

# COLLEGE OF BUSINESS ADMINISTRATION

AT LOYOLA MARYMOUNT UNIVERSITY



Principles for Responsible Management Education  
Inaugural Sharing Information on Progress Report  
2018-2020



**Loyola  
Marymount  
University**



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## Letter from Dean Dayle Smith

When I became dean in the summer of 2018, I was motivated by this central question: How might LMU's College of Business Administration (CBA) create a distinctive mission, vision, and strategic plan that would sustain its relevance as a business college?

Founded in the Jesuit and Marymount traditions, the CBA's history is well-grounded in ethics and a commitment to educating the whole person. But even so, we needed a clear way of talking about who we were and why it mattered. A listening tour with faculty, students, staff, employers, alumni, and other stakeholders confirmed it: Our mission didn't capture what made us unique. That realization sent us on a soul-searching, strategic planning exercise. Over the next year, we wrestled with issues ranging from the changing nature of business disciplines to the goals for teaching and learning. We asked stakeholders to articulate what they thought our mission was and what they thought constituted transformative business leadership.

After drafting different versions of our proposed five-year plan, the strategic planning committee posted its major tenets in the dean's conference room, where the CBA community provided comments on Post-it notes. Over nearly nine months, the committee met biweekly to integrate public commentary; it also solicited feedback and shared progress via "open houses."

The results were twofold. First, we now have a strategic plan, owned by our stakeholders, that represents a new direction for the college. Second, we have a new mission statement that captures the CBA's true objective: *"We advance knowledge and develop business leaders with moral courage and creative confidence to be a force for good in the global community."*

As part of this process, in the fall of 2018, CBA became a signatory to the Principles of Responsible Management Education (PRME). Our commitment to its principles is an important expression of our mission, vision, and values. In our Inaugural Sharing Information on Progress (SIP) report, we present the many and diverse ways PRME is advanced through our mission and all of the curricular and co-curricular activities that make the mission "come alive."

Moving forward, I am honored to express our continued commitment to PRME and our mission. In the pages to follow, you will see the many ways our mission has framed the research and curriculum, the programs, and partnerships that have resulted in an impactful business education ideal for the demands and opportunities of the 21st century.

### **Dayle M. Smith, Ph.D.**

Dean, College of Business Administration  
Loyola Marymount University



*We advance knowledge  
and develop business  
leaders with moral courage  
and creative confidence  
to be a force for good  
in the global community.*

- ▶ When Dean Dayle M. Smith assumed leadership of the College of Business Administration in 2018, she brought an expansive vision of the role of business in shaping our world for the better. To this end she convened faculty, university administration, alumni, and key stakeholders to reflect upon the mission of CBA. Informed by the needs and unique perspective of our city, the City of Angels, as well as our rapidly changing world, a new mission for the college was adopted.





## Vision

We see business as central to creating a world that advances economic, social, and environmental flourishing. We aspire to be a community of teacher-scholars, students, staff, and stakeholders in the Jesuit and Marymount traditions, devoted to innovation and impact. We aspire to be an educational institution of choice for students of all levels and prepare the next generation of principled leaders and global citizens.

## Core Values

Our values define us and enhance an understanding of our mission and vision and the integration of human flourishing in the development of our personal and professional growth. The following five values reflect our core identity and serve as a guide and touchstone for our programs and relationships.

1. **Business as a Force for Good**
2. **Interconnected Global Community**
3. **A Community of Life-Long Learners**
4. **Educating the Whole Person and Moral Courage**
5. **Agility, Creative Confidence, and Entrepreneurial Spirit**

# PRME

*an initiative of the  
United Nations Global Compact*

## PRME

Upon the launch of our new mission and vision, the College of Business Administration became a signatory to the *Principles for Responsible Management Education (PRME)*, a United Nations supported initiative that works to raise the profile of sustainability in management-related higher education institutions. Our status as a signatory underscores our commitment to integrating the work of the Sustainable Development Goals (SDGs) into classroom, research, and co-curricular activities—aligning our focus with this comprehensive blueprint for sustainable development.



## SUSTAINABLE DEVELOPMENT GOALS



Adopted in 2015 as *The 2030 Agenda for Sustainable Development*, the **SDGs** are a strategy and an urgent call to engage the work to end poverty, improve health and education, reduce inequality, and build economic growth—while tackling climate change and environmental protection.

## CBA as a PRME Signatory

Business schools play a key role in shaping the vision and skills of future leaders who will become powerful drivers of corporate and societal sustainability. As a signatory to PRME, we embraced the vision to realize the SDGs through responsible management education and business leadership.



**PRINCIPLE 1: PURPOSE**—We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



**PRINCIPLE 2: VALUES**—We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



**PRINCIPLE 3: METHOD**—We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.



**PRINCIPLE 4: RESEARCH**—We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social environmental and economic value.



**PRINCIPLE 5: PARTNERSHIPS**—We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



**PRINCIPLE 6: DIALOGUE**—We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



**PRINCIPLE 7: ORGANIZATIONAL PRACTICES**—We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.





The principles of PRME are a powerful expression of the five core dimensions of the College of Business Administration's mission. Our newly adopted strategic plan—the blueprint to implement and operationalize our mission—outlines tactics and deliverables that advance the work of the SDGs and the goals of PRME.

#### 5 CBA MISSION ELEMENTS



#### 7 PRME PRINCIPLES

##### PURPOSE

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

##### VALUES

We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the UN Global Compact.

##### METHOD

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

##### RESEARCH

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

##### PARTNERSHIP

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

##### DIALOGUE

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

##### ORGANIZATIONAL PRACTICES

We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.

The bottom of each page in this report highlights the PRME principles represented on that page.







Advance Knowledge





## Overview

In alignment with our vision of preparing the next generation of principled leaders and global citizens, the College of Business Administration recently launched a new curriculum design emphasizing business as a force for good, integrating the tenets of ethics, sustainability, and moral leadership into all classes.

Since learning does not occur in a vacuum, we also broadened our co-curricular initiatives so that students have opportunities to synthesize and apply what they learn outside the classroom.

Additionally, our faculty have not only addressed the SDGs with their students in their classes, but they have also advanced the SDGs through their research, publications, and presentations.

## Achievements

### Core Curriculum

CBA launched a new core curriculum designed to enable students to intellectually engage the world. Building upon the LMU Core Curriculum foundation, the new business core curriculum integrates knowledge, research, and experiential learning with a global focus to inspire graduates to be thoughtful citizens of the world in service to others.

The core curriculum begins with Foundation courses which guide students to engage important issues about their values and society. With that foundation, students move from Exploration courses to Integration courses, enabling students to apply their intellectual skills to thematic and interdisciplinary topics related to their majors and beyond. This curriculum is informed by engaged learning experiences and integrated emphases on ethics, justice and the application of faith and reason. Throughout, it builds skills in writing, oral presentation, quantitative literacy, information literacy and critical thinking.

To foster the values of global responsibility with our students, all CBA students are enrolled in the Business as a Force for Good foundation course. Classes in subsequent years incorporate the SDGs into class content, and graduating students take a dedicated course in ethics—*Business Ethics and Sustainability* or, its companion course for accounting majors, *Accounting Ethics, Professionalism and Public Interest*.

## LMU CORE CURRICULUM MISSION STATEMENT

The Core emphasizes the formation of students as whole persons, integrated in thinking, feeling, and action. As such, the Core includes intellectual, creative/artistic, and moral development.





Deux Life Founder Melissa Gerber MBA '19  
with Michael Jackson CBA '19

## Entrepreneurship Program

LMU has been teaching entrepreneurship with an emphasis on ethics and social responsibility since 1972. One of the first entrepreneurship programs to be established in the United States, LMU's program is consistently ranked among the top programs in the nation.

Building upon that success, the Entrepreneurship Program added new pathways this academic year: Start-up pathway, Social Entrepreneurship pathway, and Corporate Entrepreneurship pathway. The program also houses the Business Incubator, which empowers students to pursue their entrepreneurial dreams and build businesses that have potential for impact in the real world while still students at LMU.

## Marketing

Also consistently nationally ranked, the Marketing Program features four career-focused pathways, among them the M-School and the Applied Learning in Societal Transformation (A-LIST). Both highlight the central importance of sustainable development and the SDGs.

A signature program of the M-School is the *Marketing for Good Project*. Over 15 weeks, student teams pitch product design and marketing plans to make their communities a better place. Presented to a panel of marketing leaders, teams earn a chance to be funded and develop their product further.

The *Applied Learning in Societal Transformation Pathway* is designed to help students understand and serve increasingly diverse markets and promote positive societal change. The A-LIST pathway offers courses designed to embrace the multi-dimensionality and breadth of modern-day consumers and culture with a focus on “marketing for mission.”



Professor Andrew Rohm introducing the  
Marketing for Good showcase event



Dreier Series speaker Robert Hirth, Co-Vice  
Chair of the Sustainability Accounting  
Standards Board (SASB)

## Accounting

Another leading program with national recognition, the Accounting Program prepares students for careers in public, corporate, and government accounting. Grounded in ethical reasoning and equipping students with an ethical decision-making framework and related skills, students learn to address and appropriately engage real-life ethical issues and the importance of ethical leadership.

Among its signature programs is the *Dreier Chair in Accounting Ethics Speaker Series*, which brings prominent executives to present on critical issues of accounting ethics, governance and public interest. Recent presentation topics have included: SASB (Sustainability Accounting Standards Board), the sustainability evolution of ESG (Environmental, Social, and Governance), and Social Impact Investing.





## Business Analytics

Now CBA's fastest growing major, the undergraduate Information Systems and Business Analytics program has recently been joined by the new Master of Science in Business Analytics program. Student projects have included data visualization and decision making related to COVID-19, and the program has begun a collaboration with Ispahani Islamia Eye Institute, Bangladesh, to advance collaborative research and knowledge exchange in the area of healthcare analytics.

### GROUNDBREAKING RESEARCH



#### An Analytical Model of Social Justice by Professor Aidin Namin

This study employs an advanced analytic method to measure social justice. The analysis contributes in three major levels: 1) it extends the literature by providing results for a “quantified” social justice; 2) it provides decision making implications, shedding light on ways to deal with social justice issues; and 3) it contributes to LMU's mission of social justice, making LMU one of the first schools to apply analytical studies to social justice.



#### Data Analytics as A Force for Good: Educated and Ethical Data Analytics for the Promotion of Equality and Social Justice by Professor Richard Tang

Data and data analytics are not objective; instead, they are subject to human-based bias in many ways like data representation, model setting, and outcome presentation. This project aims to develop content that arouses the awareness of biases in data and data analytics. It promotes educated and ethical practices of data analytics, making data analytics a real force for good.

In addition to these projects, the faculty of the College of Business Administration, through publications and conference presentations, has conducted additional research related to the SDGs. See Appendix A for the complete list and details.

## Co-Curricular

The College of Business Administration provides a broad array of co-curricular experiences that advance knowledge through its centers and its commitment to engaged learning experiences.

### CBA's Centers of Excellence

#### CENTER FOR ASIAN BUSINESS (CAB)

This center provides opportunities for students and faculty to explore the cross-cultural dynamics of doing business in Asia. CAB sponsors two undergraduate courses that incorporate travel to Asia, an undergraduate summer research scholarship, and several faculty research fellowships.

#### INSTITUTE FOR BUSINESS ETHICS AND SUSTAINABILITY (IBES)

IBES is an umbrella for enabling the exchange of knowledge, ideas, and opportunities between students, alumni, faculty, and employers. IBES sponsors programs and partners with other centers and educational entities to advance the Principles in Management Education (PRME) and the Sustainable Development Goals (SDGs).

#### CENTER FOR INTERNATIONAL BUSINESS EDUCATION (CIBE)

Funded by the U.S. Department of Education, CIBE emphasizes transformative education in the areas of global sustainability and business ethics; global talent development and foreign business language education; innovative global marketing; and international entrepreneurship.

#### FRED KIESNER CENTER FOR ENTREPRENEURSHIP

Complementing LMU's top ranked Entrepreneurship Program, the Fred Kiesner Center for Entrepreneurship sponsors a number of social entrepreneurship programs, including the Hilton Distinguished Entrepreneur Lecture Series, the annual Pitch Competition, and the Techstars Startup Weekend.





