives, and their expertise and guidance are instrumental in the success of these programs. Outreach initiatives are designed to create win-win partnerships that offer students experiential learning opportunities while providing valuable resources and support to local businesses and communities. Through neighborhood

partnerships, pro bono consulting, and mentorship initiatives, RBS students can apply their education and skills to help local companies succeed. Diversity programs and social innovation initiatives provide additional opportunities for students to engage with community challenges. By working with affiliates outside RBS, we aim to create mutually beneficial partnerships that equip our students with the skills and resources needed to become influential leaders while positively impacting the communities we serve.

As a prominent public business school, we have fulfilled our commitment to contribute to the public good and foster upward social mobility. We take pride in the RBS brand, which encapsulates the qualities our students cultivate during their tenure at RBS: [resilience, resourcefulness, responsibility, and reinvention.](#)

We look forward to the future, aiming to continually enhance our national and international reputation by creating and disseminating impactful research and business knowledge while being recognized for the high quality of our education. We aim to lead through innovation by preparing a diverse student body for successful careers through *reinventing* the curricula, *embracing* technology-enabled instructional delivery, *developing* career opportunities via partnerships, and *maximizing* the ROI of an RBS degree. We will continue to maximize our social impact by forging meaningful and positive changes in broader communities, opening minds to all views, and demonstrating inclusive excellence and the value of global citizenship. Key programs are included throughout this report and a few illustrative examples are cited below.

Boosting Local Communities

The Center for Urban Entrepreneurship & Economic Development (CUEED). This center provides technical assistance, support services, and funding to entrepreneurs in the community. CUEED helps to reduce racial gaps of inequity concerning wealth distribution as it pertains to entrepreneurship. Since its inception in 2008, CUEED has created and delivered over ten programs to help small businesses be profitable and sustainable.

CUEED has also provided entrepreneurship education training to community organizations. For example, it has provided the Rutgers Entrepreneurship Education curriculum to the National Minority Supplier Diversity Council's Center of Excellence Certificate program. Through this program, RBS faculty have delivered workshops to over 100 diverse entrepreneurs with revenues from \$1 million to \$10 million.

The Rutgers Business School Public Private Community Partnership program (RBS-PPCP). This center aims to enhance opportunities for communities through sustainable strategic partnerships. It is invested in Newark and New Jersey, providing opportunities for students and local businesses. RBS-PPCP works with organizations to integrate sustainability and diversity concepts to drive economic

advancement. RBS-PPCP has provided a significant ROI to RBS and New Jersey. This includes over \$2M in external grants, 55 RBS student job placements, and 10 RBS faculty research opportunities. It has also served as the NJ State Diversity and Inclusion Advisor.

The New Jersey Small Business Development Center (SBDC). This center provides strategic, growth-focused business training and technical assistance services to established small businesses and start-up entrepreneurs. With its motto of “Right Strategy, Smart Growth, Infinite Possibilities,” the Center supports its mission to help entrepreneurs and business owners start and grow sustainable, successful small businesses by delivering appropriate training and technical assistance services and programs. These technical assistance services include Business Advisory Services, Growth Management, Marketing, Access to Capital, Business Planning for Startups, Online Business Registration, and Procurement & Certifications.

The RBS Procurement Center of Excellence (PCOE). This center was established in response to an ambitious target the NJ CEO Council set in October 2020. The council, which includes CEOs from prominent companies such as BD, Campbell Soup, Johnson & Johnson, Merck, Prudential, PSEG, RWJBarnabas, and Verizon, pledged to spend an additional \$250 million with NJ-based diverse suppliers by 2025. The council has since expanded to include American Water, BMS, and HMM.

Rutgers Institute for Corporate Social Innovation (RICSI). At RICSI, we recognize that today’s societal needs are profound and believe that business has untapped potential to address them. Moreover, there is increasing evidence that companies focused on being positive actors in society outperform their peers. Our mission/purpose is to develop the next generation of Corporate Social Innovation leaders and become a leading academic partner in addressing society’s most pressing issues. We use our diversity, unique locations, and deep network to bring together leaders from private, public, and nonprofit sectors to collaborate with top scholars in advancing Corporate Social Innovation utilizing our unique four-pillar model: (See evidence RICSI 4-Pillar Methodology under Research Principle)

- Giving Back to Society: When a firm shares their human and financial resources to strategically address social needs.
- Aligning Profit and Purpose: When a firm’s clarity and conviction about their organizational purpose drives choices that result in both financial and societal issues.
- Engaging in Responsible Business Practices: When a firm manages their activities with accountability for positive impact for all stakeholders
- Advocating for Social Issues: When a firm engages appropriately on policy, government, and social issues.

Our approach is to:

- Educate – We provide executive, graduate, and undergraduate curricula, professional development, employee training, and career opportunities.

- Collaborate – We leverage our comprehensive methodology, academic excellence, and university expertise to partner with and support organizations on their CSI journeys.
- Inspire – We share best practices and translate research and knowledge through our thought leadership platforms.

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

Women Empowerment

The Rutgers Center for Women in Business (CWIB). This center is a global resource for students, alumni, faculty, staff, and women leaders. Established in December 2019, CWIB unites successful Rutgers women in leadership positions across various industries to ensure the success of future generations. CWIB’s vision is to achieve gender equity in business, working towards equal representation and pay parity. It focuses on three themes: elevating mid-career women, exploring actionable male allyship, and supporting intersecting identities.

High School Enrichment

The Rutgers University Business for Youth (RUBY) Program. RUBY is a pre-college program for high school students, primarily from underserved communities. It provides experiential learning to supplement their business education and prepare them for college. The curriculum spans three years, including business plan lessons, on-campus classes, mentorships, soft skills development, field trips, faculty talks, recruiter sessions, and SAT preparation. The program currently serves approximately 225 students from eight high schools, accepting about 60 students annually. It is held on the Livingston Campus of Rutgers New Brunswick, introducing students to college life and various business career paths.

The Rutgers Business School Summer Camp. Established in 2013, this week-long residential program introduces high school students to various business disciplines and college life at Rutgers. Activities include field trips, career discussions, business plan development, and mentoring. Over the years, enhancements such as leadership training, scholarships, public speaking practice, a succession program, and a networking event have been added. The camp culminates in a business plan competition. Since its start in the Summer of 2014, the program has continually evolved to enrich participants’ experience.

Empowering Underrepresented Learners

Rutgers Business School Office of Inclusion, Diversity, Equity, and Access (RBS IDEA Office). The RBS IDEA Office aims to establish RBS as a national leader in preparing students for success in a culturally and racially diverse world. The office pursues and promotes new partnerships within Rutgers University and the external business community that embrace the bond between academic excellence, professional excellence, and diversity. Programs in the IDEA portfolio impact RBS by increasing the number of students served, expanding RBS IDEA offerings, strengthening relationships with corporate partners to co-create programming, and expanding feeder pipeline programs to begin at middle school age.

Impact: RBS IDEA has established the *RBS PLUS* program to attract and develop the growth of our students who are among underrepresented populations. This portfolio includes flagship programs and initiatives, as follows:

RBS NextUP: A pre-college program designed to increase access to Rutgers University for high-performing and high-potential high school freshmen and sophomores from diverse and underrepresented backgrounds. The program exposes students to the opportunities available within the business world and educates them on the college admissions process.

RBS Pre-College Enrichment Program (PREP): A program designed to introduce high-performing and high-potential high school juniors from diverse and underrepresented backgrounds to Rutgers University, RBS, and significant areas of business education.

RBS Business Student Transition Access and Retention Program (B-STAR): B-STAR, which has been recognized by AACSB as a signature program, is designed to support high-performing and high-potential freshmen minority students accepted to RBS.

The RBS CEO Network (Connect, Engagement, and Opportunity Network): CEO Network partners with local, national, and global organizations to enhance outreach efforts. After rebranding in AY 2019-2020, RBS CEO Network programs were made available to all students from historically underrepresented backgrounds in Newark and New Brunswick. These programs offer valuable perspectives, knowledge, mentoring, networking, and skills development from industry innovators. The RBS CEO Network offers multi-touch and multi-year engagement opportunities, including leadership development, networking, mentoring, job shadowing, diversity training, internships, and employment opportunities. In the fall of 2019, the RBS CEO Network was nationally recognized as a best practice in a *Financial Times* article.

RBS IDEA Scholarship Program: Oversees a growing list of needs-based and merit-based scholarships for undergraduate and graduate business students with donor preferences for students from historically underrepresented and underserved backgrounds and, in some instances, students participating in specific RBS IDEA Office programs and initiatives. Scholarships range from \$500 to \$25,000 per academic year.

Equitable Student Success. RBS is committed to Equitable Student Success (ESS), as reflected in our diverse initiatives and programs, several of which have been cited above. We strive to foster an inclusive and supportive learning environment that promotes the career advancement of students from all backgrounds. Our efforts align with the mission of public universities and the AACSB's value proposition, emphasizing the transformative power of business schools in driving social mobility and economic development. Our vision is to be a global leader in academic excellence, intellectual innovation, and inspirational leadership, embodying the intrinsic value of diversity, equity, and inclusion. This commitment continues to enhance RBS's reputation and attract a diverse student body and faculty.

Institutional History

RBS Institutional History

Overview of Rutgers University

Rutgers Business School–Newark and New Brunswick is one of 29 schools and colleges within Rutgers, the State University of New Jersey. As a leading public research university in the U.S., Rutgers consistently ranks among the most diverse and highly regarded institutions. It stands as the oldest and one of the largest public universities in the New York–New Jersey metropolitan area. In Fall 2024, Rutgers Business School enrolled approximately 8,213 undergraduates (2,727 in Newark, 5,486 in New Brunswick) and 1,823 graduate students across its full- and part-time programs. System-wide, Rutgers serves about 62,758 students across its three main campuses—45,448 in New Brunswick, 11,315 in Newark, and 5,675 in Camden. The university boasts over 600,400 alumni globally, stretching across all 50 states, the District of Columbia, 144 countries, three U.S. territories, and six continents. In 2023, roughly 55% of undergraduate students at New Brunswick received financial aid via grants, while an additional 37% received aid via loans, summing to about 55% total receiving some form of financial assistance.

As one of the leading comprehensive public research universities in the nation, Rutgers, The State University of New Jersey, has the threefold mission of:

- Providing for the educational needs of New Jersey through its undergraduate, graduate, and continuing education programs;

- Conducting cutting-edge research that contributes to the health, environmental, social, and cultural well-being of the state, nation, and world, as well as strengthening the economy and supporting businesses and industries; and
- Performing public service in support of the needs of the people of the state and their local, county, and state governments.

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

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

Sustainability at Rutgers University

Rutgers Climate Task Force: In September 2019, the Rutgers President's Task Force on Carbon Neutrality and Climate Resilience was created and charged with developing a comprehensive strategic climate action plan for the University, identifying both pathways to achieve carbon neutrality and ways to reduce the university's vulnerability to climate impacts. In June 2021, the Task Force presented its Climate Action Plan to Rutgers University President Jonathan Holloway. The task force's final report and recommendations are the culmination of a nearly two-year effort by a university-wide group of faculty, staff, and students to develop a strategic plan for Rutgers to achieve carbon neutrality before 2041, Rutgers' 275th anniversary, and to help achieve national net-zero greenhouse gas emissions no later than 2050.

Rutgers Office of Climate Action (OCA): The OCA was subsequently established to oversee the implementation of the Climate Action Plan. The OCA:

- Advocates for climate action and sustainability at the highest levels of University leadership
- Provides oversight and accountability for and, where necessary, facilitates Climate Action Plan implementation.
- Communicates about and engages internal and external stakeholders in the University's climate action and sustainability efforts.
- Oversees regular updating of the Climate Action Plan and sustainability at the highest levels of University AIB leadership.

OCA Mission: The mission of the OCA is to transform Rutgers into a living lab for climate action. This requires that Rutgers reaches its climate goals by embodying our core values. It is a foundation of actionable scholarship, guided by an ethic of service and justice, working to achieve our climate goals. It includes continuous evaluation informed by rigorous, transparent data collection. It is fueled by robust stakeholder engagement and empowerment. The OCA is guided by three Core Values:

- **Climate Justice:** Address legacies of inequality, ensuring processes and outcomes that prioritize historically disadvantaged groups, and minimize barriers to self-determination for all community members.

- **Civic Responsibility:** Be of service in all communities to which Rutgers claims membership by building internal, local, national, and global partnerships based in mutual respect and trust.
- **Actionable Scholarship:** Integrate Rutgers' operational and academic strengths to achieve our climate goals and use our campuses as living laboratories to innovate, test, and communicate climate solutions.

UN PRME at Rutgers Business School

With the support of the Rutgers Institute for Corporate Social Innovation (RICS) and Dean Lei, Rutgers Business School signed onto UN PRME in November 2017 pursuant to a "RU Sustainable" Rutgers University-wide event designed and co-sponsored by RICS and attended by more than 200 students, faculty, and staff members. The event focused on the 17 UN Sustainable Development Goals (SDGs), and how Rutgers could contribute to making them a reality in four key areas called CORE: **C**urriculum, **O**perations, **R**esearch, and **E**ngagement. We realized that successful implementation of the SDGs requires all hands-on deck, and the role of higher education is absolutely critical.

Since that time, RICS has led the development of three biennial "Sharing Information on Progress" (SIP) Reports in 2019, 2021, and our 2022-2023 report published in February 2024. Between November 2021 and November 2023, the PRME movement at Rutgers Business School entered a new phase of engagement within and beyond RBS. Following the [Fifth UN PRME Northeast conference](#) that occurred in October 2020, and ran for four days, our efforts were widely recognized and culminated in an invited book chapter published by Routledge:

Wirtenberg, J. & J. Harmon, "Sub regions taking off: Overview of Fifth PRME Northeast Virtual Conference." Invited Contribution to book: [Responsible Management Education: The PRME Global Movement](#) published by Routledge, January 2022.

In 2021, faculty, staff, students, community partners, alumni, and corporate partners participated in a strategic planning process which resulted in a new mission and vision for the Rutgers Business School, Newark and New Brunswick. That mission, formally adopted in 2022, contains the imperative to *"create positive change in the world through social impact that makes our local and global communities a better place for all."* In this report, our faculty and staff, who participate in the RBS PRME chapter, provide evidence of our school's ongoing commitment to be a leader in sustainable business education.

From 2021-2023, research centers, academic programs, student clubs, and various stakeholders made significant advancements toward many of the U.N. Sustainable Development Goals. We improved the local economies in which our school operates through grants and research focused on local purchasing and sourcing. We improved the educational pipelines from underserved communities into our business programs through targeted programming for college and career readiness. We advanced research and professional development focused on improving gender equity and

representation in diverse business fields. We hosted myriad conferences and workshops aimed at improving business education, small business development, cutting-edge economic research, making RBS a hub for innovation and collaboration to address pressing issues.

A number of RBS faculty and students participated in the [UN PRME Global Forum](#) held in June 2023. RBS also supported several key Chapter initiatives throughout the two-year period.

In addition, as Environmental, Governance, and Social (ESG) issues became more visible and embedded throughout our curriculum, we played a key role in promulgating balanced scholarly views through myriad venues, including speaking, consulting, and our widely viewed [QUASI](#) seminar series.

Our approach has continued to focus on building a PRME community that is voluntary, self-organizing, organic, and emergent, going where the energy is greatest and building on the momentum as it unfolds.

Going forward, we are excited to see how well aligned our mission and goals are with UN PRME's recently updated [seven principles](#) and have numerous examples of these principles in practice throughout this report.

At the same time, we recognize that there are significant challenges and opportunities to truly make the impact we want and need to make. We realize we need to significantly increase the awareness of PRME and the SDGs by capturing the hearts and minds of students, faculty, and other stakeholders. Our intention is to expand our impact by connecting to student clubs and action on the ground. We need to accelerate and measure our impact and engage more students as participants, leaders, designers, and presenters because they are pivotal stakeholders in preparing for their future roles as decision-makers and leaders.


