STATEMENT OF RENEWED COMMITMENT

The Robert P. Stiller School of Business at Champlain College is pleased to submit our first Communication on Progress Report. Our mission statement is: “The Stiller School of Business develops the strengths, integrity, expertise and entrepreneurial mindset of aspiring and innovative professionals to create positive change in their lives, workplaces, communities, and the world.” This statement continues to provide a guiding aim for our faculty and students alike to keep a constant eye toward how to use business as a force to create positive change for all stakeholders in society. As such, our values and efforts continue to be closely aligned with the principles of responsible management education. Herein, we highlight our efforts and successes over the past 18 months, and we reaffirm our commitment to PRME. The rest of our report\(^1\) is structured as follows:

1. Overview of The Stiller School of Business
2. Overview of PRME Implementation at The Stiller School
3. Specific Achievements Around the PRME Principles
4. Upcoming Objectives & Desired Support from the PRME Community

We look forward to continually working to integrate the spirit of PRME into our work in the days ahead.

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Champlain College

I. STILLER SCHOOL OVERVIEW

Continuing its 135-year-old tradition of agility and relevance, the Robert P. Stiller School of Business (SSB) at Champlain College offers an experiential, outcome-oriented business education with outstanding degree programs in the most sought after business arenas. In 2012, the Division of Business was renamed The Robert P. Stiller School of Business in 2012 in recognition of the transformational gift made by the Stiller Family to enhance business education and continue to build its Appreciative Inquiry (AI) educational offerings. The innovative educational leadership of the Stiller School was exemplified by development of the first academic center devoted to Appreciative Inquiry in the country in 2014, The David L. Cooperrider Center for Appreciative Inquiry.

The mission statement of the Stiller School is: “To prepare innovative business professionals who will use their integrity, expertise, and entrepreneurial spirit to create positive change in their workplaces, their communities, and the world.” Echoing this drive to create a better world for future generations, the mission statement of our new Cooperrider Center for AI is: “To educate leaders to be the best in the world at seeing the best for the world in order to discover and design positive institutions, organizations and communities that elevate, magnify and bring our highest human strengths to the practice of positive organizational development and change.” With these two driving calls to positive action, it is no coincidence that the curricula taught in all programs of the SSB are infused with all major principles that form the bedrock of what could be called “Responsible Management Education”.

The SSB also enjoys a geographic advantage for implementing PRME in that, here in Vermont, we have an unusually high concentration of business leaders who have been at the forefront of socially and environmentally responsible management practices. These on-the-ground business world pioneers “walk the walk” when it comes to implementing the essence of PRME in the day-to-day running of their companies.

Companies with distinctive social and environmental missions like Ben & Jerry’s Ice Cream, Keurig Green Mountain, NRG, and Seventh Generation are quite literally in our neighborhood, and as such, our faculty have ready and frequent access to the expertise and practical knowledge of senior executives who run these companies.
We also benefit from our location because Vermont, as a state, is well known for its natural beauty and is a tourist destination, which attracts visitors from all over the world. This in turn has fostered a long tradition and culture of environmental stewardship within both the government and the private sectors. Companies in Vermont “sign on” to the operating mantra of doing business in not just environmentally compatible, but also in socially responsible ways.

The SSB programs incorporate a rich and practical blend of core business competencies, numerous study abroad options as well as international internship opportunities, frequent and meaningful interactions with business executives from local and regional companies, and several courses which include “live client” projects in which students teams work on real-life company initiatives, many of which are in the areas of social and environmental responsibility.

Further, SSB undergraduate freshmen students experience our unique “upside down” curriculum in which they are immediately immersed in courses, which include all the major functional areas of business, with a significant component of business ethics taught in their very first semester.

All these factors coalesce into a rich and fertile environment for the teaching and practice of PRME.

III. OVERVIEW OF PRME IMPLEMENTATION AT THE STILLER SCHOOL

Responsible management education is a theme that is woven into almost every facet of SSB program offerings and co-curricular activities. Starting with the intentional and carefully selected language embodied in our Mission Statement, running through the school-wide competencies we equip our students with, and continuing on through our curricula in every program offering, the twin themes of social / environmental responsibility and ethical management practices are evident throughout the Stiller School.

We operationalize the teaching of Responsible Management practices in a variety of ways on a daily basis. Major ways in which we ensure that students learn the essence and the details of Responsible Management practices include:

- The SSB Mission Statement - Our Mission Statement says that “The Stiller School of Business develops the strengths, integrity, expertise and entrepreneurial mindset of
aspiring and innovative professionals to create positive change in their lives, workplaces, communities, and the world.”

Our Mission Statement is included in every syllabus so that students are well aware of it, and so that it can serve as a touchstone for both students and faculty in every course that is taught. As mentioned earlier, the language was selected with much deliberation, and the words “integrity” and “positive change” were intentionally included to guide our actions towards imparting an education that is centered around responsible management practices.