## CBA Advantage

Launched in 2020, this program gives students the tools to build an ePortfolio of all co-curricular activities and projects in which they have participated throughout their LMU career. With this tool, students strengthen their academic resume with business skill development to position them for both internships and employment upon graduation.

**This program helps students raise their awareness of the SDGs and responsible business practices as they build their ePortfolio around the skills and competencies of the CBA mission:**

- **BUSINESS KNOWLEDGE**—Activities to develop an awareness and understanding of how to analyze business situations and problems in a manner that produces effective outcomes.
- **CREATIVE CONFIDENCE**—Activities that give students the freedom and courage to fail and take creative risks with the knowledge that all of the ideas created have value.
- **GLOBAL CITIZENSHIP**—Activities that help students recognize a global community perspective and build cross-cultural competencies.
- **LEADERSHIP SKILLS**—Activities that give students the knowledge, skills and experiences needed to lead others in achieving a common goal or outcome.

- **MORAL COURAGE**—Activities that give students the confidence to take a stand, speak out, and encourage fellow students to commit to doing the right thing as part of one's business career.

### The opportunities provided through this program emphasize the Four Ps:

1. **Prepare** to be successful business leaders by developing knowledge in specialized areas of a constantly changing landscape.
2. **Practice** essential skills in communication, career management, teamwork, and management leadership.
3. **Polish** abilities and reinforce Knowledge, Skills, and Abilities (KSAs) required of successful global business leaders.
4. **Perform** as business professionals at a competitive level, living the mission of the CBA.



### STUDENT PERSPECTIVE

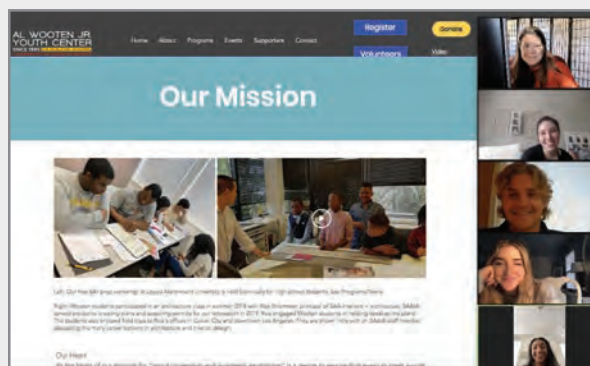
I really like CBA Advantage because it is a game-like competitive program. It's pretty fun because you go to extracurricular activities while earning points in a leaderboard system. You can track your points to see where you stand against everyone in your class. These points are imperative for an LMU CBA student to graduate, but it also opens new opportunities for undergraduate students to meet professionals within their field that they would not normally meet. Additionally, it helps students to get out of their major and explore different subjects even if they do not seem the most interesting to the student. —SAMUEL BINER '24





## Engaged Learning

LMU integrates engaged learning into the core curriculum design to provide students with beyond-the-classroom experiences that complement their classroom learning. Students are encouraged to think critically, apply their classroom education, and experience hands-on learning, thus allowing them to integrate knowledge and experience.



Over the course of six weeks, students worked with Wooten staff to create videos to be used as part of the onboarding process for new volunteers as programming was transitioned online in response to COVID-19.

## AL WOOTEN JR. YOUTH CENTER

Students from Professor Cathleen McGrath's *Managing People and Organizations* class partnered with the Al Wooten Jr. Youth Center (a non-profit providing free afterschool and low cost summer programs for students grades 3-12) for an online community-based learning project during COVID-19 Safer at Home restrictions. McGrath, who has been working with community partners for the past 20 years at LMU, partnered with the LMU Center for Service and Action to increase place-based engagement with a focus on South Los Angeles.

## Moving Forward

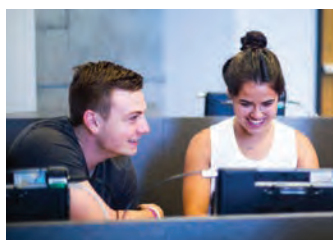
CBA piloted the Good Lab in 2020 and plans to expand the program. Designed to generate research, ideas, and student opportunities while helping companies and organizations build sustainable and profitable social impact initiatives, The Good Lab at LMU is a joint, interdisciplinary co-laboratory. The Good Lab pilot project, Purely Pup, hired a team of LMU students from the Marketing and Entrepreneurship programs to develop a full go-to-market plan for an organic, sustainable pet product line that was developed and manufactured in Korea. The Good Lab will continue to work with brands to amplify their social good initiatives.

CBA will also launch two graduate programs that advance global citizenship and sustainable development beginning in fall 2021:

- Masters of Science in Entrepreneurship and Sustainable Innovation (MSESI)
- Masters in Global Entrepreneurship Management (MGEM)—a joint partnership with IQS University (Barcelona, Spain) and Fu Jen University (Taipei, Taiwan)

These degree programs will enable our students to be even more effective and responsible leaders in our rapidly shifting, post-COVID world.

Additionally, CBA will continue strengthening the focus on sustainable development through curriculum and research, programs, and partnerships.





Moral Courage





## Overview

The College of Business Administration promotes moral courage as a central value of our commitment to business education. Beyond its nationally ranked business programs, CBA stands out with our fundamental belief that business skill must be coupled with corporate, social, and environmental responsibility to be at the forefront of positive social change. To develop leaders who can respond to rapidly changing times, educating the whole person is a necessity.

Ethics and ethical reasoning, with a focus on the moral imperative of sustainable development, are integrated into classes at both the undergraduate and graduate levels so that moral courage is understood to be a daily and ongoing choice. In addition, CBA has created signature programs to highlight and foster moral courage as one of the central responsibilities of a business leader.

## Achievements

### Institute for Business Ethics and Sustainability (IBES)

Launched in fall 2017, IBES was founded to advance student learning, academic research, and stakeholder engagement in ethics and sustainability for the 21st century organization. Affirming the vital role of business in the service of human development, IBES asserts that sustainability—business, social, and environmental—needs to be incorporated into the mission and strategic focus of every business enterprise. Focusing on ethical decision-making in the context of social responsibility and environmental sustainability, IBES brings together business leaders, scholars, and community members to share their knowledge and enhance the learning experience, business success, and community partnership.

## CBA STRATEGIC PLAN

Consistent with the education of the whole person, we view each individual as important and worthy of our time and resources. As an institution of higher education, we strive to advance the intellectual growth of our students and related community members. As an institution rooted in the Jesuit and Marymount traditions, we aspire to develop all dimensions of the person—emotional, spiritual, physical, and social—through our educational framework as a way to promote human flourishing at the personal and professional levels.





## IBES at a Glance

### BUSINESS AS A FORCE FOR GOOD ANNUAL ETHICS SYMPOSIUM

An annual symposium bringing together business, community, and academic leaders to examine critical issues from an ethical and sustainable development perspective.

### CBA ETHICS AND SUSTAINABILITY MONTHLY SERIES

A monthly series of movies and presentations that highlight the role that businesses can take as a force for good in the global economy. The movie showings are followed by a panel discussion facilitated by a moderator with expertise in the practice area.

### BUSINESS AND FAITH SERIES | DIALOGUE WITH OUR RELIGIOUS TRADITIONS

A series of intimate gatherings discussing important business issues with panelists representing perspectives from different faith traditions.

## INTERNATIONAL BUSINESS ETHICS AND SUSTAINABILITY CASE COMPETITION (IBESCC)



An intercollegiate competition bringing together teams of students who apply ethical reasoning to the moral imperative of sustainable development, IBES has partnered with the Center for Practice & Research in Management & Ethics at University of Detroit Mercy to provide undergraduate participants the opportunity to submit their research for publication in *Advances in Management & Ethics Research* (AMER), the first undergraduate peer-reviewed journal.

*The sustainability aspect [of the competition] focuses students to think about not only what needs to be done to correct for past business practices but also... to imagine new business ideas that solve problems simply because they are designed to be sustainable.*

### —Undergraduate team faculty advisor

CBA's signature program on business ethics, IBESCC is hosted annually for undergraduate and graduate teams to present cases that persuasively apply ethical reasoning to the moral imperative of sustainable development.

Teams of 3-5 students choose their own business ethics case, which relates to an SDG. There are three elements to the competition, judged by executive panels with experience in corporate leadership, business ethics and sustainability:

- 25-minute presentation outlining a solution that is acceptable legally, financially and ethically
- 10-minute presentation focusing solely on the ethical component
- 90-second presentation (elevator pitch) explaining the importance of the sustainability issue

Teams from schools around the globe make their presentations to panels of executive judges from the fields of ethics, sustainability, and management, who provided comments and feedback to the teams during the competition. Normally an in-person event, IBES took the competition online in just six weeks last year and helped students hone their skills for conducting business in a virtual setting.





## Marketing Pathways

CBA's marketing major has been designed with four marketing pathways with distinct areas of focus, each integrating ethics, social impact, and "marketing for mission."

### APPLIED LEARNING IN SOCIETAL TRANSFORMATION (A-LIST) PATHWAY

A-LIST pathway is designed to help students understand and serve increasingly diverse customer markets and promote positive societal change. Courses are designed to embrace the multi-dimensionality and breadth of modern day consumers and cultures with a focus on "marketing for mission." Students who choose the A-LIST pathway cultivate skills to remain at the forefront of a diverse and changing marketplace.

### CONGRUITY OF INTERESTS (COIN) PATHWAY

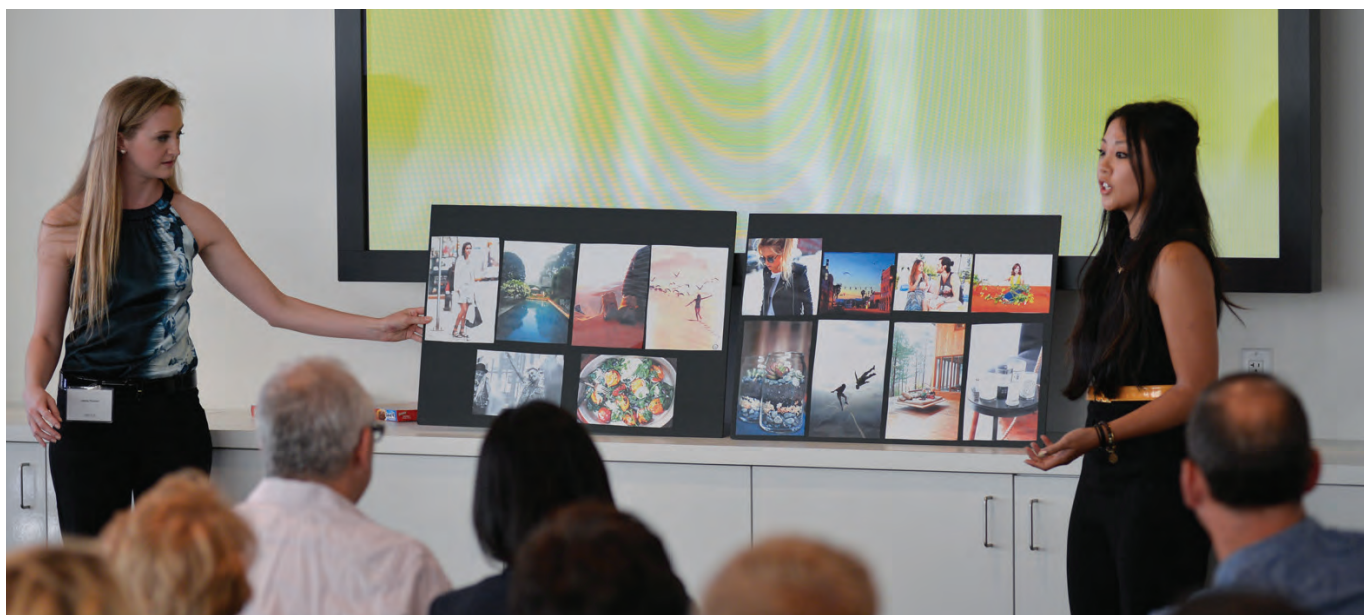
COIN pathway is designed to help students understand how free human exchanges can occur only when a congruity of interests occurs between the parties to the exchange, resulting in a reciprocal transfer of value. Long-term company profitability, as assessed by financial and accounting metrics, is critically dependent upon the ethical creation and transfer of value to customers and society overall. This perspective of value creation means that traditional marketing functions are not merely mechanisms for advancing company wealth, but simultaneously are potent tools for enhancing customer (and societal) welfare.