Graduates & Enrollment

2024 Statistics	Number
Graduates	17977
Faculty & Staff at the University	25816
Faculty & Staff at the Institution	381
Student Enrollment at the University	69000

2024 Statistics	Number
Student Enrollment at the Institution	10071
Undergraduate Attendance	8213
Masters-Level Postgraduate Attendance	1730
Doctoral Student Attendance	128

Degrees Offered

Bachelor Programs

 Bachelor of Science (B.Sc. or B.S.)

Masters Programs

 Master of Science (M.Sc. or M.S.)  Master of Business Administration (M.B.A.)

Doctoral Programs

 Doctor of Business Administration (D.B.A.)  Doctor of Philosophy (D.Phil.)



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Letter of Commitment



Rutgers Business School

Rutgers Business School: **Leading with Purpose – Innovating for Tomorrow**

Rutgers Business School – Newark and New Brunswick (RBS) has advanced its reputation as a premier global public business school, distinguished by academic rigor, forward-thinking ideas, and leadership that reflects a deep commitment to shared values. Our mission is to drive meaningful change by producing research that tackles evolving business issues, offering innovative programs that equip the next generation of leaders, and creating social impact that strengthens both local and international communities.

At the core of this mission, RBS is guided by four foundational pillars—the 4 R's—that shape who we are and how we lead:

- **Resilience** – In the face of challenges and difficult circumstances, we lead and persevere while adhering to our values.
- **Resourcefulness** – We strategically resolve problems through creative, analytical, and innovative thinking. Our entrepreneurial mindset fuels our decisions.
- **Responsibility** – We exercise ethical judgment and are accountable for our performance. We act with integrity and strive to make a positive impact in our communities.
- **Reinvention** – Our passion to pursue new knowledge and skills through lifelong learning prepares us for transformative change.

Grounded in these principles, I share these introductory comments to reaffirm our ongoing commitment to the Principles for Responsible Management Education.

Since the release of our previous PRME SIP Report, RBS has continued to invest and innovate in its research centers, academic offerings, student organizations, and broad network of stakeholders, enabling meaningful progress toward the seven PRME Principles and the UN Sustainable Development Goals. Within this report, you will find examples of courses designed to emphasize experiential learning and Responsible Management Education, along with research and publications highlighting the critical role businesses play in addressing societal challenges. Our school has also strengthened the local economies where we operate by securing grants, conducting research on local sourcing and purchasing, and advancing educational initiatives that directly support our students.

Our faculty and staff remain dedicated to advancing ethical, socially responsible, and sustainable approaches to business and education, ensuring that our students are well-prepared to lead and tackle the complex challenges of the 21st century. I take great pride in what we have achieved and am motivated by our ongoing commitment to the PRME Mission and the UN Sustainable Development Goals. We aspire to continue serving as an institution guided by purpose, driven by innovation, and focused on creating a lasting impact within our local communities and across the globe.

Sincerely,

Dean Lei Lei
Rutgers Business School



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Interdisciplinary efforts across parent organization



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Courses that support RME

Rutgers Business School reports 10 courses in 2024 that support responsible management education and sustainable development goals.

Supply Chain Sustainability MS

| 22:799:699

The purpose of this course is to provide an understanding of environmental and social sustainability issues in supply chains. It will introduce the students, through a series of case studies, readings and lectures, to the important concepts of sustainability within the end-to-end supply chain. Corporate sustainability strategy, program development and implementation, ethics and its role in sustainability will be included. Emphasis will be given to carbon footprint in supply chains, labor issues, as well as sustainable sourcing. As it is assumed that students have not had a formal course on sustainability, some basic, but important, concepts will be covered early in the course.



Urban Entrepreneurship and Economic Development

| 29:382:342

Students will explore dimensions of urban entrepreneurship and economic development by examining business, real estate and policy issues, using action research methods and completing consulting projects. The location of the course in Newark provides a unique opportunity to have the city become a laboratory for student education in the areas of urban entrepreneurship and economic development. Students in this course will be directly involved in the economic development initiatives of Rutgers-Newark and The Center for Urban Entrepreneurship and Economic Development.



Social Entrepreneurship

| 29:382:350

The purpose of this course is to explore the many dimensions of social entrepreneurship. This course uses and integrates the disciplines from the business school curriculum with other social sciences to investigate, develop, and support social ventures and social businesses. We will use this working definition of social entrepreneurship for the course: Social entrepreneurship is recognized as encompassing a wide range of activities: enterprising individuals devoted to making a difference; social purpose business ventures dedicated to adding for-profit motivations to the nonprofit sector;

new types of philanthropists supporting venture capital-like “investment” portfolios; and nonprofit organizations that are reinventing themselves by drawing on lessons learned from the business world.” (Robinson, Mair, Hockerts 2009). This course appeals to individuals who have a strong desire to become, advise, or support social entrepreneurs, or work in a startup, early-stage or entrepreneurial-minded company or organization that makes a positive social impact. It is also for those individuals who are considering obtaining jobs in consulting, venture capital, or social investments, where they are dealing with new or relatively new ventures. This course is designed to teach students about all aspects of the traditional business planning process, with particular attention paid to the challenges of social venture creation. Topics will include opportunity assessment, business models in the social sector, acquiring the necessary resources to grow a new venture, and the tradeoffs between social and financial returns on investment.



Women Leading in Business

| 29:620:330

The purpose of this course is to provide a foundation for students to develop the skills necessary to become effective leaders. The course will emphasize the ways gender impacts perceptions and behavior in setting and accomplishing organizational and career goals. Leadership includes three levels of capability: self-transformation, working with and through others, and doing things to improve the present and create a better future. In that regard, leadership is personal, relational, and action-oriented. The course will include “living case studies,” by inviting guest speakers who have achieved significant career success in different business sectors. This course is focused on skill development and the special challenges created by the effects of gender in organizations.



Marketing and Society

| 29:630:428

This course will prepare students to be effective marketers in the non-profit, cause marketing, and social impact marketing arena. The ability for non-profit organizations, community organizers and social activists to accomplish their goals and missions is often tied to their ability to gain acceptance and buy-in for their ideas, locate and engage an audience that supports their vision, and deftly use integrated marketing communications and digital media tactics to advance and fund their cause. In order to be effective in championing their beliefs, social impact organizations and organizers need to

understand how to use the tools employed by service and product marketers. This course will examine the marketing concepts, methods, activities, and strategies unique to the non-profit sector, social movements, change activists, and community organizers. It will introduce students to marketing principles necessary to promote social change and behavior. It will focus on successful cause marketing cases, crowdsource funding, resource development, legal, ethical, and regulatory issues, the role of social media, guerrilla marketing techniques, access to grants, corporate social responsibility funding and general consumer and media awareness and measurement tools.



Supply Chain Environmental Management/ Green Purchasing

| 29:799:440

There is global experience and examples that show how comprehensive organizational sustainability criteria (using Sustainable Development as a point of reference) integrated into the 'upstream/ downstream' supply chain management/procurement decision-making process of public and private agencies, organizations and corporate entities. With your input and term research, you will see how these organizations can improve financial and environmental performance, while addressing ethics, social regeneration, resource/waste impacts (supply chain archaeology) and economic development concerns (e.g. the 'triple bottom-line'). This course will allow students to participate in applied research (real-time projects currently being developed at Rutgers, in the U.S., and around the world).



Castles, Communities, and Sustainability: Lessons from Scotland for the 21st Century

| N/A

Castles, Communities, and Sustainability: Lessons from Scotland in the 21st Century will introduce students to contemporary challenges of Scottish sustainability rooted in the history, identity, and culture of Scotland. Scotland is a leader in sustainability practices and provides a unique, bounded case study through which to explore sustainability practices and policies rooted in culture, identity, institutions, and history. Since 1999 Scottish law and policy (independent of United Kingdom laws and policies) have focused on empowering people and communities to engage in sustainable activities that increase economic and social well-being at neighborhood, community, and regional levels. The Scottish Parliament was reestablished in 1999 after a 300-year absence following Scotland's absorption into the Kingdom of Great Britain under the 1707 Acts of Union. Over the last 25-years

Scotland has enacted policies at the national level to address key sustainability challenges and empower communities to meet these challenges. Students will explore sustainability challenges and solutions in urban, rural, and island communities with people, communities, and organizations directly engaged in these challenges. The course is designed to be interactive and collaborative. Students will share and contribute ideas through class discussion, small-group activities, and presentations.



Sustainability Practicum

| 11:374:399:01

This course is designed for you to work on projects and to explore broader, more timely real-world applications of your knowledge of sustainability. This is an applied problem-solving course that centers on transdisciplinary, boundary-crossing problems and topics at the center of student learning. Practicum is student-driven, meaning that the learning that takes place in the class is the responsibility of students. The course is designed to be interactive and collaborative with a focus on applied problem-solving for a community or organizational partner. Students will share and contribute ideas through class discussion, small-group activities, and presentations. The sustainability practicum is student-centered and primarily student led. We will work together on projects both individually and collaboratively.



Introduction to Corporate Social Innovation

| 22:620:590

As an ever-increasing number of businesses step up to address the great challenges of our time, significant opportunities for social innovation are rising to the fore. More and more businesses are discovering new ways to thrive and prosper, at the same time as they address some of the world's most intractable social and ecological problems. The ability to innovate is now seen as a key driver of business success and is an essential capacity for companies to sustain their competitive advantage. And many leading corporations are beginning to bring social innovation into the heart of their economic, social, and environmental strategic priorities, plans, and goals. This course serves as an introduction to and overview of Corporate Social Innovation (CSI). It provides a foundation to begin to prepare the next generation of business leaders to integrate social innovation, sustainability, and shared value creation into the core of the operations, culture, and ventures of their firms. The course is designed to help students develop a greater awareness and understanding of the global challenges

facing society, and how CSI strategies and initiatives can address those challenges while simultaneously being good for the businesses undertaking them. The course addresses both the challenges and the opportunities of CSI, while focusing on the private sector's current and future roles in addressing these challenges in innovative ways. The course culminates in a team project at a focal company to design and develop a business opportunity for CSI in the context of one or more of these challenges. Through this course and follow on courses, we seek to prepare the leaders of tomorrow to create profitable and sustainable business opportunities in a business world undergoing massive and transformational change. We hope to contribute to the development of the next generation of business leaders who will be motivated and equipped to innovate, disrupt, and reinvent their businesses to serve all their stakeholders and society at large. To do so, this course provides an overview of "mission-driven" and responsibility-centered businesses and business practices, benefit corporations, and impact investment organizations. Using case studies, guest speakers, group projects, and course readings, students will gain a broad understanding of the many ways they can pursue positive, innovative, and sustainable change in a business environment. Students will begin to develop the skills, knowledge, and practice for building innovative organizations that contribute to solving complex social, ecological, and economic problems.



Ethical Challenges In The Digital Economy

| 22:620:697

This course provides an overview of ethical challenges in the digital economy. It addresses the most important accounts of ethical decision-making in business, as well as key ethical concepts related to digitization: privacy, trust, and humanity. Using these resources, students explore ethical issues arising from major technological advancements in the digital economy: artificial intelligence, driverless cars, big data, and blockchain.



Teaching Awards

In 2024, 5 awards were given to faculty and educators at Rutgers Business School.

Dean's Meritorious Teaching Award 2023-2024

Granter: Rutgers Business school

Grantee: Jeana Wirtenberg, Ph.D., Associate Professor of Professional Practice of Management & Global Business; Priyank Gandhi, Associate Professor of Finance & Economics; Mert Gurbuzbaalaban, Associate Professor of Management Science & Information Systems; Jerry Kim, Associate Professor of Management & Global Business

Award Description:

The award is given in recognition of outstanding teaching contributions.



The Presidential Award for Excellence in Teaching by a Lecturer 2023-2024

Granter: Rutgers Business school

Grantee: Jim (Junmin) Shi, Adjunct Professor of Management Science & Information Systems

Award Description:

The award honors lecturers from any discipline who have demonstrated excellence in classroom instruction. Important attributes for consideration include exceptional creativity and/or curricular, pedagogical, or experiential innovations; a deep commitment to excellence in classroom instruction; and demonstrable contributions to student learning and advancement. This award especially recognizes the longer-term institutional impacts that exceptional lecturers may have on strengthening the academic fabric and vitality of programs through their successive teaching at the university over multiple years.

Junior Faculty Teaching Excellence Award 2024

Granter: Rutgers Business school

Grantee: Michael Carniol, Assistant Professor of Accounting & Information Systems



Dean's Meritorious Award for Lecture Teaching and Service Contribution 2024

Granter: Rutgers Business school

Grantee: Gonzalo Canteros-Paz of Supply Chain Management; Donald Crooks of Finance & Economics; Edward Filippazzo of Marketing; Natalia Jouan of Accounting & Information Systems; YoungMi Park of Management & Global Business; Patricio Vicuna of Management Science & Information Systems

The Presidential Fellowship for Teaching Excellence 2024-2025

Granter: Rutgers Business school

Grantee: Jerry W. Kim, Associate Professor of Management & Global Business

Award Description:

The fellowship honors faculty members who have made truly outstanding contributions to teaching during their early years at Rutgers.

Teaching Voices

The following statement demonstrates ways in which educators at Rutgers Business School support sustainability and responsible management in their classrooms.

RBS Teaching Voices

Sustainability Minor: The Business of Sustainability Minor at Rutgers Business School–Newark equips undergraduate students with the interdisciplinary knowledge and skills to address environmental, social, and economic challenges through business innovation. Open to all Rutgers–Newark students, the program integrates principles of corporate social responsibility, sustainable business strategy, and systems thinking. The 18-credit minor comprises six introductory three-credit courses, each representing a core disciplinary area within Rutgers Business School. By combining coursework in management, supply chain, and sustainability studies, the minor prepares students to lead and support sustainability initiatives in both corporate and community contexts. The curriculum supports PRME’s mission by fostering ethical leadership, sustainable value creation, and cross-sector collaboration.

The Experiential Learning Hub: This program is designed to provide students with experiential learning that is multifunctional in nature. Students work to solve real-world business problems in real time by working with a sponsoring company. The students work in teams with fellow students from across all 10 of Rutgers University’s central Schools. The program is structured as a consulting engagement, allowing students to apply the skills learned in their core classes.

Experiential Learning Showcase Competition: In April 2025, Rutgers Business School hosted its inaugural Experiential Learning Showcase (ELS), where 71 students presented projects evaluated on application of classroom learning, real-world impact, and personal growth. The first-place team—Rithik Kapadia (accounting) and Léo Moreno (finance)—won \$8,000 for expanding Enactus’s Agoraponic Farms, a hydroponic venture addressing student food insecurity that grew from three systems, donated roughly \$4,000 in produce, and partnered with campus organizations such as Harvest Café and the Student Basic Needs Center. Second prize (\$7,000) went to ALPFA members Malik Vazquez,

Issa Jadallah, and Jose Jimenez Gratereaux for launching a student-managed investment fund that provided hands-on finance experience to more than 40 students, supported peer education, and funded scholarships through investment returns. Third place (\$5,000) was awarded to Kevin Cheung for leading a Beta Alpha Psi project that prepared 531 tax returns for low-income residents in the 2023 tax season, securing \$257,427 in refunds for clients with an average annual income of \$24,136. Judges from JP Morgan Chase, Cigna, and Microsoft praised participants' maturity and focus, noting how the seven-month preparation process strengthened both professional skills and personal growth. Organized by Executive Director of Honors Programs Dr. Mason Ameri, with support from Ashley Hull, Matt Peyrek, Val Koxha, the ACE team, and faculty and staff, the ELS highlighted RBS's commitment to learning by doing and reflective practice.