- **SSB Competencies** - Among the many important core competencies that we ensure are covered in SSB program and course offerings, three in particular deserve a mention when it comes to illustrating how we accomplish the goal of teaching our students responsible management practices. These are:

  The Corporate Citizen – Participate in community-based projects that make a difference in the civic life of our communities and reflect on the ethical and societal implications of such activities for corporations.

  The Global Citizen – Diagnose communication issues and evaluate business environments in multicultural and multinational case settings and propose appropriate solutions.

  The Emotionally Intelligent Professional – Develop a personal code of values and ethics that includes, among other things, a commitment to understanding themselves and others.

The above competencies are embedded in many course and program offerings within the SSB, and all students are required to take courses, which specifically teach them these competencies. The competencies were also made visually evident in our hallway on a wall mural in 2014, as a clear reminder to students of the importance of these competencies as they go to and from classes.
• **Required course on Social and Environmental Responsibility** – All SSB students in every major continue to be required to take our stand-alone dedicated course called “Corporate Social Responsibility”. This is a 3-credit course is exclusively designed to impart comprehensive education addressing societal and environmental issues that real-world business must face. It teaches students real-world stakeholder management issues confronted by business executives and how best to make responsible management decisions in dealing with these issues. Along with in-depth study of responsible stakeholder management practices in a globalized business world, students work on **two “live client” projects**, both with the central theme of implementing Responsible Management practices from both a societal and an environmental perspective.

• **The SSB Professionalism Pledge Project** – In order to emphasize the importance of professional and ethical behavior, beginning in Fall 2014, we designed and implemented a two-level professionalism pledge project inspired by work of the Oath Project ([http://theoathproject.org/](http://theoathproject.org/)).

First-year students are encouraged to understand and sign a pledge of professionalism and ethical behavior as it pertains to their college careers as students, and Senior students are similarly given a different pledge to sign which speaks to their commitment to professional and ethical behavior in their immediate and future business careers.

We understand that signing these cannot be mandated, because requiring commitment would not achieve the desired result of students behaving professionally and ethically of their own volition. Therefore, these pledges are voluntarily agreed to and signed by the students, and those students who do not agree with and do not sign these pledges are required to write a detailed reflection on their reasons for not doing so.

• **Coverage of Business Ethics and Professionalism across a variety of SSB Courses** – Our commitment to PRME is further reinforced by the inclusion of business ethics and “Professional Codes of Conduct” modules and assignments that are embedded in various courses throughout our program offerings. For example, coursework in the
areas of Accounting, Finance, Management Information Systems, Marketing, and Human Resource Management include classroom and homework assignments/readings and discussion on a variety of issues and current event topics that have to do with business ethics, social responsibility, and professional conduct.

This deliberate strategy of multiple points of contact with the underlying tenets of PRME serves to **remind and reinforce in the minds of students the importance of considering all business decisions through the lens of responsible management practice** - regardless of the specific functional area in which the decision is being made.

Frequent exposure to ethics and professionalism throughout their four-year programs drives home, in the minds of the students, the fundamental importance of acting responsibly when making business decisions that affect disparate stakeholder groups.
III. SPECIFIC ACHIEVEMENTS AROUND PRME PRINCIPLES

We continue to implement the six “Principles” of PRME in our body of work as manifested in our program and course offering.

**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.”

Creating sustainable value in business, and its beneficial ripple effects in society at large, is a thread that is at the foundation of our curricular and co-curricular activities. All subject areas that are taught in our undergraduate courses examine issues, problems, and opportunities facing business through the lens of creating lasting value, and we require our students to take into consideration both short-term and long-term ramifications of the solutions and proposals they make to address such issues and problems.

For example, in our International Business courses, we draw heavily upon company case studies so that our students can combine theory with actual practice in shaping their understanding of the topics. One of the more controversial topics in this field is “Outsourcing and Offshoring” of US business to countries outside the US.

Students are challenged to analyze and think about such topics in a holistic manner. The case analyses and recommendations provided by the students, both written and oral, require them to answer whether what they are proposing will create sustainable value for the company in question and what the impacts might be for the global economy.

Typically, in such courses, students work a case study in a team setting, and they are expected to demonstrate teamwork, sophisticated analysis, and critical thinking skills, which can be applied to the business world.

*To further the goal of developing the capabilities of our students to work towards creating an inclusive and sustainable global economy* we have, for the past three years, very successfully managed the Freeman International Internship program for all our students.
The Freeman Foundation China Internship Program

Through a grant from The Freeman Foundation, we have designed and administered an ongoing internship program, which allows our students to work in Shanghai for two months each summer with a number of Chinese and other international companies.