### MARKETING ANALYTICS PATHWAY

Marketing Analytics pathway is designed to help students understand and process the massive quantities of data and market studies that need to be analyzed and harnessed to help organizations effectively understand market and consumer activity. This pathway explores methods and systems for optimally analyzing and leveraging the immense data resources available to organizations today, as well as developing unique analytical skills which will enhance students' value to employers and society.

### M-SCHOOL PATHWAY

M-School pathway focuses on the 4Cs—Creativity, Collaboration, Critical Thinking, and Communication—and is designed to equip students with the skills to be future proof and real-world ready in the world of advertising and new media by offering two distinct tracks of study, Strategy & Brand Management and Content Creation.



## MARKETING FOR GOOD



***“The M-School and Marketing for Good are a secret weapon. Having small budgets and a mandate to create social good forces you to focus on finding a great idea that will thrive on its own, because you don’t have an established brand or big media budgets to cover you. As a bonus, or maybe just as a consequence, M4G has been a great place to find new talent to come join us after they graduate.”***

**—Ben Perreira, M-School Mentor / Senior Manager, Integrated Digital Strategy at Mattel**

Imagine if The Apprentice and Shark Tank had a baby. That’s basically what the M-School’s Marketing for Good initiative is. Teams of 5-6 students identify and select a problem, issue, or opportunity tied to a specific SDG. Over the course of 15 weeks, teams create and design a product or campaign to address the problem and/or shift people’s attitudes, perceptions, and behaviors toward a specific issue. Halfway through the course, they pitch their ideas to a panel of C-Suite marketing judges for feedback and Idea Accelerator funding to actually execute and launch their product or campaign in real life throughout the second half of the semester.

## MARKETING FOR MISSION



The late rapper Nipsey Hussle and real estate developer David Gross kick off “Rethinking the Marketplace” by discussing their LA-based venture, Vector90.

***“Most of what you guys shared today is better than what we will see in a professional environment...Everything today could have been something that an agency or another brand pitched us...”***

**—Lexi Cotcamp, Head of Brand Marketing, Impossible Foods**

The A-LIST Pathway guides students to understand and serve increasingly diverse consumer markets and promote positive societal change. The A-LIST Pathway offers courses that embrace the multi-dimensionality and breadth of modern-day consumers and culture with a focus on “marketing for mission.”

The two core course courses, “Rethinking the Marketplace” and “Brand Storytelling,” are structured on the principle of the triple-bottom line: profit, people, and planet. Students focus on both their audience and external forces that affect their consumers, developing the socio-cultural empathy lens for marketing.

Students pitch real marketing plans to real organizations, create real multimedia content, run their campaigns for brands, and see the results in real time. Students have partnered with Jessica Alba’s Honest Company, Nipsey Hussle’s Vector90, Snoop Dogg’s Outstanding Foods, the NBA Players’ Association, Lithographix, and other high-profile companies.





## Dedicated Ethics Classes

While ethics is integrated within and throughout the CBA curriculum, specific ethics courses are also mandated in both undergraduate and graduate degree programs to emphasize that ethics goes hand-in-hand with equity and sustainability, which are the foundation of responsible leadership.

### BCOR 1910—BUSINESS FOR GOOD

This course is a transformational experience for incoming undergraduate students—an immersive and interactive experience that involves major global challenges students will face in their professional careers, such as poverty and the environment. It brings out the role of business in being a force for good and involves a project in which students design a business plan to launch a product for low-income customers in domestic or international markets that is economically, socially, and environmentally sustainable.

### BCOR 4910—BUSINESS ETHICS AND SUSTAINABILITY

Business Ethics and Sustainability focuses on the interaction and importance of social, political, economic, and environmental forces in business and society. Using the framework of the UN Sustainable Development Goals, students study business and its moral responsibility for societal and environmental impacts. Emphasis is placed on applying ethical decision models to a variety of stakeholder issues, investigation into the underlying normative ethical theories, and socio-political factors that impact business' broader responsibilities.

### ACCOUNTING 4150—ACCOUNTING ETHICS, PROFESSIONALISM, AND PUBLIC INTEREST

This course examines the role of accountants and the accounting profession in society. Students learn about the history, legal, and ethical responsibilities of the accounting profession. Major ethical theories are introduced and analyzed before applying them to ethical and justice issues that arise in accounting and business practice. Students are encouraged to adopt the objectivity, integrity, and ethical standards necessary to serve society as an accounting professional.

### MBAE 651—ETHICAL ISSUES IN BUSINESS

This course will identify and examine critical business ethics issues for the 21st century enterprise, studied through the frameworks of (a) applied organizational ethics and, (b) sustainable development and the Sustainable Development Goals (SDGs). Special emphasis will be placed on ethical leadership, ethical reasoning and decision-making, the skills of ethical leadership, and the imperative of sustainable development as a lens for examining business as a force for good.

### MBAP 6850—ETHICS AND SPIRITUALITY IN THE WORKPLACE

With the underlying premise that effective business leadership requires a commitment to personal leadership development and formation in order to fully realize one's personal goals, this course looks at the way personal development can maximize the value of an organization and its corresponding contribution to stakeholders and society at large. Valuation is defined in its broadest sense and links development as a principle-based leader to the way an organization identifies and implements core values within the enterprise.





## Moving Forward

2020 brought to the forefront long-simmering, social justice issues. To reiterate CBA's ongoing commitment to issues of equity and justice, during the summer of 2020 Dean Dayle M. Smith issued a statement affirming CBA's commitment to taking concrete action to advance these goals of the SDGs:

***As educators, our roles are in the preparation of the next generation of leaders. Never has our work been more meaningful as it is now—we must empower our students to take action against racial injustice, recognize the pain of inequality, and find their own voices of conscience...***

***The College of Business Administration (CBA) stands in solidarity with Black Lives Matter and is committed to taking action against systemic racism...Business has a responsibility to reduce inequality and create a more ethical and sustainable world.***

Over the summer, CBA formed a Diversity, Equity, and Inclusion (DEI) taskforce that is currently working with the university administration to increase outreach and access for BIPOC (Black, Indigenous, and other People of Color) students. CBA is also in the process of bringing on additional BIPOC faculty and has launched anti-racism initiatives throughout the college. Programs are in development to engage the issues raised by Black Lives Matter and the responsibilities of business. Staff and faculty are also engaged in trans-disciplinary collaboration efforts in the university's Anti-Racism Project.







# Creative Confidence





## Overview

The College of Business Administration recognizes that our times require adaptive change and creativity, which will allow business to both engage and appropriately respond to the social and environmental responsibilities that our world demands. For this reason, **agility, creative confidence, and an entrepreneurial spirit** are core values to our mission and infuse every aspect of our business education.



## Achievements

Embodied within our nationally ranked Entrepreneurship program and the Fred Kiesner Center for Entrepreneurship, the value of creative confidence frames our understanding of the spirit and skills which will enable our students to successfully engage opportunities for impact in the 21st Century.



LMU is located in the heart of Silicon Beach, one of the most vibrant entrepreneurship communities in the world. The Entrepreneurship Program and the Fred Kiesner Center for Entrepreneurship are integrated into this ecosystem for tech and innovation, which has offered CBA's students an abundance of opportunities through internships, jobs, and industry connections.

The Entrepreneurship Program and Center are led by David Choi, Ph.D., whose unique mix of business and academic knowledge focuses the work and impact of both the center and the entrepreneurship curriculum.



**“If you want to be an agent of change in a large organization or your community, entrepreneurship is an ideal field of study.”**

Born in Seoul, South Korea and raised in Germany, **David Choi** received his Ph.D. in Management from the University of California, Los Angeles and taught at a number of prestigious institutions prior to LMU, including Peking University, Korea Advanced Institute of Science and Technology, and Korea University. In 2011, he was the recipient of the Innovative Pedagogy for Entrepreneurship Education award from the United States Association for Small Business and Entrepreneurship for a collaborative course he piloted for students from LMU and the nearby Otis College of Art and Design.

## CBA STRATEGIC PLAN

We are committed to educating our students to use their imagination and intellectual curiosity in how they understand business challenges, solve problems in transdisciplinary ways, and adapt to change in a constantly changing world. Using knowledge, skills, abilities, and meaningful experiences, our students will develop and enhance their technical skills, critical thinking, and communication and interpersonal skills to positively transform organizations and societies.





## Entrepreneurship Program

Ranked as one of the top entrepreneurship programs in the nation by *The Princeton Review*, LMU specializes in the science and art of developing entrepreneurial leaders, with an emphasis on social entrepreneurship. Los Angeles offers many opportunities for starting a company or career, especially in the fields of tech, ecommerce, consumer goods, and digital media. Students are supported by a community of professors, advisors, alumni, and fellow students. At any one time, there are 20-30 student start-ups in various stages of development.

### BUSINESS INCUBATOR

Every year, undergraduate student entrepreneur teams are admitted to the Business Incubator to develop their products in a success-oriented workspace and culture while receiving advice from subject matter experts, alumni, seasoned entrepreneurs, and investors. The class offers them an opportunity to learn from doing—from both successes and failures. Many student companies have raised capital, received media recognition, and been successfully launched.

Every semester, the Business Incubator Showcase presents exciting new businesses developed in the incubator. Some of the social entrepreneurship ventures within the past 2 years include:

- **Ama Smart Home:** a user-friendly system that monitors elderly parents remotely and non-intrusively
- **Recupera:** a meal service for people with serious medical conditions
- **Bristl:** a toothbrush which combines the science of light therapy with sonic vibration to kill bacteria, whiten teeth, and strengthen gum tissue
- **Washington Abstract:** a data-driven platform aimed at increasing government transparency



### BUILT TO SCALE: A MASTERCLASS IN WHAT IT TAKES TO WIN IN ENTREPRENEURSHIP

Led by Professor Rochelle Webb, this half-day, intensive workshop is designed to create a dynamic and conversational environment for entrepreneurs, startup employees, aspiring startup founders, and beyond. Students get answers to their burning questions from those who have succeeded in paving the way for the new upstart generation.

This masterclass features guest speakers with expertise on a variety of startup areas including venture capital, corporate development, brand development, HR, strategy, and legal. Students get the chance to have intimate conversations with these experts and share the issues they face as they work on their own entrepreneurial ventures.



## LMU WINS FIRST PLACE AT VENTURE CAPITAL COMPETITION



*“VCIC is an incredible opportunity for our students to evaluate opportunities from the perspective of a venture capitalist. Typically, collegiate competitions ask students to pitch their best ideas to a panel of judges. This competition is different. It gives students a true VC experience and challenges them to evaluate three real business opportunities pitched by actual entrepreneurs.”*

—Jason D’Mello, Assistant Professor of Entrepreneurship

An interdisciplinary team of finance, entrepreneurship, and IBSA students won first place in the western regional Venture Capital Investment Competition (VCIC) held at Utah Valley University. VCIC is the world’s largest venture capital competition with over 70 universities competing. The team advanced to the finals and beat the past winner of the VCIC National Championship for the last two years.

Professor Mark Hattendorf assembled the team out of his “Entrepreneurial Finance” course. Both Hattendorf and D’Mello took the lead on coaching the students alongside three LA-based entrepreneurs—Jake Tannenbaum ’18 (Craftmix), Justin Wolske (Caseworks) and Sean Bellerby (Go Snow)—as well as VC alumni Bryson Ishii ’09, Daniel Gomez ’16, and Sean O’Neil ’10. All generously shared their time and resources to help the team through the due diligence process.

“This is a very tough competition in which students get real company business plans, conduct all sorts of analyses, and then get scored on due diligence (interviewing real entrepreneurs), investment review committee meeting (why they want to invest in a certain company), and term sheet negotiation with entrepreneurs,” said Professor David Choi, director of the Fred Kiesner Center for Entrepreneurship.

### Fred Kiesner Center for Entrepreneurship

As part of CBA’s commitment to creating a community of life-long learners, the Fred Kiesner Center for Entrepreneurship provides several co-curricular activities that allow all CBA students, alumni, and community members to hone their agility, cultivate an entrepreneurial mindset, and bolster their creative confidence to take calculated risks. The Center sponsors a number of programs, including:

#### HILTON DISTINGUISHED ENTREPRENEUR LECTURE SERIES

Speaker series bringing entrepreneurs from all fields to campus to share their life and work experiences with students, alumni, faculty, and staff.