Rutgers Stackable Business Innovation (rSBI): The Rutgers Stackable Business Innovation program is a non-degree option designed for students seeking flexibility in business education. This flexible, non-degree program empowers nontraditional students to customize their own curriculum without the obligation of enrolling in a full degree program. Designed as a "stackable" model, it enables students to earn course credits at their own pace and apply them toward a non-degree certificate. These credits may later be transferred toward a master's degree. Participants can choose from over 30 concentration areas, including Auditing & Forensic Accounting, Financial Data Analytics & Fintech, Digital Strategies & Leadership, Data Forecasting & Mining, Digital Marketing, and Supply Chain Analytics. Among these 30+ available concentrations, the Corporate Social Innovation (CSI) pathway offers two unique focal areas

- Corporate Social Innovation Concentration: This concentration prepares the leaders of today and tomorrow to create profitable and sustainable business opportunities, motivating and equipping them to innovate, disrupt, and reinvent their businesses to serve all their stakeholders and society at large. This concentration offers the following courses:
 - Introduction to Corporate Social Innovation: The course provides an overview of mission-driven and responsibility-centered business practices. Using case studies, guest speakers, group projects, and course readings, students gain a broad understanding of the many ways they can pursue positive, innovative, and sustainable change, while developing the skills, knowledge, and practices for building innovative organizations that contribute to solving complex social, ecological, and economic problems.
 - Social Entrepreneurship and Innovation: In this course, students learn about entrepreneurial approaches to addressing society's grand challenges. These approaches can be used to create new ventures (social entrepreneurship) or within existing organizations (intrapreneurship) to discover opportunities and direct resources to make a positive social impact. The new social ventures and business initiatives result in harnessing social innovation for the greater good. This course uses case studies, guest speakers, and a team project to bring the key concepts to life.

- Reporting and Measuring Corporate Social Performance and Innovation: In this course, students are introduced to the different dimensions of ESG performance, learn to navigate the multiple channels of mandatory and voluntary disclosures available on these topics, evaluate the quality of the disclosures, understand the accounting and reporting standards and frameworks governing the disclosures, and become informed users of third-party ratings of ESG performance. The goal of the course is to make students confident users of ESG information.
- Social Entrepreneurship Concentration: This joint RBS/SPAA (School of Public Affairs and Administration) Certificate prepares the leaders of today and tomorrow to start for-profit or nonprofit enterprises to develop, fund, and implement solutions to a wide range of social, cultural, or environmental issues and to lead broader social changes in areas such as poverty alleviation, health care, and community development. Students in this concentration must take the following two RBS courses and one of two SPAA courses:
 - Introduction to Corporate Social Innovation: (description above)
 - Social Entrepreneurship and Innovation: (description above)
 - Grant Writing and Grants Management: In this course, students learn how to seek, solicit, and manage grant awards from foundation and government sources to support public and nonprofit programs and projects. The course focuses on the strategies and process of writing effective grant proposals. Students are guided through the development of a grant proposal and explore topics such as searching for funding sources, writing compelling need statements, establishing goals for funding, developing SMART (specific, measurable, achievable, realistic, timely) objectives for evaluation, and creating budget documents to support grant-seeking.
 - Collaborative Governance: This course explores the interactions between governments, nonprofit organizations, and business organizations in collectively delivering public services and addressing policy issues. This complex interactive network is characterized by cooperation and conflict in managing the delivery of public services, such as education, public safety, and health care. Students will understand the unique roles of federal, state, and local governments, and how to manage the provision of public goods and services by private for-profit and nonprofit organizations.

Rutgers Institute for Corporate Social Innovation (RICSI) Executive Education: RICS I offers public and custom Executive Education workshops. RICS I designed, developed, and delivered programs and curriculums for Executive Education certificate programs on strategic learning for sustainability, climate, and environment, as well as topics such as the ESG business case, ESG investing, and standards, frameworks, and platforms. The RICS I Executive Director led an Executive Education webinar with a corporate client on "Strategic Learning for Sustainability, Climate, and Environment" five times in 2024 and three times in 2025, reaching 100+ of its managers and employees.

The Epic 2024 Election – What it Means for ESG and Sustainability Careers (February 12, 2025):

Even before the 2024 presidential election, the Environmental, Social, and Governance (ESG) career landscape was rapidly evolving as organizations across industries increasingly prioritized sustainability, ethical governance, and social responsibility. What began as niche roles focused on compliance or environmental issues had expanded into a diverse array of opportunities, with professionals needed to manage everything from climate risk to corporate social responsibility (CSR) programs. As investors, global and national regulators, and consumers demand more transparency and accountability, businesses and industry have been increasingly integrating ESG principles into their core strategies. The 2024 election introduced new uncertainties and organizations and practitioners must continue to adapt to a changing landscape. The event included sponsorships from the Rutgers Institute for Corporate Social Innovation, RBS Office of Career Management, and RBS Office of Alumni & Corporate Engagement. Our keynote speaker and practitioner panel discussed topics such as:

- The most significant potential impacts of the new administration
- Preparing for the next stage of regulatory requirements
- How businesses are aligning their social impact initiatives with ESG goals
- How to balance profitability with sustainability goals, manage stakeholder expectations, and overcome resistance to ESG initiatives within organizations

DCU Executive MBA Class of 2025 International Engagement trip: In October 2024 Dublin City University signed a Memorandum of Understanding with Rutgers University–New Brunswick. The agreement recognizes DCU's and Rutgers-New Brunswick's shared commitment to internationalization of higher education and the promotion of international academic and research collaboration. Our visit included an inspiring Sustainability Masterclass designed for this group and facilitated by Jeana Wirtenberg, Executive Director at Rutgers Institute for Corporate Social Innovation with William Russell, Principal with Transitioning to Green, LLC, a sustainability consulting and training company. The Masterclass focused on "Sustainability-Aligned Leadership & Strategy", with four learning objectives:

- Understanding the role of leaders in setting the context for sustainability.
- Understanding the scale and impact of sustainability/climate disruptions and the risks they may pose for communities and organizations.
- Exploring forces shaping sustainability/climate disruption and how to assess and integrate them into corporate strategies and operational decision-making.
- Developing scenarios against which to test alternative sustainability strategies for your organization and pursue pathways toward the future you want.

As the [photographs](#) show, this workshop challenged our Executive MBA candidates to explain how concepts and frameworks could be applied to yield valuable insights on sustainability across a range of sectors and businesses.

RBS NextUP: This pre-college program is designed to increase access to Rutgers University for high-performing and high-potential high school freshmen and sophomores from diverse and underrepresented backgrounds. The program exposes students to the opportunities available within the business world and educates them on the college admissions process. Held during a one-day experiential learning opportunity, students discover higher education and careers in business through activities and interactions with RBS students, faculty, staff, and corporate professionals.

RBS IDEA Scholarship Program: This program oversees a growing list of needs-based and merit-based scholarships for undergraduate and graduate business students with donor preferences for students from historically underrepresented and underserved backgrounds and in some instances, students participating in specific RBS IDEA Office programs and initiatives. Scholarships range from \$500 to \$25,000 per academic year.

B-STAR Program (Business Student Transition at Rutgers): This program is designed to support high-performing and high-potential first-year students from historically underrepresented backgrounds who have accepted admission to RBS. Phase I of the program includes an intensive six-week hands-on academic agenda in which selected incoming freshmen have an opportunity to live on campus and take two college courses for full academic credit. Phase II of the program consists of multi-year follow-up and engagement of the B-STARs. Program participants are provided various support services, resources, and opportunities designed to develop leadership abilities as they work towards the completion of an undergraduate business degree.

Pre-College Enrichment Program (RBS PREP): This program is designed to introduce high-performing and high-potential high school juniors from diverse and underrepresented backgrounds to Rutgers University, Rutgers Business School, and significant areas of business education. The 15-week program provides early exposure to Rutgers Business School, college campus life, and careers in business. Participants are enrolled in a college-level business course with other college students and participate in intensive weekly program enrichment activities throughout the spring semester. Successful completion of the RBS PREP program results in the high school juniors earning 3 academic course credits towards the completion of an undergraduate business degree from Rutgers Business School.

Rutgers Business School's Master in Healthcare Services Management: This program allows students to learn how to use data and analytics to make market decisions that can be applied to spending, negotiating premiums, and setting prices. It allows students to gain a better understanding of the healthcare industry, creating the opportunity for them to improve the efficiency and quality of healthcare.

Rutgers Business School's Master of Science in Healthcare Analytics and Intelligence: This Master's program provides individuals interested in mining and interpreting data with specialized and valuable analytical skills to facilitate transforming the healthcare industry. Students in this program become familiar with the industry, receive skills to work with industry-specific data, and enhance their business acumen, allowing them to communicate ways that data can be used to improve operations and patient care. The program is designed for recent college graduates and individuals with relevant backgrounds or analytics experience who want to work in the healthcare industry, as well as new physicians and nurse practitioners.

Rutgers' Master of Science in Digital Marketing: Rutgers Business School's Master of Science in Digital Marketing is a fully online, AACSB accredited program established in 2021 to address the need for a larger talent pool of digital marketing experts. This in-depth, dynamic, 30-credit program provides marketing professionals with relevant and current content delivered by industry practitioners and scholars with years of experience in the digital marketing field.

MBA Degree with STEM Designation: The Rutgers Business School is enhancing its MBA program with the option of a STEM designation that offers students the ability to focus on technology and analytic skills that are in demand in a changing work world. The STEM designation is available for full-time and part-time MBA and Executive MBA students. International students who complete the STEM MBA (similar to other STEM programs) are eligible to work in the U.S. for up to three years without requiring sponsorship from an employer.

Rutgers Business School Executive MBA (EMBA): In the 2024 Financial Times Executive MBA Global Rankings, the Rutgers Executive MBA program earned national distinction for its career outcomes, value, and institutional excellence. The program was ranked:

- #14 among U.S.-only Executive MBA programs
- #5 among U.S. public business schools
- #3 in the Big Ten

In addition, Rutgers EMBA received high marks in several key performance categories for stand-alone U.S. programs:

- #5 in Aims Achieved
- #9 in Salary Increase (%)
- #13 in Career Progress
- #15 in Total Salary

These rankings underscore the program's strength in delivering impactful, career-enhancing business education rooted in global relevance and executive leadership development.

Beta Gamma Sigma (BGS): This international business honor society recognizes students in the top 10% of their class. The RBS-New Brunswick (RBS-NB) chapter has nearly 90 students and received the Gold Chapter Award for its strong membership, its student-run community service events, and its

mentorship and tutoring programs. Activities include fundraising for the Make-A-Wish Foundation, participating in the Big Chill charity race, running donation drives for the Rutgers Food Pantry and homeless shelters in the local areas, and volunteering to write uplifting and encouraging letters for patients at RWJ Hospital. During 2024, the RBS chapter of BGS received its Highest Honor distinction, 1st place in the ISM International case competition, 2nd place in the national Biz Quiz competition at U.C. Davis.

Rutgers University School of Environmental and Biological Sciences (SEBS) Sustainability Minor:

The SEBS Sustainability minor exemplifies SDG4 Quality Education, bringing students from five Rutgers University – New Brunswick schools together to discuss, learn, and build sustainable solutions to issues urgently impacting New Jersey residents. The SEBS Sustainability minor is interdisciplinary, drawing students from several different majors in SEBS as well as from Rutgers Business and Engineering Schools. It combines the efforts of students from the SEBS Agriculture, Food and Resource Economics Department; the Ecology, Evolution and Natural Resources Department; Landscape Architecture, Environmental Science, Environmental Engineering, Biochemistry & Microbiology Departments; the Plant Biology Department; Animal Sciences, Entomology, Food Science, Human Ecology, Marine and Coastal Science, Public Health, and Nutritional Sciences Departments to collectively learn and engage on sustainability issues that affect every discipline uniquely. The minor draws from the GSCE and AASHE frameworks for sustainability learning, emphasizing the eight core pedagogical competencies for sustainability learning. The Sustainability capstone project, Practicum, enables interdisciplinary teams to tackle real-world problems and emphasizes the integrated problem-solving and implementation competencies of the GSCE/AASHE frameworks. Practicum is designed to be an integrative, cross-disciplinary experience for students to work on applied problems provided by partnering organizations or communities. Students analyzed the NJ Offshore Wind Industry (SDGs 7,9) and best practices in stakeholder engagement in renewable energy in the Nordic Countries and developed a set of best practices for engaging NJ stakeholders around offshore wind development (SDG17) in Fall 2023. Since Spring 2024 students have engaged in three practicum projects related to local, sustainable food systems in the New Jersey Foodshed (SDGs 2,3,11). SEBS Sustainability minor faculty have participated in the regional UN PRME conference and reached across departments to create interdisciplinary learning strategies for sustainability. The interdisciplinary minor is coordinated through a Sustainability Minor Committee composed of faculty from five different disciplines. In Spring 2024, we held a faculty development workshop on sustainability learning at Rutgers and hosted an employer’s panel to hear directly from employers about the needed skills and competencies that graduating students in sustainability should have. New sustainability courses developed since 2023 include Corporate Sustainability Reporting --- cross-listed between the Departments of Human Ecology and Agriculture, Food, and Resource Economics; a new Internship in Sustainability course offered each semester (including Summer sessions); a new faculty-led study abroad course on Scottish Sustainability held across four distinct communities in Scotland; and cross-disciplinary SEBS faculty participation in professional development workshops with IIE India and the Teri School of Advanced Studies in the

Avery Dennison sponsored “EnviroChamps” sustainability fellowship program for a highly selective cohort of Indian university women interested in sustainability related careers. Faculty from Rutgers Human Ecology Department recently won a grant from the Rutgers University Library System to develop an open-source Introduction to Sustainability Textbook. After completing the Sustainability minor, some of our students have gone on to work as consultants in businesses such as the NJ Department of Environmental Protection, the Insurance Council of NJ, Trimble MAPS, NORESCO, and Renova Environmental Services. Others are working as environmental stewards in non-profits and at organizations like the Massachusetts Wellfleet Bay Wildlife Sanctuary and the Stony Brook Millstone Watershed Institute. Students have also gone on to higher education at institutions like Columbia’s Climate School, Duke, and the State University of New York (SUNY) at Binghamton. We are excited about our students’ accomplishments and look forward to many more as the program continues to grow and students increasingly express interest in sustainability topics and careers.

Bergen Community College/Rutgers Newark Food and Agriculture Systems Career and Education

Pathways Project: Sponsored by the United States Department of Agriculture-National Institute of Food and Agriculture and the Hispanic-Serving Institutions Education Grants Program, this project seeks to enhance the quality of teaching and learning to align Bergen Community College’s Culinary, Food Science, Plant Biology, Horticulture and Environmental Science curriculum with Rutgers’ prerequisite course requirements in plant agriculture, nutritional sciences and business. In 2024, the residential program offered students hands-on research experience in plant breeding, genetics, endophytes, and plant-fungi interactions. Graduate students mentored participants in lab and field techniques, data collection, and presenting research findings. As residential students at Rutgers SEBS, evening programming prepared students for career and academic readiness through workshops on resume building, elevator pitches, mock interviews, overall student wellness, and the value of global studies through study abroad programs. Students also participated in a USDA job panel with USDA representatives (Tiffany Mauro, USDA APHIS) to conclude the program. One significant outcome of the 2024 summer program was that several students transferred to Rutgers SEBS to pursue BS degrees in Biotechnology and Microbiology. While 2025 began with challenges due to the federal pause on USDA funding, Rutgers SEBS continued its support by hosting Bergen Community College students for a series of workshops focused on plant natural products, science communication, culinary nutrition, tomato and blueberry breeding, and biotechnology (NextGen Explorers: Science, Environment & Solutions series). Students with backgrounds in business and economics understood the process of plant product innovation, including challenges and benefits of research and development in agri-food businesses. Understanding these concepts provides direction for students to develop their academic and career goals.