Students who are selected for the program are immersed in the following experiences which help foster a deeper understanding of the workings of the global economy:

- Intensive Mandarin language training, which equips the students with linguistic and cultural skills that they can immediately apply in their internships
- Practical work assignments in Chinese companies and other global companies operating in Shanghai. The types of work assignments our students have engaged in over the past 3 years have honed their skills in the areas of creating durable beneficial market impacts and contributing to the actual development of a sustainable global economy.
- Learning to work in a cross-cultural environment. The companies in which the students work represent a cross-section of players in the global economy. For example, students in this program have successfully completed internships in Chinese, U.S., and French companies which have been operating in Shanghai for a number of years
- Developing contacts and relationships with expatriate businesspeople from numerous countries who are working in Shanghai.

Here are two examples which illustrate the powerful impact of this program on our students:

SSB students worked in a Chinese company called Sansi Electronics, which is a leading manufacturer of LED lighting solutions in China and neighboring countries. Sansi’s senior management officials had established as one of their strategic priorities expansion into the LED market in the United States.

They commissioned the SS B students working in their headquarters in Shanghai to conceive and develop a viable Market Entry Strategy for the US market. Our students worked over a two-month period on this charge, and their efforts culminated in a comprehensive set of analyses and recommendations on the best ways to enter the US market for LED solutions, and on how to successfully compete with the likes of GE and other players in the US market.
The body of work our students presented to Sansi’s senior management was not only approved by them, but is currently being implemented in various elements of their US market entry strategy.

Another example of how SSB students are trained in skills that can be applied toward creating a sustainable global economy was provided by the internship experience we fostered with a Canadian-origin company operating in Shanghai called Dunn Global.

Dunn Global manufactures modular housing solutions using shipping containers for oil and gas rig workers who work on rigs all over the world.

SSB students worked on this project side-by-side with Chinese and Canadian employees of the company, and during their two month engagement, worked the entire gamut of business activities from manual assembly and construction of the modular homes to the management/administrative work of dealing with the laws, regulations, and paperwork associated with exporting the finished product to Mexico, the US, and other countries around the world.

These kinds of practical work experiences we provide for our students not only develop their capabilities to create value in a global economy, but they also light the spark of creativity and sensitize them to understand, empathize and work in cross-cultural global environments.

**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.”**

Our commitment to inculcate the values of global social responsibility is manifested in a number of our courses, beginning with our dedicated course on “Corporate Social Responsibility” (CSR) which is a required course for all SSB students, regardless of which program or major they pursue.

The CSR course blends theory and practice into a powerful educational experience for the students. Broad topic areas, which are explicated further in the next section of this report, that students delve deeply into include:
• Globalization of Business and Cultures - Students study and understand contemporary issues and drivers of globalization and its impact on cultures and societies around the world
• The Growing Power and Responsibilities of Global Business - Students analyze the scale and reach of global companies and understand the tremendous power and influence of such companies on the lives of people across the globe
• The STAKEHOLDER VIEW of Management - The CSR course devotes a lot of class content and time to developing in the minds of our students the need and the means of managing a business in a way that balances and optimizes the competing needs of ALL stakeholders in any business
• Environmental Stewardship as a Management Imperative - We also devote a substantial amount of the course to address the growing problem of environmental degradation and help our students develop the capability to assess the role that business can play to improve its practices and thereby help alleviate the situation
• Personal Lifestyle Assessment, Choices, and Responsibility - A part of the CSR course teaches the students that the first step in addressing environmental responsibility begins with each person assessing his or her own lifestyle choices and the impact of those on the environment. Each student calculates his/her carbon footprint to raise awareness of their daily impact on the planet, and this sparks some reflection on possible changes that can be made by them in order to help the environment, albeit on a small and individual level.

Apart from our dedicated CSR course, we also impart the values and tenets of global social responsibility in several of our other courses which provides students multiple points of contact with what we at the SSB consider an extremely important business imperative.

For example, global societal topics such as “The Digital Divide” are thoroughly addressed in our Management Information Systems course which is also a required course for all SSB students. Students are made aware of the developmental impact of the digital divide all over the world and they work on cases to propose solutions which would help bridge this divide.

In our financial courses, such as Investment Management, students spend a significant amount of class time working on the Chartered Financial Analyst (CFA) Institute-designed Ethics modules. The SSB Finance courses are recognized by the CFA Institute and they require us to
incorporate Ethics education as an integral part of the students’ education in the area of Finance.

Co-curricular activities we undertake also incorporate significant social responsibility elements. For example, for the past two years, incoming first year students are introduced on their first day, during Orientation, to real-life companies, which have substantial social and environmental missions. This fall, groups of students spent the better part of Orientation day on-site at local companies like Seventh Generation, ReSource, and Onion River Cooperative. These are companies which emphasize their commitment to doing business in socially and environmentally responsible ways.