#### STARTUP WEEKEND

Students come together for a weekend to form teams and create a prototype of a business idea.

#### NEW IDEA PITCH COMPETITION

Participants have 90 seconds to present a business idea that solves a problem to a panel of judges, which includes potential investors.

#### ALUMNI WALL OF HONOR

An event recognizing several outstanding LMU alumni who have made significant contributions to the field of entrepreneurship.





## STARTUP WEEKEND



Each fall, LMU hosts a Techstars Startup Weekend to provide an exciting opportunity for students to sharpen their skills in formulating and launching a business concept—they form teams with like-minded, passionate individuals from a variety of backgrounds, create a prototype, and receive feedback from local tech and startup leaders acting as mentors and judges.

Startup Weekend is very much about experiential learning—participants spend 54 hours in a frenzy of business model creation, coding, designing, and market validation, which culminates with Demo Day—a dinner and presentations in front of local entrepreneurial leaders and investors. Whether entrepreneurs launch a company, find a co-founder, form a team, meet someone new, or simply learn a new skill, everyone is guaranteed to leave the event better prepared to navigate the chaotic but fun world of startups.

## Moving Forward

In Fall 2021, CBA will launch the M.S. in Entrepreneurship and Sustainable Innovation (MSESI).

The M.S. in Entrepreneurship and Sustainable Innovation is designed for students who are determined to make a difference in their organization and in society. The graduate degree program is a 12 to 24 month experience that will deliver essential theoretical, applied, and experiential learning to prepare students to launch their own firms; join a venture capital-backed startup; step in as a change-agent in a large corporate enterprise; contribute to a social enterprise; or bring new innovative skills to their family businesses.

The interdisciplinary program will have a special focus on protecting and improving the environment and will address not just the nuts and bolts of new venture creation, capital, financing, and commercialization, but it will also directly address creativity and the entrepreneurial mindset, personal development, and the entrepreneurial process through experiential learning and a practicum.

CBA will also be launching a Family Business Center and a master level program in international entrepreneurship and leadership.





# Business as a Force for Good







## Overview

To cultivate responsible leaders who share the vision that business is central to creating a world that advances economic, social, and environmental flourishing, CBA has created an environment that repeatedly teaches and demonstrates the various ways that business can act as a force for good.



## Achievements

### FOUNDATION CLASS: BCOR 1910 BUSINESS AS A FORCE FOR GOOD

All incoming undergraduate students are required to take this introductory and transformative class. An immersive and interactive experience, the class asks students to take on challenges that they will be faced with in their careers, such as poverty, the environment, and other related issues. It challenges students to examine their values related to doing good in the professional and personal realms and apply their creativity to design solutions, thus setting the tone for their ongoing study in CBA.



### STUDENT PERSPECTIVE

The Business for Good course has been an amazing and unique learning experience. I have had the privilege to engage in various virtual, immersion exercises to learn how to implement innovative products and services in a way that truly benefits subsistence marketplaces. I look forward to applying the knowledge I retained from this course in future business courses and beyond. —**MADISON LENOIR-IRWIN '23**

## CBA CORE VALUE—BUSINESS AS A FORCE FOR GOOD

We dedicate ourselves to developing ethical leaders who visibly demonstrate moral courage in their personal and professional endeavors. Ethical citizenship encompasses principled behavior and the tenets of corporate social responsibility, including attention to economic, social, and environmental performance. We are committed to business as a force for good, where business has a voice at the table and a key role in collaborating on sustainable development goals for the betterment of the global community.

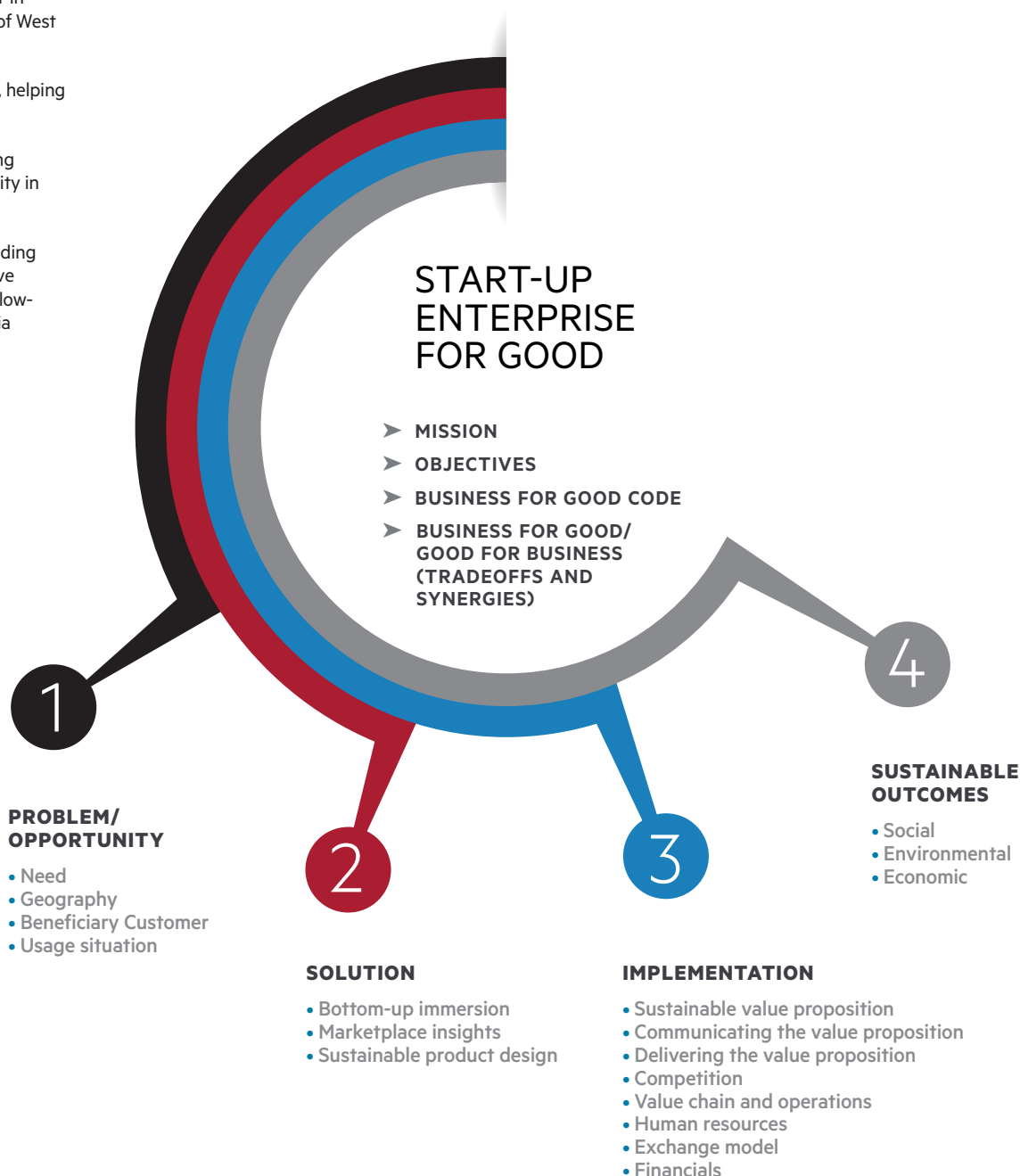


**A SAMPLING OF PRESENTATION TOPICS:**

- Agritrans, increasing the income of small farmers in Uganda by providing services that aid productivity
- TechnoBus, providing equal access to underfunded U.S. public schools in the COVID era of distance learning
- Filtedore, providing easier access to clean water in impoverished areas of West Africa
- Blossom Aeroponics, helping U.K. food deserts
- MobileMed, increasing healthcare accessibility in rural Tanzania
- Push2Hygiene, providing access to preventative hygienic measure in low-income Manipur, India

**Business as a Force for Good**

Students form groups to tackle issues of education, health, and livelihood in subsistence markets. Each team develops a start-up enterprise with a mission and Business for Good Code. Enacting a bottom-up approach to understanding problems in low-income marketplaces, teams are tasked to research, identify a problem related to an SDG, and propose viable business solution. The students conduct virtual interviews with potential beneficiaries and stakeholders and deliver their presentations to a panel of business faculty and industry experts, demonstrating how their startups would be economically, environmentally, and socially sustainable.





## Modeling Leadership for Good

As part of our commitment to creating an environment that consistently demonstrates business acting as a force for good, CBA is committed to bringing successful alumni back to share their experiences, insights, and personal philosophies with students.

### BRANDIN COHEN '10—FOUNDER & CEO, LIQUID I.V. (UNILEVER)



***“Along with my two best friends who are also LMU grads, Hayden Fulstone and Cameron Killeen, we saw a void in the marketplace for a truly healthy and effective hydration product as opposed to traditional sugar and chemical-filled sports drinks.”***

Liquid IV provides a product that improves people’s health and well-being in a sustainable way while making a positive social impact. As a company committed to “making the world a better place than we found it,” the company is working to develop more responsible packaging, reduce the environmental and social impact of operations, and contribute to leading initiatives that advance eco-friendly manufacturing capabilities.

Additionally, as part of their commitment to giving back, Liquid IV donates one serving to someone in need for every purchase. The company has donated approximated 5 million servings to disaster zones, hospitals, impoverished communities, and emergency living quarters around the globe in the past 7 years.

### JASON WILK '07, COFOUNDER AND CEO OF DAVE—BANKING FOR HUMANS



***“Banks have failed their customers by building products that put their own interests ahead of the humans who use them. People don’t need predatory fees, they need tools that actually solve their challenges around credit building, finding work, and getting access to their own money to cover immediate expenses.”***

Jason Wilk started Dave—a leading personal financial management and challenger banking app that has been dubbed the finance version of David and Goliath—because he saw, from his own personal experience, an unaddressed need in the banking market.

The company offers its own unique banking products such as “Dave Banking,” which automatically builds credit by reporting everyday payments like rent and utility bills to the credit agencies. “Side Hustle” gives banking users access to part time jobs in their area through partnerships with gig economy and sharing economy companies, including recent new options for remote work.

As part of its commitment to giving back, Dave gives a percentage of its tips to partner programs Feeding America and Trees for the Future, and recently made a \$250,000 donation to Feeding America COVID-19 Response Fund.



## FATMAH ALJAZZAF '21—KUWAIT MOTORSPORTS



***“I personally have an interest in cars and worked on my own cars in Los Angeles. COVID struck and we were all forced to go back home. I decided it was time to bring that hobby back home with me to Kuwait and share it with the women here, allowing them to get the same experience I did abroad.”***

Kuwait Motorsports is the first all-female car club in the Gulf Cooperation Council (GCC) Region (Saudi Arabia, Kuwait, the United Arab Emirates, Qatar, Bahrain, and Oman). According to AlJazzaf, garages are considered unsafe for women and women are discouraged from visiting them. So she took a risk and invested her own money into Kuwait Motorsports, which enabled her to create a network of female-safe garages that offer discounts to members. The club is a welcoming environment for female car enthusiasts to meet, show off cars, and take part in workshops to learn the basic mechanics of cars, as well as attend social events like bowling or coffee. The club also offers additional benefits for members such as discounts from club sponsors.

## DELANEY DREXLER '19, SUMMER MORGAN '19, LEAH SULLIVAN '20—PEACHY KEEN SWIM



Peachy Keen founders Delaney Drexler, Summer Morgan, and Leah Sullivan

***“Our founders—Delaney, Summer, and Leah—have all had different experiences with body image. But one thing they all had in common was the pressure they felt from society to look a certain way. They knew there had to be a way to communicate body positivity through a brand while also being responsible and respecting the planet.”*** —Peachy Keen Swim, About Us

Peachy Keen Swim is an all-inclusive women’s swimwear company rooted in a mission of self-love and empowerment, as well as a desire to reshape the fashion industry and help take care of the planet. All garments are manufactured in sweatshop-free conditions in Southern California, and all products are shipped in 100% compostable mailers. They are currently working on a collection made of fabric manufactured from recycled water bottles and fishing nets and were recommended by Jessica Alba for Small Business Saturday as one of the brands she loves.