- [2024 Faculty Sustainability Workshop Welcome and Agenda](#)
- [BCC ELP Labs 2024](#)
- [BCC ELP Research Schedule Plant Science](#)
- [2025 NextGen BCC-Rutgers Exploration Series](#)

+Club: Finance Professor John Longo and his co-founder Mark Pearlman, a media and marketing professional, announced the roll-out of the [+Club](#) after piloting the teaching content at Newark’s West Side High School and a boot camp at Rutgers University-Newark. “Underserved communities in New Jersey face a critical need for access to financial literacy education,” said Longo, a distinguished professor of professional practice who works as chief investment officer and portfolio manager for Beacon Trust when he’s not teaching. “Many individuals and families lack access to the knowledge and skills necessary to navigate today’s complex financial landscape, often leading to limited opportunities for socioeconomic advancement.” Longo and Pearlman created multi-media content that teaches students about financial concepts such as using credit cards and living within your means. Lessons about money, the stock market, the economy and bankruptcy are delivered in two sections: Money 101 and Money 201. Some of the most compelling content are videos relating the lived experiences of adult role models and belonging, time management, uncertainty and healthy relationships.

The Rutgers University Business for Youth (RUBY) Program: RUBY is a pre-college program for high school students, primarily from underserved communities. It provides experiential learning to supplement their business education and prepare them for college. The curriculum spans three years, including business plan lessons, on-campus classes, mentorships, soft skills development, field trips, faculty talks, recruiter sessions, and SAT preparation. The program currently serves approximately 225 students from eight high schools, accepting about 60 students annually. It is held on the Livingston campus of Rutgers New Brunswick, introducing students to college life and various business career paths.

- Informing: knowledge translation and dissemination
- Dialoguing: bilateral or multilateral conversations with external communities
- Problem solving: joint problem-solving with external partners in a purposeful relationship
- Acting: working collaboratively to enact change
- Governance: formalized rules of engagement that governs the type of resources exchanged, the desired outcomes or impacts, etc.

Rutgers-Newark Offshore Wind Energy Community Engagement Event: On January 26, 2024, Rutgers-Newark hosted an Offshore Wind Energy Community Engagement event to identify key community challenges and opportunities that will impact the direction of offshore wind in Newark and New Jersey. The topics of business development, supply chain, and workforce development were discussed.



To a great extent

Teaching and learning at our institution strongly foster innovation.

 **Experiential Learning**



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

 **Learning Mindset**



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

 **Method of Teaching and Learning**



In person

Traditional classroom-based learning with face-to-face instruction.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Research vs Research for RME/Sustainable Development

191 Peer-reviewed articles were published by Rutgers Business School from this past calendar year.

vs

15 Peer-reviewed articles were published by Rutgers Business School from this past calendar year in support of RME.

Research Funding

In 2024, Rutgers Business School was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2024, Rutgers Business School contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2024, Rutgers Business School reported 1 research project that implemented responsible or sustainable activities.

RICSI REACH Round 4 Grant

Period Covering: January, 2025 - December, 2025

Department: Management

A continued collaboration between RICSI and Newark Science & Sustainability Inc. (NSAS), the grant proposal "*Expanding Experiential Education and Community Engagement in Service of the Social Determinants of Health in Newark*" was awarded by the [Rutgers Equity Alliance for Community Health \(REACH\)](#) Initiative and is a continuation of a REACH Round 2 grant (see description under Partner Principle). This grant expands on the work being done on the Round 2 grant in three essential ways. We are expanding the scale and scope of the current internship program by expanding the diversity of educational backgrounds and ages among incoming interns, developing mentorship opportunities and restructuring the internship program for greater effectiveness, sustainability, and long-term impact; and expanding the internship programs from Summer to full-year opportunities. We will also introduce robust outcome metrics and measurements. We have compiled a research team that will help guide and direct the focus group research, formulate measurement frameworks and analyses that will inform future work done by RICSI and NSAS, and help educate similar communities in low socioeconomic regions by publishing reports and articles. To date, we have held a total of five focus groups: one for previous interns, one for current interns, two for participants of previous NSAS nutritional education programs, and one for growers who are part of the NSAS network.



Research Awards

In 2024, Rutgers Business School was awarded 6 research awards for responsibility- and/or sustainability-related research.

Hills Best Paper Award 2024

Granter: American Marketing Association's Entrepreneurial Marketing Special Interest Group (SIG)

Grantee: Can Uslay, Professor of Marketing

Award Description:

The award "is presented annually to the author(s) of the best paper who have made a significant impact on the marketing/entrepreneurship interface research" during the last 10 years.

Junior Faculty Research Excellence Award 2024

Granter: Rutgers Business school

Grantee: Ryan McDonough, Assistant Professor of Accounting & Information Systems; Mark Rodgers, Assistant Professor of Supply Chain Management

NTT Excellence in Scholarly Contributions Award 2024

Granter: Rutgers Business School

Grantee: Ann Bagchi, Associate Professor of Supply Chain Management; Lisa Kaplowitz, Associate Professor of Finance & Economics

Dean's Meritorious Research Award 2024

Granter: Rutgers Business school

Grantee: Hilal Atasoy, Associate Professor of Accounting & Information Systems; Xin Ding, Associate Professor of Supply Chain Management; Danni Wang, Associate Professor of Management & Global Business

Overall Best Paper Award 2024

Granter: AIB Conference - Seoul

Grantee: Ajai Gaur, Professor and Department Chair of Management & Global Business and Shubham Singh, Ph.D. Student

Inaugural Lifetime Achievement Award 2024

Granter: Accounting Information Systems and Strategic And Emerging Technologies sections of the American Accounting Association

Grantee: Miklos Vasarhelyi, KPMG Distinguished Professor of Accounting Information Systems and Director of Rutgers Accounting Research Center and Continuous Auditing & Reporting Lab (CAR Lab)

Award Description:

The award is given to the pioneer of the application of technology to accounting practice and research.

Publications Related to RME and/or Sustainability

Intersecting Biases: Does Veteran Status Overcome Disability and Gender Disadvantages in the Employment Landscape?

Authors: Kurtzberg, T., Ameri, M., Schur, L., Colella, A., Adya, M., Kruse, D.

Date of publication: September, 2025

Department: Management

Using field, lab, and qualitative methodologies, the authors explore how veteran status influences employer reactions to job applicants and how veteran status intersects with disability and gender. First, a randomized field experiment examined responses to applications for more than 6,000 customer service jobs. Next, a lab experiment investigated an applicant with a disability to assess the effects of veteran status on interviewing. A third quantitative and qualitative study explored people's perceptions on the topics of veteran status, disability, and gender as they relate to hiring. Results show that veterans are favored over nonveterans for hiring (based primarily on greater trust in their skills and training). These results hold for candidates who are veterans with disabilities, demonstrating that positive reactions to some identities may help mitigate the stigma associated with others. These findings shed light on our understanding of intersectionality, specifically which elements may be dominant when multiple identities collide.



Contextualizing Ethical Climate: Examining Contextual Moderators of the Connection Between Ethical Climate Perceptions and Ethical Behavior

Authors: Bates, J. T., Parkinson, S., Beus, J. M.

Date of publication: September, 2025

Department: Management

Workplace ethics perceptions drive ethical behaviors, but our understanding of how context shapes the nature of this relationship is limited. Consequently, this article uses contingency theory to explore how perceptions of ethical priorities in the workplace—ethical work climate (EWC)—are differentially associated with ethical behavior based on the broader context. Specifically, we meta-analytically test theoretically relevant cultural values (i.e., collectivism, power distance) and work context factors (i.e., consequence of errors, job autonomy) as moderators of the connection between EWC perceptions and ethical behavior. Our findings reveal that while higher power-distance societal contexts strengthen

the connection between EWC perceptions and ethical behavior, work contexts with higher autonomy *weaken* the connection. We found mixed support for collectivism as a contextual moderator, with results supporting theoretical expectations with one cultural conceptualization but not another. Contrary to expectations, the consequences of errors in work contexts did not moderate the association between EWC perceptions and ethical behavior. Taken together, this meta-analytic investigation highlights the meaningful role of the broader organizational context as a potential boundary condition for the influence of EWC perceptions on ethical behavior.



Communalizing private costs: Ownership concentration, institutions, and corporate environmental performance

Authors: Gaur, A., Arora, P., Jain, T. ,

Date of publication: September, 2025

Department: Management

We extend the property rights theory to show that stronger ownership control incentivizes owners to push for communalizing private environmental costs unless counterbalancing internal and external governance mechanisms are prevalent. Using a sample of 16,286 observations for 3275 firms across 43 countries between 2008 and 2017, we find robust evidence for a negative effect of ownership concentration on corporate environmental performance (CEP). However, we find that ownership concentration has a diametrically opposite effect in strong and weak governance contexts. In the presence of strong external (regulatory institutions) and internal (high board independence) governance, ownership concentration improves CEP. In contrast, it has the opposite effect in the presence of weak regulatory institutions and low board independence. We contribute to the open system logic of corporate governance for environmental sustainability.



MNCs' corporate social irresponsibility and foreign subsidiary performance

Authors: Gaur, A., Nuruzzaman, N., Makarius, E. E., Mukherjee, D.

Date of publication: September, 2025

Department: Management

Building on the cognitive view of stakeholder evaluation, we propose that multinational corporations' (MNCs') socially irresponsible acts transcend geographic boundaries and negatively affect foreign subsidiary performance. Moreover, we propose that foreign subsidiaries' product innovation and marketing campaigns create strategic noise in the information space that can mitigate the negative effect of MNCs' corporate social irresponsibility (CSI) incidents occurring elsewhere on the performance of their foreign subsidiaries. We test our arguments on 335 subsidiaries of 42 multinational grocery retailers from 18 different home countries. Our analyses, based on a sample of 2185 subsidiary-year observations over the period of 9 years (2012–2020), largely support our core argument that CSI incidents negatively influence the sales growth of foreign subsidiaries.

**Exploitation and the Desirability of Unenforced Law**

Authors: Hughes, R.

Date of publication: September, 2025

Department: Management

Many business transactions and employment contracts are wrongfully exploitative despite being consensual and beneficial to both parties, compared with a nontransaction baseline. This form of exploitation can present governments with a dilemma. Legally permitting exploitation may send the message that the public condones it. In some economic conditions, coercively enforced antiexploitation law may harm the people it is intended to help. Under these conditions, a way out of the dilemma is to enact laws with provisions that lack coercive enforcement. Noncoercive law would convey the state's condemnation of wrongful exploitation without risking the harmful effects of coercively enforced law. It would also give firms and their agents a way of explaining nonexploitative pricing decisions to investors, and it may help give precise content to the moral duty to set prices and wages fairly. Governments should thus consider noncoercive law a viable component of their responses to exploitation.



The nail that sticks out: corporate social responsibility and shareholder proposals

Authors: Gao, F., Barnett, M., Dimitrov, V.

Date of publication: September, 2025

Department: Management

We investigate whether shareholders consider firms' performance in corporate social responsibility (CSR) when submitting proxy proposals. We find that shareholders are more likely to propose governance changes when a firm has more CSR strengths and more CSR concerns. The results hold across popular proposal types, different sponsors, and different categories of CSR. We find similar results for social proposals. Although CSR strengths and concerns are not associated with the percentage of votes received in favor of a proposal, the higher likelihood of receiving shareholder proposals translates into a higher likelihood that at least one shareholder proposal receives majority support at the meeting. Our results suggest managers may avoid distinctively strong (and weak) CSR performance to reduce the costs of standing out.



Hypocrites! Social Media Reactions and Stakeholder Backlash to Conflicting CSR Information

Authors: Warren, D., Lewin, L.

Date of publication: September, 2025

Department: Management

At a time when firms signal their commitment to CSR through online communication, news sources may convey conflicting information, causing stakeholders to perceive firm hypocrisy. Here, we test the effects of conflicting CSR information that conveys inconsistent outcomes (results-based hypocrisy) and ulterior motives (motive-based hypocrisy) on hypocrisy perceptions expressed in social media posts, which we conceptualize as countersignals that reach a broad audience of stakeholders. Across six studies, we find that (1) conflicting CSR information from internal (firm) and external (news) sources elicits hypocrisy perceptions regardless of whether the CSR information reflects inconsistencies in results or motives, (2) individuals respond to conflicting CSR information with countersignals accusing firms of hypocrisy expressed in social media posts, (3) hypocrisy perceptions

are linked to other damaging stakeholder consequences, including behavior (divestment, boycotting, lower employment interest), affect (moral outrage), and cognition (moral condemnation), and (4) firms with higher credibility are more likely to experience adverse effects of conflicting CSR information. These findings advance theory regarding the effects of conflicting CSR information as it relates to the role of credibility and different forms of hypocrisy. Importantly, damaging social media posts and stakeholder backlash can arise from hypocrisy perceptions associated with inconsistent CSR results as well as inconsistent motives, and strong firm credibility only makes a firm more vulnerable to this backlash.



The power of silent sustainability: Communication strategies for new sustainable products

Authors: Ergin Turut, O.

Date of publication: September, 2025

Department: Marketing

Consumers are interested in sustainable products but they exhibit wariness about their efficacy resulting in a reluctance to purchase. Consumers perceive a high level functional risk in utilitarian benefits sustainable alternatives can provide. For that reason, communication strategy is essential for the success of new sustainable products. We analytically investigate the optimal pre-launch communication strategy and specifically, explore the role of third party reviews of new sustainable products. Before launching its new sustainable product, a firm can reach out an expert or an [influencer](#) to test it and write an honest review which informs consumers about the green [product's quality](#) in the traditional performance dimension. The firm cannot interfere with the content of the review, but can affect the degree of its informativeness by its investment level in pre-launch communication. We find that pre-launch communication is always profitable, but the optimal level of informativeness can be short of full revelation depending on the market conditions. Based on our results, we make suggestions to both firms and policy makers, which will help reduce the green attitude-behavior gap. Then, we investigate how the availability of pre-launch communication via third party testing and reviewing affects firms' [sustainability](#) strategy decision. Our analysis reveals that, depending on the market characteristics, the presence of pre-launch communication may encourage firms to be bolder in their sustainability initiatives and engage in high [environmental impact](#) strategies without concerning to preserve the conventional functional performance, or conversely, make them more [risk averse](#) and pursue mediocre environmental impact strategies with strong caution about the conventional functional performance.



Toward A More General Theory of Marketing Ethics

Authors: Uslay, C.

Date of publication: September, 2025

Department: Marketing

Ethical issues surround and permanently reside in the discipline of marketing and have been examined within multiple schools of thought. However, despite the prevalence of the topic and significant scholarly attention and theoretical development since the 1980s, the Hunt–Vitell general model has not been subject to a substantial revision in decades. This paper aims to undertake the significant task of augmenting and advancing the general theoretical framework of marketing ethics through a number of revisions.



Optimizing multi-resource-based energy supply chains in developing economies: A periodic review model for affordable and sustainable solutions

Authors: Rodgers, M., Mun, K. G., Cai, W., Choi, S.

Date of publication: September, 2025

Department: Supply Chain Management

Electricity shortages are prevalent in developing countries, further exacerbated by the advocacy of zero-carbon policies to mitigate global climate change. This transition away from fossil fuels poses significant challenges in establishing cost-effective and sustainable energy supply networks. To tackle these challenges, this research assesses the influence of operational efficiencies, advancements in transmission technology, and strategic facility placements on the design of energy [supply chains](#). We prioritize factors such as investment requirements, transmission yield, energy mix, [carbon emissions](#), and social costs. We construct a robust optimization model with stochastic parameters that examines extreme scenarios. Applying this framework to a real-world case in Pakistan spanning a 30-year planning horizon, we present a novel approach that simultaneously diversifies raw material reserves

while determining optimal power generation capacity and transmission technologies. Our analysis shows that integrating renewable energy resources and changing transmission methods within the current energy mix can yield an affordable and sustainable energy supply chain, reducing reliance on coal. Consequently, the study case demonstrates substantial reductions in carbon emissions and social costs by 85.68 % and 17.81 %, respectively, in the second and third 10-year planning intervals.