**“I study poverty from the point of view of subsistence consumers and entrepreneurs starting at the micro level. This is important because most of us can’t relate to poverty. I am the least qualified to be studying this – I’ve never been poor, I don’t recall not being able to read or write – so I need to educate myself. It means developing understanding and solutions from the bottom up. It means studying these contexts in their own right and not as a means to another end. And it means understanding how these subsistence marketplaces can become sustainable marketplaces.”**

Born in Vellore, South India, **Madhubalan Viswanathan** pioneered the study of subsistence marketplaces. He received his Ph.D. in Marketing from the University of Minnesota and was on the faculty at the University of Illinois, Urbana-Champaign for 29 years. Using his experience, he developed CBA’s foundational Business for Good course. He has been a member of the Livelihoods Advisory Board of United Nations High Commissioner for Refugees, and has received numerous awards, including the Coursera Outstanding Educator Transformation Award and the Best Professor in Entrepreneurial Leadership from the World Education Congress, Mumbai.

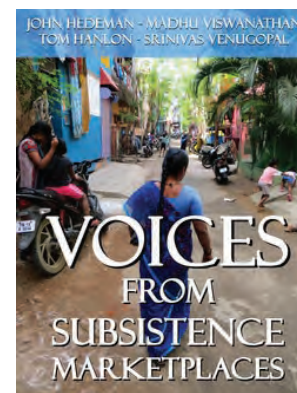
## Subsistence Marketplaces Initiative

### PIONEERING A UNIQUE BOTTOM-UP APPROACH TO RESEARCH, EDUCATION, AND PRACTICE IN LOW INCOME SETTINGS

This initiative examines the intersection of poverty and marketplaces with a bottom-up orientation and is rooted in a micro-level understanding of life circumstances of consumers, entrepreneurs, and communities.

Research is actionable and combines interdisciplinary perspectives. Unlike traditional social science research, this research bridges theory and practice and examines contexts that lie across resource and literacy barriers. Topics span poverty, literacy, and psychology to consumption, entrepreneurship, marketing, and management.

This work has also led to marketplace literacy educational programs for tens of thousands of individuals in eight countries—India, USA, Tanzania, Uganda, Kenya, Argentina, Mexico, and Honduras. The Marketplace Literacy Project, a non-profit organization founded in concert with this initiative, has partnered with organizations such as the Xavier Institute, Madura Micro-Finance Limited (MMFL), and Oikos East Africa.



## Co-Curricular Opportunities

Business for Good is demonstrated and modeled in CBA’s ongoing co-curricular programs to build capacity for impact.

### POWER (POSITIVE OPPORTUNITIES FOR WOMEN’S EMPOWERMENT AND RECOGNITION) SUMMIT

The annual POWER Summit, sponsored by the Fred Kiesner Center for Entrepreneurship, fosters community and collaboration while providing resources to help women achieve an entrepreneurial mindset and expand leadership potential.

The POWER Summit gathers a diverse community of women that gives first and prioritizes collaboration to make an impact. The summit is designed to engage and inspire, build community, break down barriers, and define one’s personal purpose. Participants learn more about mentorship relationships and gain a growth mindset to learn about the changing needs of our world. Most importantly, it fosters an investment in oneself and the education of the whole person.



## Financial Literacy Program

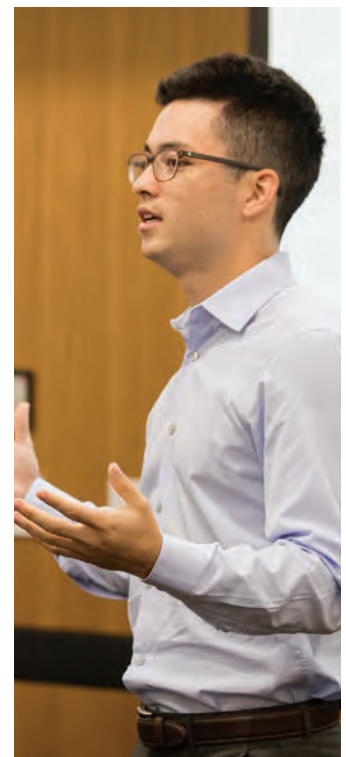
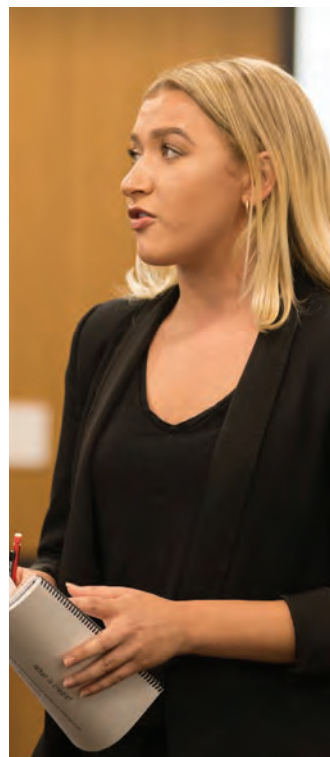
***“The FoolProof/LMU program is having [great impact] on multigenerational poverty in our community. With African Americans owing 57% of the \$1.7 trillion in student loan debt, we thank the LMU School of Business for touching our students who have been changed forever by this experience.”***

—YASMIN DELAHOUSSEY, ED.D., EDUCATIONAL STUDENT TOURS COLLEGE ACCESS PROGRAM

Since 2015, the Fred Kiesner Center for Entrepreneurship has taught financial literacy each summer to local and underserved high school students in Los Angeles, since financial literacy skills and habits ideally begin when earning income and before taking on loans. The program provides training and paid internships to motivated LMU students to be near-peer mentors who teach financial literacy to over 200 youth participants. The minimal age difference between students and instructors allows the content to be more relevant and teachable.

In summer 2020, in response to COVID, the program, which teaches students not only how to use money as a tool for achieving their long-term goals but also the importance of healthy skepticism and instant vs. long-term gratification, was adapted into a highly interactive virtual curriculum and experience.

Partnering with the FoolProof Foundation on the Save-It-Forward Initiative, CBA seized the opportunity to expand the reach of the program in an effort to share financial literacy with thousands of youth in Los Angeles to help end cycles of poverty and economic disparities. Additional program partners—Black College Tours, ProjectECHO, LMU Family of Schools, and the Housing Authority of the City of Los Angeles—worked to bring the program to at-risk youth, foster children, and students living in public housing.





## Impact Insights

As part of our commitment to building a community of lifelong learners, CBA faculty, alumni, and industry partners came together to address the needs of the business community in a post-COVID world to share knowledge and skills for adapting to this new reality. The Impact Insights Webinar Series offered thought leadership and intimate dialogue to engage with the business community, helping them apply agility and creative confidence to this world and its needs.

- **Let's Talk: Breaking the Silent Taboo of Mental Health**  
Myla Bui, Associate Professor of Marketing
- **Unlock Your Team's Genius! Coaching Skills for Leaders**  
Kiran Rouzie, MBA '11, Head of Technology Strategy, North America for ThoughtWorks
- **The Impact of COVID-19 on Real Estate Investments**  
Edgard Asensio, MBA '12, Asensio Real Estate Brokerage
- **A Lion's Guide to Impact Investing**  
Brett Sifling '17 and Kyle Clark '17, Gerber Kawasaki Wealth & Investment Management
- **Breaking Up with Bad Break-outs: Tips to Improve your Online Breakout Rooms**  
Ellen Ensher, Professor of Management, and Elizabeth Hodos, Founder of HIL Training
- **Decoding the New Generation: How Brands Can Better Speak To and With Gen-Z**  
Celine Chai '20, Fran Magsalin '20, and Eduardo Pablin '20, NinetyEight co-founders
- **(in)Authentic Brand Activism: How to Engage in Social Movements like BLM**  
Mitch Hamilton and Julian Sinclair, Associate Professors of Marketing
- **What it Means to be a Black-Owned Business in the Face of COVID and Black Lives Matter**  
Rochelle Webb, Clinical Professor of Entrepreneurship

## Moving Forward

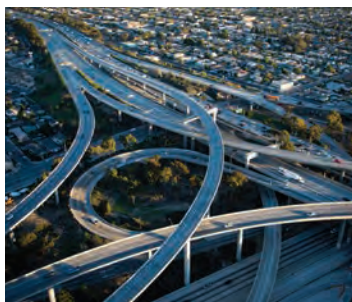
We will continue to integrate business for good into all our classes and our developing fields of research, as well as highlight alumni successes that demonstrate the impact of business education committed to *Business as a Force for Good*. We have upcoming events addressing the impacts of inequity issues on current business practice and two Subsistence Marketplace conferences scheduled for the summer of 2021.



An aerial photograph of a harbor filled with numerous sailboats docked at piers. In the background, a city skyline is visible under a hazy sky. A large, white, stylized number '5' is overlaid on the left side of the image, partially obscuring the harbor and city. The text 'Global Community' is written in a white, serif font across the middle of the image, positioned to the right of the number '5'.

# Global Community





## Overview

Loyola Marymount University is located in the City of Angels, a global megacity anchoring the 5th largest economy in the world. It sits at the intersection of East and West and North and South, overlooking the Pacific Rim with its global reach and impact. It looks to the Ports of Los Angeles and Long Beach, which handle 40% of all containers brought to the United States. From technology to entertainment, tourism to agriculture, its manufacturing base to its extensive import/export industries, Los Angeles has drawn the world with its energy and integrated its businesses into the global community.

To give our students a global perspective and cultural competence for their careers and lives, CBA has committed to framing business, societal, and environmental challenges within a global context in its classes and co-curricular activities. Additionally, CBA emphasizes collaboration with international associations and has cultivated partnerships with universities, businesses, and community organizations across the globe.

## Achievements

### Management and Leadership Major

CBA's management major has been redesigned to provide students with theoretical foundation, applied skills, and project-based learning in order to develop them into professionals capable of managing their own careers and leading global organizations. Students learn the principal methods, models, and concepts of management and how to apply them to real-world settings.

Coursework incorporates theory, strategy, and applied and experiential learning opportunities where students work with non-profits, the local community, and global teams. Students gain the knowledge, skills, and experiences necessary to support their entry and ongoing career success as ethical and socially responsible leaders who are prepared to thrive in today's changing global business environment. The curriculum has a global emphasis and the final required course is the Global Capstone, during which students immerse themselves in management with a global focus.

## CBA STRATEGIC PLAN

We embrace multiple disciplines and community connectedness to inform problems and address challenges in a global context. We value experiential opportunities, collaboration, and partnerships. As a signatory to the United Nation's PRME initiative, we are committed to understanding the role of business as a partner in the global community through the Sustainable Development Goals (SDGs).



## A GLOBAL AND LOCAL AUDIENCE FOR ENTREPRENEURIAL MINDSET TRAINING WITH DR. ALEX GLOSENBERG



Entrepreneurial mindset training with Babcock University, Nigeria

*“Daymond John, the founder of FUBU, once observed that we all have the same entrepreneurial engines under our hoods. We help entrepreneurs to be successful not by giving them something or filling their heads with knowledge—but helping them to unlock and channel the engine within.” —Professor Alex Glosenberger, Assistant Professor of Management*

Dr. Alex Glosenberger held specialized skills trainings that target the development of an entrepreneurial mindset among low income populations in four African countries, the United States, and North Korean refugees in the Republic of Korea. The training differs from traditional approaches by including psychological techniques to help empower participants to maximize and unlock their potential for proactivity, innovation, and resilience.

The training has shown to be more effective in assisting subsistence level businesses than traditional approaches to entrepreneurship training and represents a form of reverse innovation, as its methods were first developed and tested in lower-income countries. This pilot program is part of an ongoing project at LMU to study the most effective ways of facilitating the empowerment of entrepreneurs and students who are focused on building socially and environmentally sustainable businesses.

### Center for Asian Business

The Center for Asian Business (CAB) was established in 1995 by the late Fr. John P. Daly, S.J. to promote understanding between Asians and Americans through multiple channels, including international business courses, faculty research grants, student scholarships, special lectures, and movie screenings.

CAB's endowment funds grants to encourage academic researchers and practitioners to engage in innovative interdisciplinary research involving geopolitical, economic and socio-cultural dynamics of Asian countries through a comparative analysis of institutions, cultural value systems, and historical perspectives.

CAB also offers summer study scholarships for undergraduates to promote a deeper understanding of Korea, a main trading partner of the U.S. and the state of California, as a basis for better communication and the development of collaborative projects.

Additionally, the CAB holds symposiums, seminars, and conferences for public and private organizations, independently or in collaboration with its network of affiliated institutions in Asia and the U.S.

### D.K. KIM LECTURE SERIES AND MOVIE SCREENINGS

These year-round lectures and screenings give CBA's extended learning community an opportunity to gain a deeper understanding of East Asian countries in context, helping them to be better equipped to work in this competitive global marketplace.



Students in the *Global Sustainability: Challenges and Prospects in East Asia* class tour the Mitsubishi Fuso plant while visiting Kawasaki in the Kanagawa Prefecture, Japan.

### INTERNATIONAL BUSINESS COURSES

- INBA/MGMT 4698 Global Sustainability: Challenges and Prospects in East Asia
- INBA 2880 Exploring Asian Cultures





## Center for International Business Education

In fall 2018, LMU's College of Business Administration received the Center for International Business Education (CIBE) grant from the U.S. Department of Education (DOE) to increase and promote the nation's capacity for international understanding and competitiveness.

The funds support curriculum development, research, and training on issues related to U.S. trade and competitiveness. The LMU CIBE supports CBA's mission to cultivate a “globally imaginative” campus that provides students with a transformative education that is international, creative, and interdisciplinary along four themes: 1) innovative global marketing, 2) global talent development and foreign business language education, 3) international entrepreneurship, and 4) global sustainability and business ethics.

CIBE supports faculty research and internationalized curriculum development, as well as student internship funding and study abroad scholarships. CIBE also partners with Los Angeles Community College District to provide faculty development, curriculum development support, and student internship funding.

### GLOBAL BUSINESS INSIGHTS VIDEO SERIES

The Global Business Insights Video Series includes interviews with expert/business practitioners engaged in international business who share their views about new (global) trends or challenging issues in conducting business across borders.

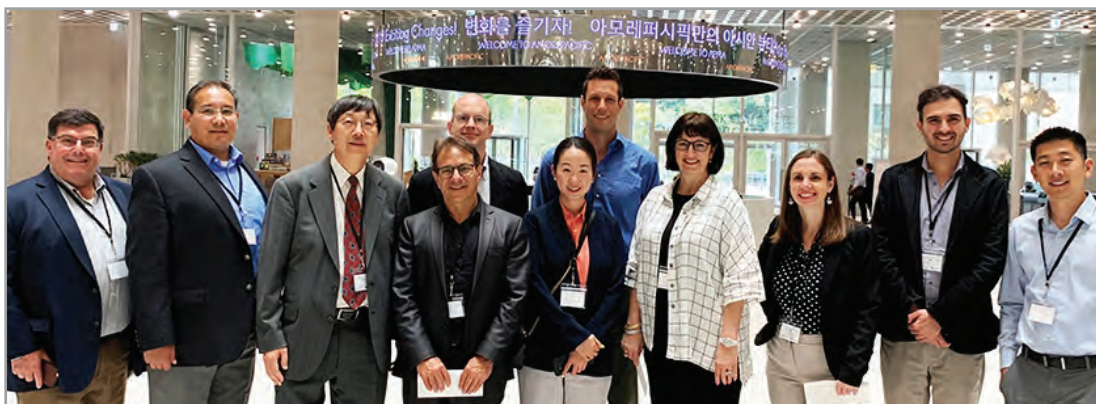
### GLOBAL TALENT MANAGEMENT VIRTUAL CONFERENCE: INCREASING GLOBAL COMPETITIVENESS THROUGH MORE INCLUSIVE HUMAN TALENT UTILIZATION

In this webinar, panel members consisting of prominent university researchers and experienced practitioners examined the needs and opportunities for American firms, large and small, to develop more inclusive policies and practices for building and utilizing their human talent—both in the U.S. and abroad—to increase their global competitiveness.

### VIRTUAL SUBSISTENCE MARKETPLACE CONFERENCE

The stream of subsistence marketplaces has pioneered a unique, bottom-up approach to research, education, and practice at the intersection of poverty and marketplaces. These conferences provide an opportunity for researchers, educators, practitioners, and students to engage directly with urban and rural subsistence marketplaces through conversations and observations.

During the summer, CIBE sponsored the first three-day Virtual Subsistence Marketplaces Conference. More than 80 scholars, researchers, and practitioners from over 15 countries attended, presented their research, and engaged in discussions concerning work with subsistence marketplaces. They also participated in exercises that participants could use in their classrooms, including virtual interviews with stakeholders in Africa and South America.



In collaboration with Florida International University, CIBE hosted its first annual Faculty Development in International Business Program in South Korea.



## Global Sustainability Summit

*How we can live a life of sustainability, especially when every choice we make has an impact on the environment?*  
—Trevor Zink, conference presenter, Associate Professor of Management, CBA and director of the LMU Honors Program

The Global Sustainability Summit brought together corporate sustainability practitioners and academics to discuss leading practices in innovation and organizational leadership to advance sustainability and business.

The keynote speaker was Roberta Baskin, founder of Aim2Flourish at the Fowler Center for Business as an Agent of World Benefit, Case Western Reserve University. She was followed by a business panel discussing business strategies to promote the work of the Sustainable Development Goals, and an academic panel emphasizing the need for sustainability-focused curriculum in universities and the need for self-reflection—both personal and organizational—to reflect upon the far-reaching impact of our choices.



CIBE hosted the first Global Sustainability Summit to discuss the UN's Sustainable Development Goals (SDGs) and how business and academia can work together to be innovative leaders in the field of sustainability.

## Moving Forward

The College of Business Administration, through the work of its centers, research, curricular focus, and global affiliations will continue to embed and expand its commitment to global citizenship and partnerships. CIBE has scheduled two conferences for the summer of 2021, the 8th Subsistence Marketplaces Conference (May 28–30, 2021) and the Third Subsistence Marketplaces Bottom-Up Immersion Conference (June 1–4, 2021).



International students on Global Citizen Day





## Global Partnerships

CBA is developing further initiatives within the Jesuit network and beyond.

- Master of Global Entrepreneurship Management (MGEM)—a joint partnership with IQS University (Barcelona, Spain) and Fu Jen University (Taipei, Taiwan)
- Dean Dayle M. Smith's participation and leadership with the following:
  - Globally Responsible Leadership Initiative ([www.grli.org](http://www.grli.org))—The Globally Responsible Leadership Initiative is a deeply engaged international, multi-sector community focused on catalyzing the development of globally responsible leadership and practice.
  - Founding Member, Women in Business Education (WiBE)—Dean's collective to discuss issues and policies related to DEI, Best Practices in Leading Schools, and advancing women in leadership roles.
  - Jesuit Business Education Network, elected to the Board for International Association of Jesuit Business Schools (IAJBS); engagement with the New Paradigm for Jesuit Education.

An important development from the Jesuit university collaborations is the development of *A New Paradigm for Jesuit Business Education*. With CBA as an active participant in its creation, this paradigm recognizes the needs and unique contributions that this international network can make to advance social and environmental responsibility and will be working on implementation strategies and recommendations in the coming two years.

***Despite significant progress in recent decades, extreme poverty persists and environmental degradation continues. Far too many lack access to the goods and services that are essential to survive and thrive. Tragically, it is typically those on the margins that find themselves most excluded from the benefits of the market system...Universities and, in particular, undergraduate and graduate business schools play a crucial role in addressing these challenges and building opportunities for positive change.***

—EXCERPT FROM THE INTRODUCTION OF A NEW PARADIGM FOR JESUIT BUSINESS EDUCATION



***Business is a noble vocation, directed to producing wealth and improving our world. It can be a fruitful source of prosperity for the areas in which it operates, especially if it sees the creation of jobs as an essential part of its service to the common good.***

—POPE FRANCIS, LAUDATO SI' 129





Institutional Sustainability





## Overview

Loyola Marymount University has been committed to green campus practices and organizational sustainability since the early 1990s with the founding of Green LMU, the campus sustainability initiative that was formed with the participation of students, staff, faculty, and local partnerships. LMU has been in the Princeton Review's Guide to Green Colleges since 2015 and is profiled in their 2021 Green College Honor Roll of the 30 schools that received the highest possible score in their Green Rating tallies.

As a Jesuit university, LMU is also committed to equity, justice, and social sustainability and has taken significant steps to examine our institutional practices as a university.

## Environmental Sustainability

### FINANCIAL AND POLICY PRACTICES

#### ENVIRONMENTAL SUSTAINABILITY GOALS

Since its inception in 2007, the Environmental Stewardship and Sustainability Committee, composed of students, faculty, and staff, focuses on identifying how LMU can take action to care for our planet while balancing real world complexities such as fiscal constraints and competing values. In 2011, LMU released its first biennial climate action plan, targeting reduction in greenhouse gas emissions. The current goal outlined in the 2017 climate action plan sets the campus-wide goal of carbon neutrality by 2050, which aligns with the City of Los Angeles' Green New Deal goal of becoming carbon neutral by 2050.

#### VENDOR ETHICS

In 1995 LMU created its vendor code of conduct, stipulating that vendor and manufacturer supply chains were required to maintain the highest ethical labor standard for their workers, including fair wage and benefits, safe and just working conditions, and no child labor.

“Loyola Marymount’s commitment to sustainability is embraced at all levels of the university, including our finance operations. Selling green bonds is a natural fit for the university. This action reaffirms our ethos and helps expand the marketplace for those seeking environmentally responsible investments.” —THOMAS FLEMING, LMU CHIEF FINANCIAL OFFICER





LMU received the first-ever Platinum recycLA Star Award from Los Angeles City Board of Public Works for its sustainability efforts in 2018.

LMU is also a certified Fair Trade university and our vendors offer over 30 different Fair Trade items in our on-campus dining locations. Our dining hall vendor, Sodexo, has also received Marine Stewardship Council (MSC) Certification for verified sustainable seafood. Sodexo also sources locally for as many ingredients as possible and uses the “Lean Path” tracking system to reduce food waste at the source. As an employer, they participate in the Los Angeles Metropolitan Transit Authority’s Business Transit Access Program to encourage the use of public transportation to reduce LMU’s Carbon Greenhouse Gas Footprint and make transportation more affordable.

### RESPONSIBLE INVESTING AND FINANCE

Reaffirming its commitment to social justice and environmental sustainability, LMU signed onto the United Nations-supported *Principles for Responsible Investment* in 2017. This action places LMU among just a handful of university signatories across the country, along with more than 1,700 investors, financial firms, and other institutions. All signatories have agreed to the global network’s guidelines for incorporating environmental, social, and governance factors into investment decisions.

Additionally, LMU sold approximately \$90 million worth of “Green Bonds” via the California Educational Facilities Authority to construct new, sustainable student housing in 2018. The University’s designation is designed to track the generally accepted Green Bond Principles updated as of June 2018 and as promulgated by the International Capital Market Association.





## Campus Footprint

### FUN FACT:

The Office of Sustainability employs over 20 paid student employees and supports numerous internships, as well as research and service credits for academic work.

### ALTERNATIVE ENERGY AND ENERGY EFFICIENCY

LMU has become a leader in sustainability and installed its first solar panels in 2003. Currently, the University has over 90,000 square feet of solar panels on campus, generating approximately 1,335,172 kwh per year in clean energy. The university also has Zon Powersol stations around campus to provide off-the-grid power charging stations for mobile devices.

LMU has built six LEED (Leadership in Energy and Environmental Design) certified buildings—four dormitories and most recently the Gold Certified Hannon Library and Life Sciences Building. Furthermore all new construction at LMU must be LEED Silver, the equivalent, or above. Two new buildings currently under construction will be added to our LEED portfolio.



The LEED Gold Certified Life Sciences Building has a 14,000 square foot green roof.





## Reduce, Reuse, Recycle

Southern California experiences frequent drought conditions, so water conservation has been a priority for the region for many years. LMU won the LADWP Community Impact Award in 2015 for the north housing landscaping project which removed turf and replaced it with drought-tolerant plants and permeable decomposed granite walkways. LMU continues to engage in low-water relandscaping and has equipped all its buildings with low-flow aerators and toilets.