Strengthening our cities: Exploring the intersection of ethics, diversity and inclusion, and social innovation in revitalizing urban environments

Authors: Barnett, M. L., Gilbert, B. A., Post, C., & Robinson, J. A

Date of publication: September, 2025

Department: Management

Currently more than half of the world's population lives in cities. This is expected to rise to more than two-thirds by mid-century. Thus, our economic, social, and environmental challenges mostly and increasingly play out in urban settings. How can cities be strengthened to address the growing challenges they face? This special issue addresses the ethical implications of revitalizing urban environments, and the roles that diversity and inclusion, as well as social innovation, play in this process. The five papers herein show that it is not easy to strengthen our cities, but with the right policies, political and corporate leadership, and depth of community grounding in ethical principles, it is possible. In this editorial essay, we summarize the contributions of each of these papers to this important conversation, clarify the questions that remain, and offer directions for future research.



Corporate Social Responsibility and Information Asymmetry: Do Earnings Conference Calls Play a Role?

Authors: Palmon, D., Chen, Y., Chen, B.

Date of publication: September, 2025

Department: Accounting & Information Systems

This study examines whether firms' corporate social responsibility (CSR) performance affects the informativeness of their earnings conference calls. Controlling for confounding information from earnings releases, we find a positive association between CSR performance and the magnitude of market reactions to conference calls. This association persists after controlling for systematic differences between firms with strong and weak CSR performance. A structural equation model further demonstrates that this positive association is due to firms with strong CSR performance providing a greater amount of information, whereas no evidence suggests that the positive association is attributable to the market perceiving the information to be more credible. We also find incremental effects of managers' tone and firms' possession of future unfavorable information on the positive association between CSR performance and the market reactions to the calls. Moreover, CSR performance is associated with reductions in financial analysts' forecast dispersion. Overall, these results are consistent with the idea that the ethical standards associated with CSR performance promote informative disclosures.



Government ESG reporting in smart cities

Authors: Gu, Y., Dai, J., Vasarhelyi, M., Katz, S., Wang, X.

Date of publication: September, 2025

Department: Accounting & Information Systems

Governments shoulder the responsibility of pursuing a variety of sustainability objectives, the consequences of which may not be discernable in traditional reporting frameworks. Environmental, Social, and Governance (ESG) reporting would be a valuable addition to the existing financial, service, and infrastructure aspects of government reporting. While reportable data may be difficult to measure, smart city development strategies dovetail with technologies that facilitate sustainability reporting. Smart city strategies utilize technologies to support and inform municipal governance. This paper proposes a framework of government ESG reporting based on smart city initiatives, details potential steps in the process of government ESG reporting, discusses how smart cities could facilitate ESG reporting, and illustrates potential avenues of analysis using New York City vehicular mobility data as an example. This research sheds light on an under-examined topic, offers a perspective on adding ESG to government reporting, explores how sustainability data can inform government ESG reporting, and demonstrates the utility of smart city data for reporting, assurance, and monitoring.



Does being ethical pay? Evidence from the implementation of SOX Section 406

Authors: Gandhi, P., Ahluwalia, S., Ferrell, L., Ferrell, O. C.

Date of publication: September, 2025

Department: Finance

Firms that adopt a 'code of ethics' targeted towards senior financial officers (CEFO firms) in response to SOX Section 406 have higher valuations (Tobin's q) than a matched sample of firms of similar size, operating in the same [industry](#) that have not yet adopted such a [code of ethics](#) (non-CEFO firms). Tracing the mechanism, higher valuations for CEFO firms result from both low risk-adjusted rates and higher cash flows. In turn, higher cash flows for CEFO firms result from increased profitability and lower compliance costs. CEFO firms also benefit from a lower probability of shareholder disputes and shareholder concerns. These results are consistent with models of integrity that predict that firms' commitment to ethical behavior is associated with better performance.



Research Voices

The following statements demonstrate ways in which researchers at Rutgers Business School bring sustainability and responsible management into their research.

RBS Research Voices Narrative

RBS Research Centers and Institutes: Twenty-one research centers and institutes support faculty research, disseminating research findings to academia and practice, collaborating with industry and the community, and creating educational materials and programs.

- [Blanche and Irwin Lerner Center for the Study of Pharmaceutical Management Issues](#)
- [Center for Business of Fashion \(CBF\)](#)
- [Center for Real Estate](#)
- [Center for Supply Chain Management](#)

- [Center for Urban Entrepreneurship & Economic Development \(CUEED\)](#)
- [Center for Women in Business](#)
- [Collaborative for Technology Entrepreneurship and Commercialization \(CTEC\)](#)
- [Institute for Ethical Leadership](#)
- [Rutgers Advanced Institute for the Study of Entrepreneurship and Development \(RAISED\)](#)
- [Rutgers Institute for Corporate Social Innovation \(RICS\)](#)

Rutgers Institute for Corporate Social Innovation (RICS): At RICS, we recognize that today's societal needs are profound and believe that business has untapped potential to address them. Moreover, there is increasing evidence that companies focused on being positive actors in society outperform their peers. Our mission/purpose is to develop the next generation of Corporate Social Innovation leaders and become a leading academic partner in addressing society's most pressing issues. We use our uncommon diversity, unique locations, and deep network to bring together leaders from private, public, and nonprofit sectors to collaborate with top scholars in advancing Corporate Social Innovation utilizing our unique four-pillar model, see attachment RICS 4-Pillar Methodology.

Our approach is to:

- - **Educate** – We provide executive, graduate, and undergraduate curricula, professional development, employee training, and career opportunities.
 - **Collaborate** – We leverage our comprehensive methodology, academic excellence, and university expertise to partner with and support organizations on their CSI journeys.
 - **Inspire** – We share best practices and translate research and knowledge through our thought leadership platforms.

Accomplishments of RICS (2024-2025):

2024:

- Launched the **Inspire Training Program** to support leadership and skills development.
- Hosted the **Social Venture Challenge**, resulting in two winning teams from Rutgers Business School.
- Organized the **12th Annual Sustainable Living Empowerment Conference** under the REACH Round 2 grant, attracting 114 attendees.

2025:

- Hosted a **Virtual ESG Event** with 86 participants, highlighting key developments in environmental, social, and governance initiatives.
- Launched the **Inaugural Corporate Social Innovation (CSI) Excellence Awards** to recognize outstanding contributions in the field
- Convened the **13th Annual Sustainable Living Empowerment Conference** under the REACH Round 2 grant, drawing 128 attendees.

Rutgers Advanced Institute for the Study of Entrepreneurship and Development (RAISED): The confluence of urbanization and deepening socioeconomic stratification is upon us. As more people move to cities and the gap between rich and poor grows larger, urban areas are increasingly the locus of societal grand challenges around poverty, education, health and nutrition, race and ethnicity, homelessness, physical security, and development to create a society that is both inclusive and sustainable. Recent events, including the Pandemic and coverage of the senseless killings of African Americans, have created widespread awareness of the racial and other inequalities in American society and generated broad outrage that we have not seen in decades. Prosocial entrepreneurs must and will play a vital role in finding ways to deal productively with the challenges and the resulting opportunities that cities will face. For many people, entrepreneurship evokes images of what is often labeled the “Silicon Valley Model” of venture-capital backed high technology: “unicorns” and “gazelles.” At the Rutgers Advanced Institute for the Study of Entrepreneurship and Development (RAISED), this is not what we mean – or at least not most of what we mean – by entrepreneurship. Instead, we focus on everyday prosocial entrepreneurs. These include different types of people and ventures in pursuit of their goals and the positive changes they want to see in their communities and the world. To do this effectively requires not only deep knowledge of a particular field, but also a broad understanding of how the world works and the skills to apply that knowledge and understanding. From this perspective, entrepreneurship is both a key business skill and a new liberal art – a competence that is central to being able to participate fully in and contribute productively to contemporary urban societies. We continue to gather a nimble group of researchers, staff members and students committed to creating a community across disciplines at Rutgers-Newark as the core of a global network of engaged scholars. We work in partnership with entrepreneurs and stakeholders to develop effective research, training, and support programs to strengthen entrepreneurship in cities from Africa, Latin America, Europe, and Asia to Newark. We are committed to making RAISED a Newark-centered but global institute producing fundamental and applied research on prosocial entrepreneurship and bringing our work to bear through scholarly and practice-based publications, public forums, teaching, and hands-on new venture support. Our ongoing work includes the Urban Solutions Lab, RU-Flourishing, the Township Project, guiding researchers in South Africa who seek generalizable answers to the question, “How do some entrepreneurs prosper despite extreme adversity?” and Inclusive Innovation.

Center for Supply Chain Management: The Center for Supply Chain Management is dedicated to developing innovative strategies and practical solutions that address business problems encountered by the enterprise in the management of the end-to-end supply chain. The center builds upon the strengths of the Rutgers Business School with world-class research, innovative teaching, and the integration of inter-functional business disciplines. We value and actively promote a high level of collaboration between the business community and Rutgers University. The Center for Supply Chain Management provides solutions to emerging supply chain management problems by:

- Promoting problem solving and research between the Rutgers University faculty and the business community.

- Serving as a ready source to the business community for leading-edge best practices in supply chain management.
- Developing and delivering executive education in supply chain management to the business community.
- Conducting periodic meetings of member companies to share best practices, identify research topics, and disseminate leading-edge thinking.

Institute for Ethical Leadership (IEL): At RBS-Newark, IEL programs for students and practitioners cultivate the knowledge and imagination needed for ethical leadership. The IEL Research Fellows, a cohort of tenured Rutgers business ethics professors, connect with other colleagues to improve teaching, research, and service in the field. The IEL also shares values and ethics-based learning with leaders in the non-profit community to build effective, ethical leadership in the greater Newark area. Programs include lectures, short-term and intensive long-term leadership development, and support for cohorts to build better leaders for a better world.

Rutgers Accounting Research Center (RARC) and Continuous Auditing & Reporting Lab (CAR Lab):

The internationally renowned RARC and CAR Lab have led the accounting profession into the Internet Era and now lead research on artificial intelligence in accounting, continuous audit, and audit analytics. RARC furthers research and creative teaching methods in accounting and information systems through technology to support teaching and decision-making in accounting.

- The CAR Lab at Rutgers Business School is at the forefront of corporate innovation and leadership. As one of the world's premier research centers, ranked # 1 in AIS research for over 20 years, The CAR Lab is shaping the future of business decision-making and education through a persistent pursuit of excellence in emerging technologies, such as data analytics, cybersecurity, artificial intelligence, blockchain, and machine learning. Their Ph.D. program has been ranked #1 in the field in the last 6 years. The CAR Lab is committed to transformative research initiatives and practice leadership projects; each designed to pioneer advancements that will shape the future of business with specific emphasis on accounting and auditing. The vast majority of these research projects were completed in partnership with accounting firms, banks, corporations, government agencies, and oversight boards. An example is the Rutgers AICPA Data Analytics Research (RADAR) initiative, which was a collaboration between the CAR Lab, AICPA, the Big 4 Accounting firms, and several other entities.

In 2025, they have planned seven World Continuous Auditing and Reporting Symposiums in Brazil (Florianopolis, Rio de Janeiro, and Brasilia), the United Kingdom, Portugal (Lisbon), Newark (New Jersey) and Dubai.

- The CAR Lab faculty and doctoral students are also dedicated to developing innovative teaching methods in accounting, auditing, and information systems. The primary focus lies in harnessing the power of technology to bolster business decision-making and advance the field of accounting education. The School With A Million Courses (SWAM) is one example of an

innovative approach to accounting education. It is an online learning platform developed by CAR Lab, leading to the creation of a series of unique 1-credit courses named Build Your Own Course, or BYOCs. It provides modularized lectures focusing on emerging technologies in accounting to all Rutgers undergraduate and Master's students. Over the past three years, the SWAM program has made significant strides, attracting over 1,200 student registrations from accounting and non-accounting majors. The program continually expands, adds new modules, and improves its dynamic platform. A particularly innovative feature is the internal student progress visual dashboard, which allows accurate monitoring of student progress and grades, highlighting SWAM's commitment to quality education.

- Another example is the Rutgers Accounting Web (RAW) by CAR Lab. Launched in 2008, RAW has established itself as a cornerstone of free, high-quality educational resources in accounting information systems and accounting. It offers a broad spectrum of academic resources, including lectures and seminars, to meet undergraduate, graduate, and doctoral students' needs. With over 3,000 videos, the platform addresses various academic requirements and adapts to different learning styles. At RAW, the principle that education is an inherent right shapes our mission. We strive to ensure educational accessibility to everyone, independent of economic status or geographical location, thereby contributing to a more equitable higher education landscape.

Our impact is global. Students from around the world and various socio-economic backgrounds have benefited from our resources. We actively support broadening educational access by eliminating economic barriers to high-quality learning materials. Looking ahead, RAW is committed to continual growth and innovation. We constantly explore new ways to enhance our offerings, integrating cutting-edge technologies and teaching methodologies to ensure an unmatched educational experience.

The Rutgers Center for Women in Business (CWIB): Founded in December 2019, the Rutgers Center for Women in Business is a powerful community of academic leaders, corporate partners and accomplished business professionals, dedicated to advancing women to leadership in the workplace. Research serves as the foundation of CWIB's work, establishing CWIB as a thought leader. CWIB's research identifies barriers, delivers actionable insights and solutions, and informs impactful programming. CWIB serves as an invaluable resource for Rutgers students, alumni, faculty, and staff, as well as women leaders in NJ and across the globe. Together, CWIB and its community are mobilizing real change as they work to achieve equal representation and pay parity. The Center's work focuses on three core themes: elevating mid-career women, supporting intersecting identities, and exploring actionable allyship. CWIB hosts a 10-member board of advisors, primarily comprised of industry executives with diverse backgrounds, identities, and industry experience who take an active role in defining and executing the mission. In addition, CWIB has a 16-member associate board, comprised of early and mid-career industry professionals with diverse backgrounds, identities, and industry experience. CWIB bridges research to practical impact. Its research-driven programming includes in-person events and virtual webinars discussing topics from personal career development to

how corporations can create a more diverse, equitable, and inclusive work environment. CWIB's events inspire, educate, and empower the Rutgers community of students, alumni, faculty, staff and beyond, averaging 100 participants per event. In addition, CWIB hosts two proprietary group mentoring programs, G.R.O.W. (Gaining and Retaining Outstanding Women) and G.A.M.E. (Generating Allyship in Male Executives). G.R.O.W. is a virtual group mentoring experience focused on supporting mid-career women as they advance through their careers. Each cohort is comprised of eight mentees with 10-20 years of work experience and comprising diverse roles, industries, and identities and two executive level mentors. To date, approximately 480 women have participated in the G.R.O.W. mid-career mentoring program, with over 90% reporting increased confidence, better self-advocacy, improved executive presence, and better positioning for leadership. G.A.M.E. (Generating Allyship in Male Executives) is a virtual group-mentoring program for male-identifying managers of managers. Each cohort is comprised of eight male executives from diverse roles, industries, and identities and two executive-level mentors. Participants review curated readings and have facilitated discussions with members of the group, as well as female colleagues. Participants report that they are more likely to mentor and sponsor women, build inclusive teams, give more direct feedback to women, and use their power to advocate for changing policies to benefit women. In October 2024, CWIB hosted its second annual conference: "Reimagining the Advancement of Women". The conference showcased two keynotes, 2 integrated industry and academic panels and over 170 virtual and in-person attendees. This conference further established Rutgers Business School as a thought leader and connected academic scholars, industry leaders and innovative thinkers inside and outside of Rutgers to explore themes of power, inclusion and leadership. In November 2023, CWIB hosted a conference on women in hybrid and remote work. The conference showcased two keynotes, 10 integrated industry and academic panels, and over 250 virtual and in-person attendees. To bridge industry and academia, CWIB encouraged collaboration, provided a platform to share insights on women in remote and hybrid work, and generated momentum on what companies can do to support women who navigate these work environments. Additionally, in January 2021, CWIB created an Employee Resource Group (ERG) Leadership Roundtable. This group convenes 3-4 times per year, providing an opportunity for ERG and HR leaders to exchange best practices and learn about CWIB's research and programming. The roundtables also serve as a "voice of customer," providing insight for future CWIB programming and research. CWIB's Research Mission is to develop data-driven insights, using both qualitative and quantitative methods, to identify challenges and solutions to improve workplaces for women, and everyone. CWIB's research has been featured in *Harvard Business Review*, *Forbes*, *Bloomberg*, *Business Insider*, *CEO Magazine*, *Medium*, and more. The research topics include male allyship, women's empowerment, and the effect of hybrid and remote work on women. CWIB leverages insights from its research to drive real impact inside organizations through its thought leadership and programming.