LMU's dining halls pioneered trayless dining in 2008, conserving 200 gallons of water per 1,000 persons served, an estimated savings of 600 gallons per day. LMU has also installed water refill stations around campus to encourage the use of personal canteens and reduce the use of bottled water—though plastic bottles can be recycled, it takes a significant expenditure of water and energy to do so. All of these measures together have reduced LMU's water usage by 75%.



LMU continues to relandscape with drought-tolerant and California native plants. The campus is irrigated with 75% reclaimed water.

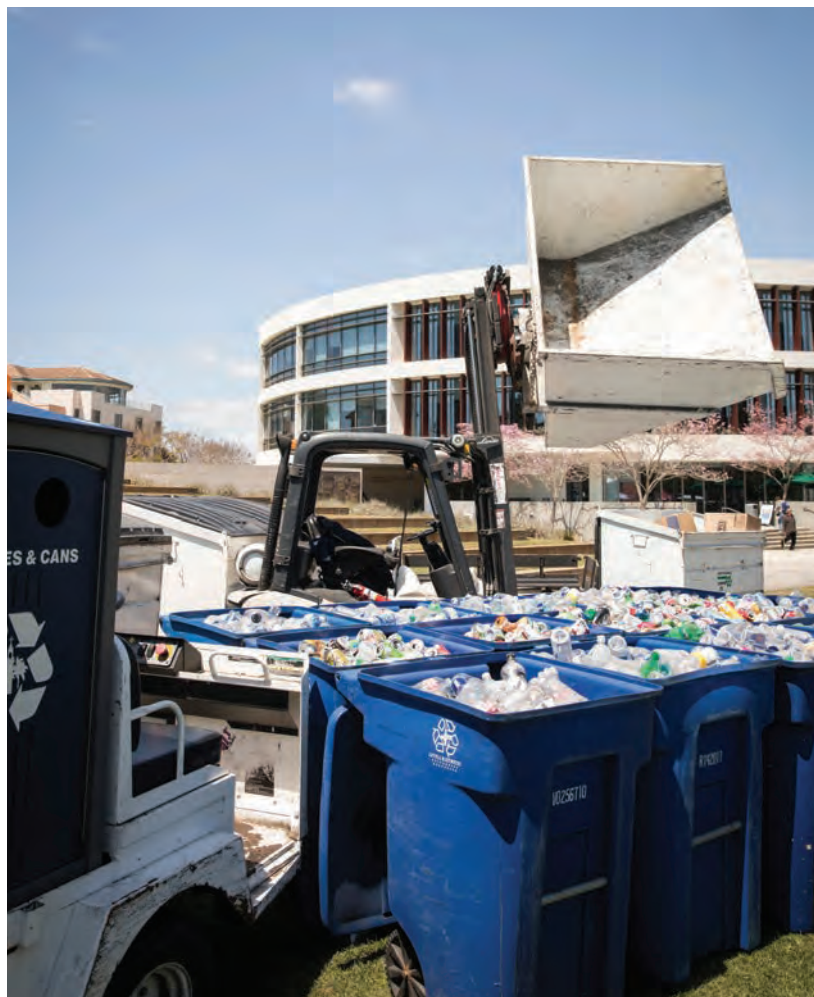


**FUN FACT:**

LMU works with Baker Commodities to turn all of our used fryer oil into usable energy as biodiesel.

LMU is one of the first American universities with its own recycling plant. Built in the early 1990s, the plant has a comprehensive recycling program and enabled LMU to become one of the first universities in California to recycle 100% of its green waste. All food scraps from campus food services is composted, and LMU offers composting opportunities to students who live in apartment dormitories.

LMU's recycling program has allowed it to rank 1st place in at least two categories for the past four years in the RecycleMania Competition, in which over 300 colleges and universities compete in various categories of recycling and composting. In 2019, LMU achieved 1st place in the two main categories: the Waste Diversion category (at 89%) and the Largest Combined Amount of Paper, Cardboard, Bottles and Cans Per Person category (at 78 pounds).



LMU is one of a few universities that has an entire team dedicated to ensuring productivity and accuracy of waste reduction.



***“Sustainability is woven into the very fabric of the principles that define Loyola Marymount University. We have a responsibility to be a beacon to the world, implementing leading environmentally sustainable projects through operations, education, research, and outreach.”***

—IAN MCKOEWN, LMU SUSTAINABILITY OFFICER

## Student Engagement

### ECO (ENVIRONMENTALLY CONSCIOUS & ORGANIZED) STUDENTS

ECO Students is a service club rooted in the three E's of sustainability: economy, equity, and ecology. Members focus on becoming politically involved with environmental legislation, creating a “greener” and more sustainable LMU, and providing direct service to the surrounding community. The group has sponsored petitions and teach-ins, and has participated in larger youth-led public movements around Los Angeles.

### GREEN LMU

Green LMU sponsors several student events such as Earth Week celebrations and the Hyundai “Drive Towards a More Sustainable Future Campaign.” In 2019, the LMU student body enthusiastically competed against Pepperdine University and the University of Santa Clara in Hyundai’s “Fill it Forward” Challenge to see which school could refill the most reusable water bottles, thus reducing the use of plastic bottles and triggering donations to clean water projects.





## Social Sustainability

### STUDENT HEALTH AND SUPPORT SERVICES

LMU provides a number of student services to support the health and welfare of students. In addition to general medical care, Student Health Services provides cost-free mental health counseling as well as a number of substance abuse support groups and a guided meditation group. Disability Support Services works with students to ensure they receive accommodations, and the First To Go program provides academic and community support for first-generation college students.

Additionally, the Center for Service and Action established the LMU Food Pantry in 2017 for students experiencing food insecurity. LMU Career Services established the student-run Mane Apparel “closet” in 2018 to loan out professional business attire free of charge for students who lack funds to purchase a business wardrobe for an interview.





### DACA (Deferred Action for Childhood Arrivals) Dreamers

In keeping with its Jesuit values, LMU stood by our undocumented Dreamer students when the Trump administration ordered the end to the DACA program. LMU created the Undocumented Student Advisory Committee to develop and coordinate resources for our undocumented students and signed onto letters with the Association of Jesuit Colleges and Universities, the American Council on Education, and the Association of Catholic Colleges and Universities to publicly support DACA and promote the retention of Dreamers.

Student Psychological Services providers underwent training to support the unique challenges facing Dreamer students and the Loyola Law School Immigrant Justice Clinic offered legal consultations for LMU students. Immigration Awareness Week organizers teamed up with LMU's First To Go program to raise awareness of the intersectional, multifaceted identities of first-generation and immigrant students through critical dialogue, informational workshops, and expressive performances.

LMU's student population also took action, forming Resilience at LMU, an immigrant rights activism group and support network within the LMU community. In addition to campus education on immigration, empowering immigrant students and their allies to become leaders, and mobilizing the LMU community to push for immigration justice on and off campus, the group also established a mutual aid fund for students who were excluded from receiving emergency financial aid grants from the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act.





## The Anti-Racism Project

LMU launched the Implicit Bias Initiative in 2016 by providing implicit bias trainings to all incoming students, faculty, and staff (as well as providing year-round workshops) to help LMU community members become aware of how biases form in our brains, their impact on other people and society, and strategies to mitigate the implicit biases we all possess.

With the global protests ignited by the murder of George Floyd and recognizing the importance of input from Black students and faculty, LMU hosted 2 forums during the summer of 2020 to hear the voices of Black students: the Office of Intercultural Affairs hosted “Racism and Trauma in the Modern Moment,” which was attended by more than 600 community members, and University President Timothy Law Snyder convened the first of regular meetings with LMU’s Black students.

In the succeeding 6 months, the university formed the Presidential Black Leadership Advisory Council, the Intercultural Advisory Committee, Intercultural Faculty Committee, the Diversity, Equity, and Inclusion (DEI) Data Working Group, and DEI committees for 10 units (including colleges) within the university.



## LMU’s Three Commitments to Anti-Racism

### Outlined in Beyond Words

**Hiring:** We will increase the diversity and inclusiveness of our LMU community and commit resources to do so.

**Climate and Culture:** We will ensure that our organizational climate and culture are anti-racist, equitable, and inclusive, with particular attention to anti-Black racism.

**Education:** An LMU education must be unequivocally inclusive and anti-racist.

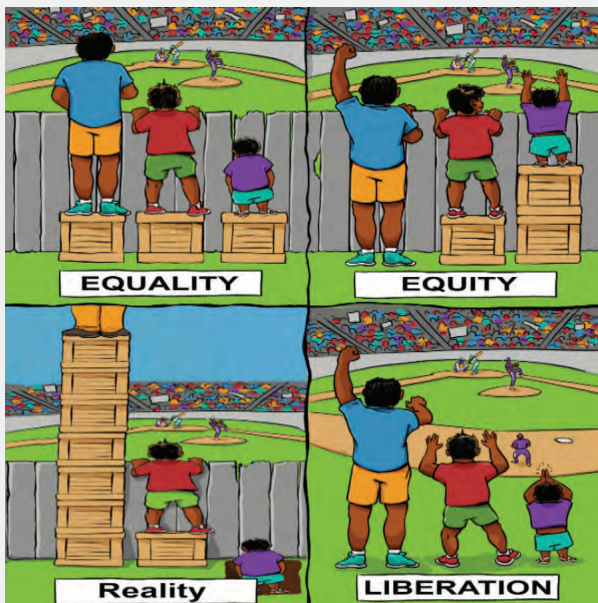


The Office of Intercultural Relations also hosted a series of seven dialogues and workshops during the fall semester, including:

- Whose Free Speech? A Dialogue on Free Speech, Personal Responsibility, and Impacts on Anti-Black Racism
- Healing and Liberation: Addressing the Trauma of Racism
- Why Do People Vote Against Their Own Self-Interests? The 2020 Election and the Politics of Racial Resentment

Additionally, the Center for Teaching Excellence held a series of workshops to help faculty assess their classes:

- Diversity & Inclusion + Technology = Engaging students online
- What makes a classroom climate inclusive? Student perspectives
- Implicit bias in the classroom and beyond: Moving towards anti-racism
- Anti-racism and an inclusive curriculum: Faculty perspectives



### CBA's Diversity, Equity, and Inclusion (DEI) Initiative

Following a college-wide listening session with CBA's Black students, Dean Smith convened the CBA DEI Project Taskforce, composed of students, faculty and staff, to assess and give recommendations in four areas:

1. **CULTURAL SHIFTS NEEDED IN THE CBA**
2. **SCHOLARSHIPS, ALUMNI ENGAGEMENT, AND ACCESS**
3. **PARTNERSHIPS INTERNALLY AND EXTERNALLY TO ADVANCE DEI GOALS**
4. **CURRICULUM AND THE LEARNING EXPERIENCE**

## Moving Forward

LMU has broken ground on building another LEED certified dormitory.

All equity initiatives both at the LMU level and within CBA continue, with emphasis on the University's anti-racism commitments.

Additionally, CBA has launched a graduate chapter of Net Impact, a nonprofit that connects students and professionals interested in using business skills in support of sustainable change. The LMU chapter will take on projects in key areas of Net Impact's focus: leadership, climate change, responsible production and consumption, impact investing, social equity, and civic engagement.