Center of Governmental Accounting Education and Research: A major goal of the Center of Governmental Accounting Education and Research is to promote greater transparency and accountability in government financial reporting in state and local governments. It has pursued this goal through the following actions:

- Undertaking research that addresses the transformation of government financial reporting by advocating the inclusion of performance measures and forward-looking information in the annual reports of governments.
- Research on sustainability measures in government financial reports and artificial intelligence in government financial reporting.
- Contributions to the activities of the Governmental Accounting Standards Board (GASB) through research and memberships in their task forces and user groups on proposed accounting standards. The GASB sets the U.S. accounting standards utilized by state and local governments.
- Participation through testimony on numerous occasions and submission of comment letters to the GASB on exposure drafts of proposed standards.
- Host academic and practitioner conferences to bring together governmental accounting researchers and experienced professionals.

A sample of the activities undertaken by faculty associated with the Center includes:

- Participation in Governmental Accounting Standards Board Users Forum on the GASB Preliminary Views on Infrastructure Assets, 2025.
- Continuing project by AIS doctoral students and faculty group on the use of Artificial Intelligence and Large Language Models in Government Financial Reporting.
- 2025 Government Finance Officers Association of U.S. and Canada, Speaker, “Brace for Impact: Proposed Changes to Infrastructure and GAAP.”
- 2024 Rutgers Accounting Research Conference on Governmental Research, an academic conference sponsored by Rutgers Business School (see attached agenda).
- 2024 Rutgers Governmental Accounting and Auditing Update Conference, a practitioner conference sponsored by Rutgers Business Conference (see attached agenda).

Center for Information Management, Integration, and Connectivity (CIMIC): CIMIC collaborates with researchers and industry experts across disciplines to provide a platform for multidisciplinary, integrated research and development activities. Its mission is to conduct applied scientific research on issues related to digital libraries and electronic commerce, develop new applications, and facilitate the transfer of technology to sponsor organizations.

Regenerative Change Navigation Course: In collaboration with the Regenerative Change Lab, RICS offered an 8-week virtual course focusing on introducing and deepening the understanding of how living systems’ principles and practices can be applied to designing and engaging change in individual behavior and organizational systems.

Information Technology and Quantitative Management Conference: Organized by the International Academy of Information Technology and Quantitative Management (IAITQM), the International Conference on Information Technology and Quantitative Management (ITQM) is a global forum for exchanging research findings and case studies that bridge the latest information technology and quantitative management techniques. It explores how the use of information technology to improve quantitative management techniques and the development of management tools can reshape the development of information technology. The Conference is focused on exploring innovations, controversies, and challenges currently facing our scientific community. It is an opportunity for participants to think about where we are today and where we are going. The Twelfth International Conference on Information Technology and Quantitative Management (ITQM 2025), held from August 15-17th, focuses on "Merging Generative Artificial Intelligence and Business Applications."



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AASHE (Association for the Advancement of Sustainability in Higher Education)
- ❖ Aim2Flourish
- ❖ Aspen Institute
- ❖ Financial Times
- ❖ Network for Business Sustainability (NBS)
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ Enactus
- ❖ Hillel International
- ❖ Interfaith Youth Core
- ❖ Muslim Student Association
- ❖ Net Impact

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Rutgers Business School support sustainability and responsible management education.

RBS Social Impact

Mentorship: The RBS Office of Mentoring Programs facilitates valuable mentoring experiences for graduate and undergraduate students to prepare them as successful business leaders. With help from alumni and professional and corporate partners, it impacts students through meaningful one-on-one mentoring relationships. During the 2022-2023 academic year, the Office of Mentoring Programs was rebranded to accompany the expansion of its mission. The newly created Office of Student Support, Engagement, and Leadership (RBS SEAL) aims to continue mentorship and leadership efforts that engage and develop high-achieving students while building student support. Since 2021, RBS SEAL has grown its programmatic offerings and expanded its reach to the RBS student body. It currently offers nine programs for undergraduate and MBA students, serving nearly 1,200 students per academic year. During Fall 2021, six programs were offered: TeamUP, Women BUILD, GearUP, RBS Works, RBS GROWS, and HEIR for Strategy & Leadership and Supply Chain Management. Since then, three new programs have been added: UFirst, Mentorship Assistants Program, and the Alumni Contact Program, along with additional cohorts of HEIR with Supply Chain Student Initiative, Black and Hispanic MBA Association, and Rutgers Women in Business.

Center for Urban Entrepreneurship & Economic Development (CUEED): The Center for Urban Entrepreneurship & Economic Development (CUEED) is the first center of its kind in the nation to integrate scholarly works with private capital, government, and non-profit sectors to develop citywide resources and bring renewed economic growth and vitality through urban entrepreneurship. We promote and foster a new generation of urban entrepreneurs who actively seek socially conscious urban renaissance. Their mission is to build a world-class research-driven, teaching and practitioner-oriented urban entrepreneurship and economic development program that will transform the economy of the City of Newark, New Jersey, and other urban centers; create wealth in urban communities; and be a model for all urban universities. Since its inception in 2008, CUEED has created and delivered over ten programs to help small businesses be profitable and sustainable:

- **AirTrain Newark Replacement MWSDBE and SDVOB Training & Capacity Building Program:** CUEED provides the AirTrain Newark Replacement MWSDBE and SDVOB Training & Capacity Building Program for The Port Authority of New York and New Jersey, The African American Chamber of Commerce of New Jersey, and Integrity Compliance Consulting. The AirTrain Newark Replacement MWSDBE and SDVOB Training & Capacity Building Program is a training program that better positions and prepares local M/ W/BE and S/D/VOB to compete on the AirTrain Newark Replacement Program and Port Authority projects.
- **NJ Urban Entrepreneurs Survive and Thrive (NJ UEST):** Existing resources are not designed or sufficiently resourced to support deep engagement to ensure that community-focused High-Impact Vital Enterprises (HIVEs) survive the compounding effects of the COVID-19 pandemic, economic recession and ongoing civil unrest, and thrive in the economy that emerges. CUEED has created an entrepreneurial management consulting program that provides in-depth technical assistance and coaching to assist HIVEs in developing a two-part business case and action plan to stabilize and grow.
- **Urban Tech Accelerator Program (UTAP):** The Urban Tech Accelerator Program is a program developed and sponsored by The Center for Urban Entrepreneurship and Economic Development at Rutgers Business School and in collaboration with strategic partners of the broader entrepreneurial ecosystem. The mission is to provide equity-driven individuals with tech backgrounds with educational training, coaching, mentorship, networking, potential funding, and connection to resources and experts.
- **Entrepreneurship Pioneers Initiative (EPI):** Designed exclusively for first-generation entrepreneurs, EPI is a highly competitive nine-month program that can serve as a single source to support the growth of your business. The program offers a powerful blend of monthly classes, intensive training, one-on-one counseling, financial guidance, peer coaching and networking – all at a nominal cost.
- **iReady:** iReady works at the interaction of pre-accelerator/accelerator program completion and investor screening and due diligence processes to get exceptional entrepreneurs' investment ready.

- **National Minority Supplier Development Council's Center of Excellence Certificate (NMSDC COECP):** CUEED provides the Rutgers Entrepreneurship Education for the National Minority Supplier Development Council's Center of Excellence Certificate program. The goal is to help minority business enterprises with revenues between \$1,000,000 and \$10,000,000 grow their businesses to the next level. The focus is to help create a stronger supply chain for corporate members of the Council, build more results-focused supplier diversity programs, and enhance supplier diversity opportunities for Council-certified minority business enterprises.
- **Exit to Win Accelerator Program:** The Exit to Win Accelerator is a 6-week virtual program designed exclusively for growth-focused, revenue-generating entrepreneurs. Whether you're in tech, consumer products, or another scalable sector, this accelerator helps you craft an investor-credible exit strategy. Through expert-led training, 1-on-1 mentorship, and access to top-tier tools and networks, you'll learn how to align your financials, sharpen your strategy, and present a compelling path to exit.

Alumni Contact Program: This program bridges the gap between incoming RBS first-year students and alumni. It encourages students to seek advice on their academic journey and career progression. This initiative smooths students' transition into university life and kick-starts their career development. It also provides a platform for alumni to contribute their time and expertise. **RBS Peer Mentoring Program:** This program pairs incoming first-year and transfer students with experienced RBS students, offering social, academic, and co-curricular guidance. This program eases the transition for newcomers to the University and Business School, fostering a mentorship culture among students. For the 2023-2024 academic year, 110 new RBS students have been paired with mentors. The participants comprise 63% traditional first-year students and 37% transfer students.

Road to Success Programs: RBS's Road to Success Programs provides a focused curriculum, mentors, career coaching, and guidance for specific industries. Below is a summary of our signature programs.

- **Road to Wall Street (RTWS):** Rutgers University undergraduates benefit enormously from the school's proximity and ties to Wall Street through internships, networking opportunities, and on-campus alumni engagements. However, securing a job within this industry requires intense focus and dedication. Most recruiting processes for junior internships begin in the winter sophomore year, making early preparation essential for success. The program is designed to empower Rutgers undergraduate students with the knowledge, skills, and network needed to pursue a career in the financial services industry. This highly selective program offers specialized training in technical skills, career development, financial modeling, and more for rising sophomores who demonstrate an interest in and understanding of financial markets. Students in the program benefit from workshops, mentorship, academic enrichment, and exclusive networking opportunities. Since its founding in 2012, RTWS has driven a significant increase in internship and full-time offers for Rutgers students at leading investment banks, asset management, and private equity firms. Rutgers Business School undergraduate students with an interest in financial markets and Wall Street careers are encouraged to apply for this

outstanding program. The overall goal of this program is to help our students obtain the best junior-year internships possible which are likely to turn into a full-time position. To accomplish this, the RTWS program structures its training and services to align with the industry recruiting cycles. These include:

- One-on-one counseling and support in recruitment, career services, networking, and more.
- Freshman Summer Training, which includes readings on attitude, mindset, leadership, and online courses in finance, accounting, and investment analysis.
- Fall Financial Modeling & Valuation Course taught by RTWS Director Ken Freeman during the Fall semester of the sophomore year. This three-credit Fall course is designed to provide the technical and market knowledge required for various roles on Wall Street.
- Mentorship with alumni and peer mentors to help with interview prep, career advice, networking, and succeeding in the program.
- Extracurricular Involvement, which includes year-round access to industry executives through guest lectures, site visits, networking events, and workshops on technical skills relevant to front office roles.

Business Partnerships 2025 Efforts: The RTWS Program has continued our efforts in developing new and existing partnerships with top industry firms. These efforts have led to increased student placements at target firms, a higher number of on-campus recruiting events, and additional NYC company visits. A detailed breakdown is provided below:

- ◦ ■ **Top Company Placements for 2025:** Bank of America, Citi, Deutsche Bank, Goldman Sachs, J.P. Morgan, Mizuho Financial Group, PGIM, Piper Sandler, RBC Capital Markets, TD Securities.
- **On-Campus Company Events:** MetLife Investment Management, U.S. Bank, PGIM, Mizuho Financial Group, Invesco, Societe Generale, Lazard, Bank of America, Credit Agricole CIB, Harding Loevner.
- **NYC Company Visits:** Mizuho Financial Group, HSBC, Credit Agricole CIB, Deutsche Bank.
- **Societe Generale Group & RTWS Partnership:** Over the past year, our relationship with Societe Generale Group (SocGen) has grown significantly. After an initial introduction with their campus recruiting lead Olivia Wilks, we coordinated multiple recruiting events that showcased RTWS talent. As a result, RTWS representation in SocGen's summer internship program grew from one student in 2024 to five students in 2025. This tremendous growth demonstrates the impact of our targeted relationship-building and is a strong example of how RTWS stands out in placing students at top firms.

Academic Partnerships 2025 Efforts: RTWS has continued collaborations with academic departments and programs that promote

responsible education. Examples of these efforts are provided below.

- - - Collaborations with RBS departments and student groups including RBS Office of Career Management, RBS IDEA Office, RBS Little Investment Bankers of Rutgers, RBS Scholars of Finance, ALPHA, and more.
 - Workshops on technical and professional skills, career development, networking etiquette, and other similar topics for current and prospective students.
- **Road to Silicon Valley (RSVP):** RSVP is Rutgers' signature experiential learning and innovation program, integrating curriculum, competitions, workshops, and national field experiences to prepare students for careers in entrepreneurship, innovation, and intrapreneurship. Since its founding in 2019, RSVP has inducted 237 students across six cohorts, with a 95% career/ internship placement rate and increasing interdisciplinary and gender representation. Signature Highlights:
 - TechStart Innovation Challenge: 100+ students, 13 new startup ideas, \$5,000 in prizes awarded
 - SharkTank Pitch Competition: 40+ student teams, judged by alumni VCs and entrepreneurs
 - Startup Grind Global | Silicon Valley Immersion: 50 attendees including students, deans, and advisors
 - Site visits: Google, Meta, Microsoft, Stanford, Y Combinator

Experiential Learning & Alumni Engagement:

- - Events hosted by alumni from AT&T, Google, J&JJayden8764Jayden8764, Kleiner Perkins, Capital One, BoA
 - Workshops on data, product strategy, startup storytelling, and intrapreneurship
 - RU Founder Network and 3-Path Mentorship Program launched in 2025: 15 mentorship matches, 10+ internships secured through alumni connections

Student Impact & Outcomes:

- - \$10,000+ in funding awarded to student ventures
 - 5+ startups advanced to national competitions and external funding
 - 500+ students university-wide engaged in hands-on entrepreneurial events

Academic Integration:

- - ICE Course (Innovation, Creativity & Entrepreneurship): 100 students enrolled; selected as featured course for RBS Open House. Students reported increased confidence in innovation careers.

Looking Ahead: RSVP continues to scale Rutgers' leadership in experiential business education.

Future goals include launching the

TechStart Intercollegiate Challenge, expanding partnerships with NJIT, Princeton, and Stevens, and deepening alignment with Rutgers'

innovation and AI ecosystems.

• **Road to Consulting (RTC):** Rutgers Road to Consulting (RTC) is an exclusive two-year pipeline program for rising sophomores and juniors to build skills and competencies relevant to a career in consulting. We provide students with technical and behavioral workshops, speaker events, mentorship opportunities, and experiential learning into the world of consulting to foster successful and thriving careers. As a participant in this program, students will develop hard and soft skills relevant to their career and practice case interviewing through the rigorous hands-on curriculum. They are also given access to exclusive networking opportunities to permeate the consulting field. Since its inception, RTC has had successful Cohorts, with members landing internships and jobs at companies such as BCG, Crowe, Deloitte, EY, KPMG, PwC, Johnson & Johnson, and more. From Fall of 2023 to Spring 2025, we have had a total of 153 students in our cohorts. 120 are still students and continue to be engaged at various levels. We have partnered with 11 consulting firms to provide mentoring, training, and case competitions that further develop our students' consulting capabilities. In addition, we have diverse and qualified speakers and developed a mentorship program. RTC also has a robust advisory board representing multiple firms who offer support to students as practicing consultants. They leverage their experience, expertise, and network in order to advance the students' success and provide valuable insight into consulting roles, hiring practices, and career progression. Our board acts as a resource for mentoring, case analysis, classroom learning, and other activities. RTC's primary focus is placing our cohorts in internships and jobs at top firms like the Big 4, Big 3, and elite boutique consulting firms. We accomplish this by developing well-rounded candidates with all the necessary skills and experiences to succeed within the field. Program Highlights: Students who participate in the Rutgers Road to Consulting program experience these benefits:

- Build Relevant Skills through Case Competitions, Client Projects and Experiential Learning
- Recruiting Strategies through Case Prep Materials, Mock Interviews, and Management Consulting Course
- Networking and Mentorship through 1:1 Student Alumni Mentorship Relationship, Networking Events, and Exclusive Company Workshops

• **Road to CPA:** The Newark and New Brunswick Road to CPA programs create a pathway for Rutgers Business School accounting students to better prepare to pass the CPA exam. With career assistance, CPA prep, seminars, and mentoring, this program is designed to provide guidance and support to students on their path to CPA licensure and a meaningful accounting career. Benefits for Students:

- Mentor Program- Students are paired with a mentor who can provide advice on navigating the CPA exam. Many of our mentors are RBS alumni and work in various areas of accounting including the Big 4 firms.