## Appendix: Faculty Research and Presentations

### ARIN BRAHMA, PH.D.

A Cardiovascular Disease Prediction Model without Any Blood Test Using Machine Learning  
*Journal Article*

Cardiovascular Disease Progression Pattern Discovery Using Continuous Time Markov Chain Model  
*Conference Proceeding*

Designing a Machine Learning Model to Predict Cardiovascular Disease without Any Blood Test  
*Journal Article, Conference Proceeding*

### DAVID CHOI, PH.D.

Entrepreneurs as Rulers? Insights from Analyzing the Connection between Social Dominance Orientation and Entrepreneurial Intention  
*Journal Article*

Cognitive Styles and Entrepreneurial Intentions: A Cross-cultural Comparison  
*Journal Article*

Introduction: The Future of Jobs in an Increasingly Autonomous Economy  
*Journal Article*

Transformational Leadership and Attorneys' Performance in Law Firms: An Examination of Multilevel Moderated Mediation  
*Journal Article*

Choi, D. Y., & Kang, J. (2019). Net Job Creation in an Increasingly Autonomous Economy  
*Journal Article*

### JASON D'MELLO, PH.D.

Regaining Identity After Negative Life Experiences: Entrepreneurship as Sensemaking Behavior  
*Journal Article*

Universal Basic Income and Entrepreneurial Pursuit in an Autonomous Society.  
*Journal Article*

Tensions in the Triple Bottom Line and the Sustainability Development Goals: A Challenge for Sustainable Entrepreneurship?  
*Journal Article*

### LAUREL FRANZEN, PH.D.

A Transparent Transition? An Investigation of Firm Disclosure regarding the Expected Impact of the New Lease Standard  
*Journal Article*

### ALEX GLOSENBERG, PH.D.

A Psychological Lens On Evaluating The Social Impact Of Corporate Social Responsibility  
*Book Chapter*

Personal Initiative Training For Entrepreneurs: Exploring Research And Impact Possibilities  
*Conference Proceeding*

The Empowerment Of Entrepreneurs In Africa: Considering Barriers To Empowerment, Considerations For Special Populations, And Interventions To Increase Empowerment  
*Conference Proceeding*

An International Meta-Analysis Of Entrepreneurs' Core Self-Evaluations  
*Conference Proceeding*

The Diminished Effect Of Women's Entrepreneurial Self-Efficacy On Firm Performance  
*Conference Proceeding*

Person-Vocation Fit Across The World Of Work: Evaluating The Generalizability Of The Circular Model Of Vocational Interests And Social Cognitive Career Theory Across 74 Countries  
*Journal Article*

Glosenber, A., Tracey, T. J. G., Behrend, T. S., Blustein, D. L., & Foster, L. L. Person-Vocation Fit Across The World Of Work: Evaluating The Generalizability Of

The Circular Model Of Vocational Interests And Social Cognitive Career Theory Across 74 Countries.  
*Journal Article*

Glosenber, A., Carr, S. C., & Foster, L. L. A Psychological Lens On Evaluating The Social Impact Of Corporate Social Responsibility.  
*Book Chapter*

ARTHUR GROSS-SCHAEFER, J.D. Ethics and Compliance: The Game-Changer in the Business World  
*Journal Article*

Lawrence Kalbers and Arthur Gross-Schaefer, The Role of Ethical Decision-Making Frameworks in Education and Practice for Professional Accountants  
*Journal Article*

Jewish Values in the Marketplace, The Sacred Exchange: Creating a Jewish Money Ethic  
*Conference Proceeding*

ANGELICA GUTIERREZ, PH.D. The Effects Of Interethnic Ideologies On Person-Job Fit Perceptions  
*Journal Article*

Exploring The Effects Of Social Dominance Orientation And Organizations' Racial Composition On Support For Referral Hiring  
*Journal Article*

The Impact Of Entrepreneur Gender And Culture On Access To Capital: An Implicit Gender Role Theory Perspective  
*Journal Article*

When Feeling Like A Fake Hurts You: The Effects Of The Impostor Phenomenon On Negotiations  
*Journal Article*

### SOHVI HEATON, PH.D.

Strategic Management of Open Innovation: A Dynamic Capabilities Perspective  
*Journal Article*

Universities And Innovation Ecosystems: A Dynamic Capabilities Perspective  
*Journal Article*

Innovation, Dynamic Capabilities, and Leadership, California Management Review  
*Journal Article*

Business as Usual? An Exploration of the Determinants Of Success in the Multinational Transfer of Social Practices  
*Journal Article*

### CHARLES HIGGINS, PH.D.

Determining Discrete Amounts of Diversification  
*Journal Article*

### DANIEL JACOBS, J.D.

BP Blowout: The Aftermath of the Gulf Oil Disaster  
*Case study*

Jacobs D., BP Blowout: Inside the Gulf Oil Disaster  
*Book*

Book Chapters And Cases Jacobs, D., BP Blowout: The Aftermath Of The Gulf Oil Disaster  
*Book Chapters*

Jacobs, D. and Kalbers, L., The Volkswagen Diesel Emissions Scandal and Accountability  
*Journal Article*

### LAWRENCE KALBERS, PH.D. CPA

The Volkswagen Diesel Emissions Scandal and Accountability  
*Journal Article*

### ROSEMARY KIM, PH.D.

A Decision Support Framework for Segregation of Duties: A Comprehensive Review  
*Journal Article*

### PATRICIA MARTINEZ, PH.D.

Contractual Work Arrangements: Pay Me Fairly, Treat Me Well  
*Journal Article*



**CATHLEEN MCGRATH, PH.D.**

Fides et Ratio: The Pursuit of Faith and Reason in the 21st Century  
Catholic University  
*Journal Article*

Building a Framework to Advance the Careers of Women in STEM at Predominantly Undergraduate Institutions  
*Journal Article*

**CARL R. OLIVER, PH.D.**

Tattling Syndrome: What to Do About It  
*Journal Article*

The Wolf Situation: Using a systems approach in business ethics  
*Journal Article*

Every Decision Needs to Pass the Self-Test  
*Book Chapter*

Measure for Measure: The Effects of Ethics Training  
*Journal Article*

The Goldilocks Principle and the Proper HERO: Perspective on the Ethics and Compliance Mission  
*Journal Article*

**YONGSUN PAIK, PH.D.**

The Evolution of Business Ethics in China and the United States: Convergence, Divergence or Crossvergence?  
*Journal Article*

The Value of International Business Education and How to Achieve Transformative Learning for Students  
*Journal Article*

In Search of an Institutional Framework for Anti-Corruption: Lessons from Scandinavia  
*Journal Article*

Does Gender Matter in the Export Performance of New Ventures? Mediation Effects of Firm-specific and Country-specific Advantages  
*Journal Article*

Tracking Bias against the Selection of Female Expatriates: Implications and Opportunities for Business Education  
*Journal Article*

**KALA SEAL, PH.D.**

Cardiovascular Disease Progression Pattern Discovery using Continuous Time Markov Chain Model with Error Bar calculations using Simulation  
*Journal Article*

**DAVID STEWART, PH.D.**

Marketing, Public Policy, and Moral Courage in a Diverse, Rapidly Changing World  
*Conference Proceeding*

Portrayals of Minorities and Women in Super Bowl Advertising  
*Journal Article*

Data Privacy in Retail  
*Journal Article*

The Impact of Risk Communication on Consumption and Consumer Well-being  
*Book*

A Primer on Consumer Behavior: A Guide for Managers  
*Book*

The Accountability Crisis in Advertising and Marketing  
*Journal Article*

The Historical Roots of Marketing's Badge of Infamy  
*Book Chapter*

Applying the MASB Brand Investment & Valuation Model  
*Technical Report*

An Investigation of Consumer Search and Choice Efficiency in the Automobile Industry  
*Conference Proceeding*

Focus Groups  
*Book Chapter*

Uncertainty and Risk Are Multi-dimensional: Lessons from the COVID-19 Pandemic  
*Journal Article*

Marketing's Theoretical and Conceptual Value Proposition: Opportunities to Address Marketing's Influence  
*Journal Article*

Creativity and Publication in Marketing  
*Journal Article*

New Standards for Brand Valuation and Evaluation  
*Trade Publication*

How to Publish in the Best Marketing Journals  
*Book*

Defining and Building Intangible Assets,  
*Trade Publication*

Accounting for Intangible Assets: The Strategic Performance of Marketing,  
*Book Chapter*

Master of Marketing Measurement: The Contributions of Margaret Henderson Blair to Marketing Accountability  
*Book*

Financial Dimensions of Marketing Decisions  
*Book*

Linking Marketing, Analytics, and the Performance of the Firm  
*Conference Proceeding*

Television's Brand Building Power: From GRP's to PRP'S  
*Journal Article*

**ZHEN (RICHARD) TANG, PH.D.**  
Doomed by Consumer Animosity in Your Target Market?  
*Journal Article*

The Role of Ownership Size and Proximate Customers on Survival: Evidence from Multi-establishment Restaurants  
*Journal Article*

Open Innovation: An S-D Logic Perspective  
*Book Chapter*

The Right Dose of Monitoring versus Relationship Investment in Managing Contingent Frontline Employees  
*Journal Article*

**HAI TRAN, PH.D.**  
The Powers that Be: Concentration of Authority within Board of Directors and Variability in Firm Performance  
*Journal Article*

The Impact of the 2017 Tax Cuts and Jobs Act on Shareholder Wealth  
*Journal Article*

Playing favorites: Conflicts of Interest in Mutual Fund Management  
*Journal Article*

**CHARLES VANCE, PH.D.**

Vance, C.M., and Bergin, R., The Social Expat-Preneur: Examining a Growing International Career Model Supporting Global Social Entrepreneurship.  
*Book Chapter*

Selmer, J., McNulty, Y., Luring, J., And Vance, C.m. Who Is An Expat-Preneur? Toward A Better Understanding Of A Key Talent Sector Supporting International Entrepreneurship.  
*Journal Article*

Vance, C.M., Larrieu, R.J., Bergin, R., Mercado, J., Richmond, J., Walden, M., and Reeser, C. A Field Exploration of the Expat-preneur Phenomenon.  
*Journal Article*

Paik, Y., Vance, C.M., D'Mello, J., and McNulty, Y.M. Exploring Expat-preneur Similarities and Differences between Self-Initiated and Company-Assigned Transitioned Expatriates.  
*Journal Article*

Vance, C.M., White, J.A., Groves, K.S., Paik, Y., and Guo, L. Comparing Thinking Style and Ethical Decision-Making between Chinese and U.S. Students Potential for Future Clash?  
*Journal Article*

**MADHU VISWANATHAN, PH.D.**  
Transformative Consumer Research in Subsistence Marketplaces Through Symbiotic Academic-Social Enterprise: Climate Change and Sustainability Education for Youth in Tanzania  
*Journal Article*

Unequal But Essential How Subsistence Consumer-Entrepreneurs Negotiate Unprecedented Shock With Extraordinary Resilience During COVID-19  
*Journal Article*





**Intangible Cognitive and Affective Scarcities and Relational Abundance: Lessons From The Confluence of Extreme and Chronic Scarcities in Subsistence Marketplaces**

*Journal Article*

**Implementation of Social Innovations in Subsistence Marketplaces: A Facilitated Institutional Change Process**

*Journal Article*

**Marketplace Literacy Education And Coping Behaviors Among Subsistence Consumer-Entrepreneurs During Demonetization In India**

*Journal Article*

**Negotiated Agency in the Face of Consumption Constraints: A Study of Women Entrepreneurs in Subsistence Contexts**

*Journal Article*

**Effects of Household Characteristics on Consumption and Entrepreneurship for Subsistence Consumer-Entrepreneurs: Evidence from India**

*Journal Article*

**Envisioning the Marketing Discipline in the 21st Century: A View From Subsistence Marketplaces**

*Book chapter*

**Envisioning Marketing Advances in an Era of Disruptions: A Bottom-Up Perspective From Subsistence Marketplaces**

*Book chapter*

#### **SIJUN WANG, PH.D.**

**Adaptive Selling in the Information Intensive Era**

*Journal Article*

#### **KELLY WATSON, MBA**

**The Next Smart Step: How to Overcome Gender Stereotypes and Build a Stronger Organization**

*Book*

#### **ROBERT WINSOR, PH.D.**

**To Delight or Not To Delight? It Depends on Your Reputation**

*Journal Article*

#### **ANATOLY ZHUPLEV, PH.D.**

**Business Education in the U.S.A.: Strategic Imperatives in The Age of Disruption**

*Book Chapter*

**Project-Based Learning in Business Education: Genesis and Implications for Strategic Competitiveness**

*Book Chapter*

**Zhuplev, A. (2018). Preface in: Disruptive Technologies for Business Development and Strategic Advantage. Ed. By A. Zhuplev.**

*Book Chapter*

#### **TREVOR ZINK, PH.D.**

**Circular Economy Rebound**

*Book Chapter*

**The Inevitable Labor and Environmental Crises and the Need for a New Economic**

*Journal Article*

**Material Recycling and the Myth of Landfill Diversion**

*Journal Article*

**Response to “Comment on ‘Toward Estimating Displaced Primary Production from Recycling: A Case Study of U.S. Aluminum’”**

*Journal Article*

**Toward Estimating Displaced Production from Recycling: A Case Study of U.S. Aluminum**

*Journal Article*

**The Effect of Sustainability Standard Uncertainty on Certification Decisions of Firms in Emerging Economies**

*Journal Article*

**There's No Such Thing as a Green Product**

*Magazine Article*



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