- Career Guidance and Academic Advising- There are several career options to choose from, but how do students know which one is right for them? Through seminars and career coaching, students can discover the opportunity that best fits their interests. Support is also available to assist students in planning class schedules and making decisions about the best ways to meet the 150 credit-hour requirement.
- CPA Exam Review- Accounting students who have completed Advanced Accounting I may enroll in the Rutgers CPA-Level Financial Accounting and Reporting review course. The course includes exposure to material not previously covered in other classes, integration of familiar material for a new way of analyzing these topics, and a discussion of skills and techniques necessary for passing the exam.
- Seminars and Workshops- Students can attend informational seminars and workshops including technical accounting areas, business communications, professional resume writing, interviewing, and networking related to opportunities in the accounting profession.
- Cohort of Peers (Newark only)- Students participating in the Road to CPA program are part of a cohort of their peers allowing them to advance together, network and build relationships.
- **Road to Supply Chain Leadership (RSCL):** The Rutgers Business School “Road to Supply Chain Leadership Program” (RSCL) is uniquely designed to help you develop the critical skills you need to become a successful global leader in Supply Chain management. These skills include effective communication, strategic thinking, problem-solving, building relationships, and people management. U.S. companies are seeking talented individuals with leadership qualities, innovative thinking and analytical skills to solve complex supply chain problems. As part of the "Road to Success" portfolio, the RSCL program comes at an opportune time to prepare you for a successful career in a variety of industries. Our sponsor companies need individuals who can design, build and operate more flexible, agile, efficient, and cost-effective supply chains. RSCL works with you as part of a cohort, providing the resources and tools to build competence and confidence as a competitive candidate in the job market. As part of this program, you will have the opportunity to receive internships or co-ops, one-on-one mentorship, visit Supply Chain facilities, participate in case competitions, attend supply chain conferences, get professional certifications, and much more. All of this is at no cost to you, as the program is entirely funded by our sponsors. Students who are successful in this program often get job offers from our sponsor companies. Program highlights include:
 - Industry client projects
 - Webinars, presentations and networking
 - Mentorship
 - Company site visits
 - Preparation for certification
 - Connection to alumni network
 - Professional conferences

Collaborative for Technology Entrepreneurship and Commercialization (CTEC): CTEC is Rutgers' premier interdisciplinary graduate program designed to bridge science, engineering, and business through real-world tech commercialization. Co-led by faculty from RBS, the School of Engineering, and the School of Medicine, CTEC provides graduate students with hands-on experience transforming research and innovation into viable ventures. Program Structure is:

- CTEC1: Discovery to Business Models (Fall 2024)
- CTEC2: Business Models to Launch (Spring 2025)

CTEC has served approximately 50 graduate students from RBS, Engineering, Medicine, Pharmacy, and Computer Science. Key Highlights include:

- Student Ventures: Several CTEC teams launched real-world startups. One team successfully raised over \$4M in external investment
- Strategic Partnerships: Collaborated with Rutgers Innovation Ventures, U.S. Navy, and private patent/IP holders ○ Student teams delivered commercialization strategies, investor-grade pitch decks, and market research reports.
- Mentorship: Partnership with 10+ industry experts and venture mentors
- Experiential Integration: Select CTEC students participated in the RSVP Global Startup Grind Conference Impact Summary

CTEC continues to be a model of cross-campus experiential learning, integrating innovation, entrepreneurship, and commercialization at the graduate level. It strengthens RBS's and Rutgers' position as a hub for translating research into market-driven solutions with real-world impact.

Rutgers Business School Office of Inclusion, Diversity, Equity, and Access (RBS IDEA Office): The IDEA Office aims to establish RBS as a national leader for preparing students for success in a culturally and racially diverse world. The Office pursues and promotes new partnerships between Rutgers University and the external business community that embraces the bond between academic excellence, professional excellence, and diversity. Programs in the IDEA portfolio impact RBS by increasing the number of students served, expanding RBS IDEA offerings, strengthening relationships with corporate partners to co-create programming, and expanding feeder pipeline programs to begin at middle school age.

RBS CEO Network (Connect, Engagement, and Opportunity Network): This program partners with local, national, and global organizations to enhance outreach efforts. RBS CEO Network programs are made available to all RBS students and specifically those from historically underrepresented backgrounds in Newark and New Brunswick. These programs offer valuable perspectives, knowledge, mentoring, networking, and skills development from industry innovators. The RBS CEO Network offers multi-touch and multi-year engagement opportunities, including leadership development, networking, mentoring, job shadowing, diversity training, internships, and employment opportunities.

The Mandela Washington Fellowship: This flagship program of the Young African Leaders Initiative (YALI) empowers young African change-makers and leaders through academic and hands-on training and networking. Since 2014, fellows from sub-Saharan Africa who wish to serve the public through nonprofits, community-based organizations, public administration, or as entrepreneurs have participated in the Mandela Washington Fellowship. Fellows are picked to represent their countries through a competitive application process and participate in the program at American universities chosen by the U.S. Department of State. Since Summer 2016, Rutgers has offered two training institutes:

- A civic leadership institute with a curriculum developed through a partnership between Rutgers Global, the School of Social Work, and the Center for African Studies (concluded in 2021).
- A sustainable business and entrepreneurship institute with a curriculum developed through a partnership between Rutgers Global, Rutgers Business School, and the Department of Chemistry and Chemical Biology.

Rutgers has over 350 Alumni who have participated in the Mandela Washington Fellowship, and the Rutgers team actively interacts with each Fellow every year on their social and climate impact research projects.

Public-Private Community Partnership Office (PPCP): Focusing on building capacities through partnership, Rutgers Business School Public Private Community Partnership Program (RBS-PPCP) seeks to demonstrate the potential of enhancing communities' opportunities for diverse, sustainable strategic PPC partnerships for local income enhancement, sustainable livelihoods, and participatory development across all sectors and topics. Developing strong, localized, enhanced business-to-business supply chains with a diversity and inclusionary mandate is a key element of economic growth for many diverse and thriving urban communities. RBS-PPCP works with public-private partners to integrate sustainability, diversity, and inclusionary concepts to increase economic, health, and positive social impacts. One RBS-PPCP project involves the economic development of Newark, New Jersey, through the Newark Anchor Collaborative. RBS-PPCP works with 19 Newark anchor institutions, including 12 major corporations, on a "hire, buy, live" local program. RBS-PPCP's goal is to connect these local anchor institutions with opportunities to purchase goods and services from over 800 Newark businesses and increase local spending from 3% to 20% (~\$1.5B). Since this increase in local spending will increase indirect hiring, RBS-PPCP works with its strategic public and private partners to create a local home-grown talent pipeline for local businesses and anchor institutions so they will be prepared for the economic increase. RBS-PPCP also works with several public entities and organizations to evaluate their inclusive practices through disparity studies aimed at either procurement, investment, or hiring practices. Through the collection of organizational usage data, as compared to industry availability, RBS-PPCP identifies whether there is an underutilization of various local minority/women/ veteran/LGBT-owned businesses. Recommendations are made regarding policy, procedures, or system changes that can further accommodate the inclusion of more of these businesses into the organization's everyday practices. RBS-PPCP also works with public and private organizations to integrate sustainability and diversity concepts to manage their business and operations more effectively, as well as to develop new innovative opportunities. Key considerations in

structuring RBS-PPCP projects for public and private organizations include allocation of demand/revenue risk and resiliency, sustaining and strengthening an organization's competition in a green economy while supporting projects, and a diverse and inclusive workforce. Since July 2022, the State of New Jersey has awarded PPCP each year with a state appropriation to run a new Center for Local Supply Chain Resiliency (Center). This Center will eventually extend the reach of the PPCP's mission to include the entire state. The dashboard being created will empower anchors, small/local/diverse businesses, politicians, and lawmakers to make effective and informed decisions to aid in the economic diversity and development of the state. Through applied research on procurement, supply chain, social and economic determinants of health, the data will be measurable and detailed by geographic locations within the state. This research seeks to put localized, diverse business and manufacturing development at the heart of designing the next generation of critical supply chain systems. This Center aims to enhance opportunities for communities through sustainable strategic partnerships. It is invested first in Newark, and soon all of New Jersey, providing opportunities for students and local businesses. The Center also sponsors conferences (e.g., locally sourced goods and services for fashion shows, and supports the development of the arts and entertainment industry within New Jersey). The Center also partners with other Rutgers schools and departments, including Rutgers Global Health, Rutgers School of Management and Labor Relations, Rutgers Global, Mason Gross School of the Arts, local NGOs, etc. RBS-PPCP works with organizations to integrate sustainability and diversity concepts to drive economic advancement. RBS-PPCP has provided a significant ROI to RBS and New Jersey. This includes over \$2M in external grants, 55 RBS student job placements, and 10 RBS faculty research opportunities. As part of the community impact mission, Kevin Lyons, Director of RBS-PPCP and the Center, is an active member of both the Invest Newark Board and the Newark Equitable Growth Commission.

Rutgers Center for Local Supply Chain Resiliency: This center is an applied research center focused on conducting research that leads to locally sourced business contracts leading to positive social and economic impacts while creating a robust resilient New Jersey Supply Chain system. As we capture and analyze a significant amount of local sourcing data, we can determine and report on our New Jersey climate change impacts – e.g., analyzing local business and manufacturing sourcing strategies (versus national/global). By conducting high-quality research, the center will empower state, city, regional leaders, and community members to make effective and informed decisions as it relates to procurement, supply chain, social and climate impact practices. The Rutgers Center for Local Supply Chain Resiliency contributes to the Rutgers Business School and University mission by:

- Researching, developing, and implementing new in-state, end-to-end supply chain networks which link existing New Jersey small business to create new products, cause markets, and economic development.
- Providing student and faculty research, engagement and interactions with corporate/industry representatives and the vast small business community.
- Providing student and faculty opportunities to engage with multiple academic units throughout the university system for multi-disciplinary business and community impact solutions

- Overseeing student experience-based learning activities in local sourcing, procurement, sustainability, and supply chain management courses
- Generating intellectual leadership in supply chain management (at the corporate, public, and local supplier level)
- Conducting impactful research projects to address critical local economic development, social impact, and supply chain challenges
- Leveraging faculty, students, alumni, and industry partners to generate new ideas for education and future knowledge in the field of local sourcing strategies, sustainability, and supply chain management
- Providing solutions to emerging sourcing, logistics, and local supply chain management problems and challenges

The biennial RBS Conference on Innovations in Undergraduate and Graduate Business Education (IUGBE) Conference (September 29th, 2025): Innovations in Undergraduate & Graduate Business

Education Conference (IUGBE) brings together business school deans and associate deans. The theme of this year's conference is "The Futureproof Business School." Currently, 10 panel discussion sessions are scheduled focusing on topics such as:

- Futureproof Business School
- Future of Work CEO Panel
- Shaping the Future - Building a Policy Organization to Advance Business Education and Societal Impact
- Maximizing Engagement with Alumni
- The Dean's Playbook - Insights from Former Business School Deans
- Generative AI in Business Education
- Partnerships with organizations to develop Talent Starbucks and Arizona State
- Translating the Impact of Faculty Research
- Facilitating Experiential Learning through AI with In-Person and Online Courses
- Job Skills of Future Leaders

Please see the conference schedule and speakers via the [2025 Innovations in Undergraduate and Graduate Business Education Conference website](#).

RBS Academic and Practice-Oriented Conferences: To continuously enhance our reputation and visibility nationally and globally and enhance knowledge creation and dissemination, RBS has also sponsored and organized numerous high-impact conferences during the previous five years, for example:

- The Annual RBS Symposium and Business Community Engagement (Monday, June 30, 2025): RBS reaches out and shares information on pressing business issues to stimulate collaboration with approximately 136 participants in 2025 from higher education institutions, industry, entrepreneurial endeavors, government, and the community. The symposium was created so that RBS could reach out beyond academia and share information on pressing contemporary

business issues with NJ communities. The symposium stimulates collaboration among an audience of people from corporations, entrepreneurial endeavors, higher education institutions, and government. Since 2022, the NJ Small Business Development Center has presented a day that included expert round table discussions, trend-ready workshops, a business counseling clinic, and networking. Discussions included today's economic climate along with strategies and tactics on how participants can overcome challenges to reach and surpass their goals. The Annual RBS Symposium on Business Community Engagement (2019- 2025) averages between 136-250 attendees each year from around the state.

New Jersey Small Business Development Center (NJSBDC): This Center provides strategic, growth-focused business training and technical assistance services to established small businesses and start-up entrepreneurs. With its Mission "To empower New Jersey small and medium-sized businesses through expert guidance and access to a network. Or resources, fostering innovation, and driving a STATE-Wide economic development," NJSBDC has created its Vision "to be recognized as the pivotal force behind transforming NJ small and medium-sized businesses into innovative organizations with global reach and lasting impact." These technical assistance services include Business Advisory Services, Growth Management, Marketing, Access to Capital, Business Planning for Startups, Online Business Registration, and Procurement & Certifications. Since 2019, the New Jersey Small Business Development Center (NJSBDC) has served 47,714 NJ small businesses, trained 26,232 small business clients, and helped to launch 2,672 small businesses in New Jersey. The NJSBDC also assisted with 128,806 consulting hours, \$607M in capital raised, 8,204 jobs created/retained, over 125,479 jobs supported, and 1,065 business certifications (women, minority, and Veterans). We serve all individuals and demographics, including assisting over 18,000 African Americans, 12,000 Hispanics, and 31,000 women. The NJSBDC has been hosted at RBS since 1978.

NJ-STEP Initiative: The NJ-STEP initiative is a partnership between the New Jersey Department of Corrections, the state Parole Board and a group of colleges and universities in the state, including Rutgers, to provide incarcerated individuals with the ability to work toward a degree. The partnership also assists students like Bass transition to college life when they are released from prison to live in halfway houses. Rutgers University currently has 55 students working on degrees through the NJ-STEP Program. That includes 31, like Lavonta, who are pursuing degrees at Rutgers University-Newark. Across the university's three campuses – New Brunswick, Newark, and Camden – more than 137 formerly incarcerated students have earned bachelor's degrees.

Urban Solutions Lab: The Urban Solutions Lab (USL) – Developed in partnership between RAISED and the Honors Living-Learning Community-Newark (HLLC), The Urban Solutions Lab serves as the locus of interaction and promotes deep connections between our students, business, and community leaders. The USL allows us to build an entrepreneurship initiative that not only brings together students from across the Rutgers-Newark campus – and therefore from across the globe – but also embeds them within the broader network of faculty, staff, and partners from our local communities.

Our activities are structured around the “Prosocial Entrepreneurship” curriculum, which allows students to engage with and help to build ventures that try to address local instances of grand social challenges in and around Newark. We describe the Urban Solutions Lab as a maker space for creating new prosocial ventures and for improving existing ventures (student-created and others). It also serves as a lab for conducting research in support of and inspired by these activities and for engaging HLLC Scholars in research. We have dedicated two adjacent spaces in the HLLC building to the Urban Solutions Lab. First, the “Collaboration Garage” – outfitted with reconfigurable furniture, white boards, and technology, it is intended to be a messy, active place where students, faculty and staff, local entrepreneurs, business leaders, and community members gather to hash out collaborations. Second, the “Creativity Studio” – This provides four broad sets of technology capabilities: 1) Immersive presentations, 2) Web-streaming and state-of-the-art remote interactive learning, 3) Podcast and video production, and 4) Training platforms for skilled use of information and communication technologies. These reconfigurable furnishings and technological capabilities mean that we can switch seamlessly between in-person, remote, and hybrid modes of operation.

The Urban Solution Lab (USL) officially opened in February 2022. The Creativity Studio is utilized to deliver the Entrepreneurship Practicum class, which is designed for students interested in engaging in prosocial entrepreneurship. The USL has paid internships throughout the year for students to work on their own prosocial ventures or be paired with an entrepreneur who has a prosocial venture in the industry in which they have an interest. Seed investments are also provided to some of the student ventures. In addition, the USL has activities for the students to meet, network and learn from entrepreneurs in the community through field trips to their business locations, guest speakers coming to the USL, and mentoring. The USL also provides students with resources and access to accounting, marketing, and legal services.

RU-Flourishing: The Urban Solutions Lab is also home to RU-Flourishing, a RAISED initiative launched in 2019 to help previously incarcerated members of our communities create flourishing lives through entrepreneurship. It has four main elements: 1) A seven-month structured training program, 2) A small seed fund to support investments in graduates’ ventures, 3) Partnerships with the New Jersey Scholarship and Transformative Education in Prisons Consortium (NJ-STEP) and other organizations to ensure that our students have access to fundamental “wrap-around” services, such as for housing and employment that are necessary to successful reentry, and 4) Collaboration with key players in the Newark and broader New Jersey entrepreneurship communities to enable potential stakeholders to understand what our student-entrepreneurs have to offer. A successful program for this population requires research that systematically examines how to design and customize programs for the varied contexts in which previously incarcerated people are trying to build new lives. RU-Flourishing is designed as a model that can be replicated.

RICSI Corporate Social Innovation Excellence Awards: On May 1st, 2025, RICSI held its inaugural Corporate Social Innovation Excellence Awards. The event recognized organizations, groups, and individuals who demonstrate the potential for business to achieve social good. In particular,

recognition was given to those that demonstrate an integrated effort across its four-pillar methodology (see description in Research principle). With over 40 submitted nominations, of which 23 were finalists, the awards were divided into three categories with 11 winners. Keynote speaker, Adam Met, Ph.D., multiplatinum musician, advocate and educator also received the Changemaker Award.

- Overall CSI Excellence Awards: Merck for Mothers and HP and HP Foundation's Digital Equity Accelerator
- CSI Excellence Awards: NJ Resources, NatureSweet, Schneider Electric, Novo Nordisk, and NJ League of Conservation Voters
- Individual/Student Awards:
 - Student Award: Rutgers Undergraduate Women in Business
 - CSI Pioneer Award: Danielle Mitchell
 - CSI Emerging Leader Award: Amanda Nesheiwat and TimberTurn

RICSI REACH Round 2 Grant: In collaboration with Newark Science and Sustainability Inc. (NSAS), RICSI was awarded a \$225,000 grant through the Rutgers Equity Alliance for Community Health (REACH) Round 2 initiative for the project "Expanding the Impact of Newark Community Food Systems." This two-year initiative addresses key social determinants of health by expanding healthy food access and nutrition security in underserved neighborhoods across Newark, NJ.

Throughout the two years, this project provides weekly healthy food access and nutrition education to 100 families living in food-insecure areas through the Farm-To-Table Co-Op. It also engages the broader community and students through events and workshops focused on healthy eating, green infrastructure, and sustainable living, such as:

- Farm-To-Table Community Meal
- Newark's Harvest – A Citywide Garden Tour
- Women's Health & Wellness Workshop Series
- Ecopreneurship Training
- Food Safety Manager Certification
- Clean Energy Ambassador Program
- Chickens for Sustainability: Educating Newark Residents on Raising Chickens
- Wellness Festival
- Sustainability Ambassador Program
- Summer Internship Program

As part of this grant, two large community-facing conferences were hosted: the 12th Annual Sustainable Living Empowerment Conference – Branching Communities Together Through Sustainability and the 13th Annual Sustainable Living Empowerment Conference - Expanding the Newark Community Food System. These conferences were designed to tackle key social determinants of health (SDoH) by bringing together academia, civic, and community members. Each conference featured roundtable discussions where community members were able to provide their thoughts and input on topics such as:

- Pathways to Green Jobs

- Extending Philanthropy
- Healthy Food Access
- Community Green Development
- Expanding Philanthropy, Community Engagement & Public-Private Partnerships
- Sustainable Agriculture and Clean Energy
- Enhancing Healthy Food Access in our School Systems and Institutions

Inspire Education Training: Based on an academic partnership between RICS and Johnson & Johnson, the Inspire Education Training was designed for corporations to educate their internal and external audiences on the core principles and most up-to-date information relating to Corporate Social Innovation (CSI). The program will bring the top academic scholars from Rutgers University to inform audiences on topics such as health equity, human rights, environmental sustainability, and more.

Resolution Project Social Venture Challenge: In April 2024, RICS partnered with the Resolution Project to host its inaugural Social Venture Challenge, a two-day pitch competition for socially responsible student ventures. Judges included leaders from Ernst & Young (EY), Merck, Phase Change Solutions, and the Resolution Project, with EY providing all seed funding. Two winning teams from Rutgers Business School received \$5,000 each: Le Hibou À La Mode (Desiree Celestin) aimed to provide prom attire for low-income high school girls. Synergy (Chinonso Anyanwu, Goodness Ifesanya, David Kema) developed an AI-powered app offering mental and professional support. The challenge highlighted student-driven solutions to social issues and laid the groundwork for future competitions, including one planned for Spring 2025.

RICS and ANA Conference: In December 2023, the Rutgers Institute for Corporate Social Innovation (RICS), in partnership with the Association of National Advertisers (ANA) and the ANA Center for Brand Purpose, hosted a dynamic one-day conference at Rutgers University on “Tapping Brand Potential for Social Good.” Designed around RICS’s four pillars of Corporate Social Innovation, the event brought together business leaders, students, authors, and educators to showcase actionable strategies for aligning brand purpose with social impact. Key presentations featured leaders from Airbnb, Prudential, PwC, and Lycra, along with lightning talks by Rutgers students and closing remarks by author Anne Bahr Thompson. With enthusiastic reviews from attendees, the conference highlighted how corporations can address pressing social issues—such as climate justice and health equity—while advancing financial performance. This high-impact event exemplified RICS’s mission to integrate purpose, innovation, and education to inspire the next generation of responsible business leaders.

























Office of Student Support, Engagement, and Leadership (SEAL): The Office of Student Support, Engagement, and Leadership (SEAL) aims to provide support resources, engagement opportunities, and leadership experiences for all students at Rutgers Business School. To ensure student success from enrollment through graduation and beyond, RBS SEAL offers various programs and resources that provide pragmatic, real-world, extracurricular, and co-curricular opportunities:

- **TeamUP (RBS Undergraduate Mentoring Program):** This program facilitates one-on-one mentoring between students and professionals in their fields of interest. It is crucial in creating career pathways, building strong professional connections, and developing necessary business skills for undergraduate students. Around 500 students participate in the program each year and are paired with over 500 active mentors.
- **Women BUILD (RBS Undergraduate Leadership Development Program):** This program enrolls high-achieving undergraduates from both campuses to develop business leadership skills. During the two-year program, it offers students rigorous learning opportunities for self-development, knowledge and skill building, networking, and leadership development. The program shapes participants into business leaders committed to excellence, ethical judgment, global perspective, and gender equity. It is supported by nine corporate sponsors: Accenture, Ernst & Young, Goldman Sachs, Johnson & Johnson, Nestle Health Sciences, Prudential, PwC, US Bank, and Vanguard.
- **UFIRST Program:** The UFirst program, piloted in Spring 2022 and running for its first full cycle in 2022-2023, enrolls RBS undergraduate students who are the first in their family to attend college and connects them with full-time early career working professionals who are first-generation college graduates. This year-long hybrid program consists of one-on-one mentoring and small group mentoring roundtable discussions. The program provides individualized mentoring and coaching from a mentor and builds community among first-generation students at RBS seeking to develop and integrate personal, academic, and career goals. Since its creation, the program has served 30 students and garnered a 100% satisfaction rate.
- **RBS Peer Mentoring Program:** This program pairs incoming first-year and transfer students with experienced RBS students, offering social, academic, and co-curricular guidance. This program eases the transition for newcomers to the University and Business School, fostering a mentorship culture among students. For the 2023-2024 academic year, 110 new RBS students have been paired with mentors. The participants comprise 63% traditional first-year students and 37% transfer students.

Additional Evidence

RICSI Inspire Training Flyer

[View document](#)  [Download document](#) 

RSCL Advisory Board Meeting April 22 2025	View document 	Download document 
2025 Recruitment Targets January 2 2025_Draft	View document 	Download document 
RSCL Advisory Board Meeting August 15, 2024	View document 	Download document 
RSCL Advisory Board Meeting July 17 2025	View document 	Download document 
RSCL Advisory Board Meeting October 17 2024_v1	View document 	Download document 
RSCL Boot Camp - Matching Overview	View document 	Download document 
draft-agenda-iugbe (1)	View document 	Download document 
Road To Silicon Valley Program (RSVP)_ Year-End Impact Report (Academic Year_ 2024–2025)-compressed	View document 	Download document 
Sustainability Conference 2024_11x17 copy	View document 	Download document 
Final June 20 Conference Program-compressed	View document 	Download document 
2025 conference	View document 	Download document 
REACH 2025 Conference Program	View document 	Download document 



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Institutional Policies and Practices

- ❖ AASHE STARS report
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

Code of Ethics - General Conduct Policy

[View document](#)  [Download document](#) 

Equal Employment Opportunity Policy

[View document](#)  [Download document](#) 

Procurement and Payment Policy

[View document](#)  [Download document](#) 

Practice Awards

In 2024, Rutgers Business School received 2 awards for responsible and/or sustainable practices.

Dean's Meritorious Service Award

Granter: Rutgers Business school

Grantee: Ken Freeman, Assistant Professor of Professional Practice of Finance & Economic; Hussein Issa, Associate Professor of Accounting & Information Systems; Sundar Raman, Assistant Professor of Professional Practice of Supply Chain Management

Dean's Meritorious Award for Lecturer Teaching and Service Contribution

Granter: Rutgers Business school

Grantee: Gonzalo Canteros-Paz, Lecturer for Supply Chain Management; Donald Crooks, Lecturer for Finance & Economics; Edward Filippazzo, Lecturer for Marketing; Natalia Jouan, Lecturer for Accounting & Information Systems; YoungMi Park, Lecturer for Management & Global Business; Patricio Vicuna, Lecturer for Management Science & Information Systems

Practice Voices

The following statement from stakeholders at Rutgers Business School demonstrates our commitment to sustainable and responsible practices.

RBS Practice Voices Narrative

Office of Climate Action (OCA): Following the plan's adoption, the Office of Climate Action (OCA) was created to lead its implementation and institutionalize sustainability within Rutgers' governance. The OCA's responsibilities include:

- Embedding sustainability and climate goals within executive leadership decisions
- Coordinating cross-campus initiatives to ensure accountability and progress
- Engaging internal and external stakeholders through transparent communication
- Managing data-driven updates to the Climate Action Plan and evaluating climate resilience

Mission and Core Values: The OCA's mission is to position Rutgers as a "living laboratory" for climate solutions—integrating operations, research, and learning environments to address the climate crisis.

Its approach is grounded in:

- **Climate Justice:** Addressing systemic inequalities and prioritizing marginalized communities in climate action
- **Civic Responsibility:** Building reciprocal partnerships locally and globally to foster resilience and inclusion
- **Actionable Scholarship:** Bridging academic research with applied campus practices to advance innovation and measurable impact

Through this work, Rutgers demonstrates a strong institutional alignment with PRME's values of responsible management education, transparency, and global citizenship.

Rutgers Green Jobs Fair: On March 25, 2024, Rutgers University hosted a Green Jobs Fair. This was an interdisciplinary career fair featuring jobs and internship opportunities relating to sustainability, the environment, and climate action. Guest speakers were the Chief Sustainability Office of Colgate Palmolive and the CEO of Impossible Foods.

Rutgers Climate Action Plan: While issues related to the biosphere (SDG 14 Life Below Water, SDG 15 Life on Land, SDG 6 Clean Water and Sanitation, SDG 7 Renewable Energy, and SDG 13 Climate Action to Protect the Planet) are not the main RBS focus, many RBS faculty and staff are actively engaged in the various University-wide Climate Action Plan implementation teams, where these are focal areas. In addition, RBS faculty partner and collaborate on sustainability with other schools, centers, and committees. Under the leadership of previous Rutgers University President Jonathan Holloway, Rutgers continues to strive to be carbon-neutral by 2040.

Annual World Continuous Auditing & Reporting Symposium: The World Continuous Auditing & Reporting Symposia (WCARS) has continued to grow as a global forum for advancing innovations in audit and reporting practices. Beginning in December 2023, WCARS held its 59th symposium in Santa Catarina, Brazil. This symposium was followed by the 60th in Madrid, Spain, and the 61st in Istanbul, Turkey, both of which took place in 2024. The 64th symposium was conducted virtually, maintaining accessibility for a global audience. In 2025, the series continued with the 65th symposium, which occurred in Sharjah, UAE (December 4–5, 2025), and the 66th in Lisbon, Portugal (May 23–24, 2025). The 68th WCAR Symposium is ongoing, being held in Rio de Janeiro, Brazil. These gatherings reflect WCARS's commitment to fostering international dialogue and research on continuous auditing, technology integration, and data-driven decision-making in the accounting field. Several professors and AIS students of Rutgers University have contributed to organizing these critical events, demonstrating the leadership of Rutgers AIS, which has been recognized as the #1 research group in the field for over 20 years by the Brigham Young University ranking.

Hult Foundation Competition: In 2025, Rutgers University–New Brunswick and Campus Director Chloe Tirino were recognized as North America's Regional Program of the Year by the Hult Prize Foundation in 2024. Under Chloe's leadership, Rutgers unified student entrepreneurship efforts across departments and organizations, fostering a collaborative innovation ecosystem. Her initiatives included launching a Rutgers pitching certificate, forging partnerships with organizations such as Johnson & Johnson, and organizing Scarlet Pitch, a flagship event that streamlined multiple campus entrepreneurship programs into one high-impact experience. Tirino's work exemplifies the power of student-led social innovation, expanding access to mentorship, funding, and real-world impact through the Hult Prize platform.

USA Today Interview on Health Equity Report: During the “Community Voices in Health Equity” Summit was held in person at USA Today on January 24, 2024, including a fireside chat with RICS, The Atlantic, Omnicom Health Group/OPRG, and BlackDoctor.org to discuss “The Intersection of Health Equity in Communities & Business Strategy: A Call-to-Action” report and its subsequent findings.

Rutgers Climate and Energy Institute (RCEI): RCEI seeks to contribute to a resilient, equitable, and sustainable climate future. RCEI connects faculty, staff, and students through transformative climate change research, innovation, education, and outreach. RCEI recognizes that the pursuit of sustainable solutions for our planet's most pressing challenges requires a commitment to diversity, equity, and inclusion. We are dedicated to creating an environment that promotes inclusive scholarship, research, and education among faculty, staff, and students. A spirit of diverse collaboration, where individuals from all backgrounds feel welcome to share and grow their ideas with their fellow faculty and staff members, is a fundamental pillar for RCEI's ability to succeed. Primary Focus Areas:

- Earth System Science
- Human Dimensions of Climate Mitigation, Adaptation, and Resilience
- Renewable Energy, Technology, and Energy Conservation
- Climate Change Communication and Environmental Humanities



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Engagement Opportunities

Rutgers Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Rutgers Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks



SIGNATORY

Rutgers Business School



Address

1 Washington Park, 10th Floor

United States of America



Website

<http://www.business.rutgers.edu>