This deliberate Orientation Day activity immediately sends the message of social and environmental responsibility of business to incoming SSB students starting with “Day One” of their programs.

**PRINCIPLE 3 | METHOD** - “We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.”

The five major topic areas of Globalization of Business and Cultures, the Growing Power of Business and its Responsibilities, the Stakeholder View of Management, Environmental Stewardship as a Management Imperative, and Personal Lifestyle Assessment that are covered in depth in the CSR course are implemented in a framework of experiential learning which combines the following major learning modules:

- “Live Client” projects
- Detailed study of the theory and practice of responsible leadership
- Stakeholder Analysis Exercises based on real-life Case Studies
- Classroom Debates on CSR and Environmental Issues
- Guest Speakers - Input from real-world practitioners of responsible management through our “Guest Speaker” series each semester.

These elements of the CSR course are explained in further detail below:
• **Live Client Projects** - Every student in the CSR course participates in two Live Client projects which have as their ultimate goal the creation of a product or service that explicitly and directly helps the client to fulfill their societal and/or environmental responsibility missions.

For example, students have conceived and crafted projects as diverse as designing alternative energy solutions (solar and wind power) for Champlain College itself, reducing electricity consumption by the College by creating a system to use geo-thermal energy. Students helped Seventh Generation Corporation develop a cause-related marketing campaign for their re-usable Bobble product, creating a product promotion campaign that would simultaneously boost sales and benefit breast cancer prevention and treatment on behalf of Green Mountain Coffee Roasters (now called Keurig Green Mountain). Other projects with more immediate impact for fellow students involved developing a campus bike share program which would benefit students without cars, which in turn would also reduce emissions in and around the campus area.

• **Theory Applied to Practice in the Classroom** - All major topics and concepts covered in the CSR course are taught with immediate application of the concepts to real-world case studies as well as to current events.

For example, we feature a module in the course called Headline Discussions in which students bring “hot-off-the-press” articles to do with responsible management to class. Each student is responsible for bringing at least one article about current CSR events in companies, and for leading the classroom discussion on the event connecting the relevant CSR concepts and theories that they have learned in class. The sponsoring students become impassioned champions of the social or environmental issue that underscores the article they have chosen to bring into the classroom for discussion.

• **Stakeholder Analysis Exercises** - Each semester students participate in teams to dissect the issues facing stakeholder groups in a real-life company case study.

Students in this classroom action learning activity first meet with others in their own stakeholder group....for example, “employees” in the class meet as a group to discuss
issues and concerns common to all of them and “investors” meet as a group to go through a similar exercise.

After they have agreed on their respective group’s issues and priorities, the class is re-shuffled into new groupings in which each group has a representative from each major stakeholder group. The discussion then enters the second phase in which issues are examined and prioritized based on the concerns and recommendations of each individual stakeholder group, with the ultimate goal of coming to a resolution that takes into consideration as many viewpoints as possible.

This exercise equips the students with an understanding of the importance of responsible management practices which try as best as possible to create outcomes that benefit as many stakeholder groups as possible.

• **Classroom Debates on CSR and Environmental Issues** - Each semester students in the CSR course also take part in debates on a variety of issues facing real-life companies on different social and environmental fronts.

  These debates are designed to “keep it real” in the sense that any proposal made by either side is required to have an implementation component which needs to demonstrate how the idea can be implemented by the company in question, and what the potential cost/benefit tradeoff is based on their proposal.

• **Guest Speaker Series** - Each semester the students in the course experience at least one guest speaker (a practitioner of responsible management) from the “real world” of business.

  These learning encounters inform the students’ overall comprehension of responsible management practice from an “in-the-trenches” perspective.

  Our experience has been that in each of these sessions, the Q & A portion far exceeds the talk itself. Students are very engaged in these sessions in attempting to link what
they have learned in class to what the real-world practitioner has experienced in his or her company.

This educational framework extends beyond the CSR course into a number of other SSB business courses all of which tend to emphasize the blending of theory with actual practice in the business world.

Augmenting this educational framework is our heavy emphasis on Internships, which are required across all the programs offered in the SSB. Internships, especially those that are within companies with explicit Social/Environmental Missions like Ben & Jerry’s Ice Cream and Keurig Green Mountain are yet another way in which SSB students actively learn the practices of responsible management.

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.”

Our faculty continue to engage in a variety of academic work to advance the conceptual field of socially responsible business. Such work keeps them connected to emerging research and theory, as well as contributing to the wider academic conversations happening around PRME-related issues. Examples of some of the recent work of our faculty includes:

- Dr. Lindsey Godwin was a guest editor for a 2014 special issue on positive organizational ethics for the Journal of Business Ethics. Her introductory article for the issue helped further frame the concept of positive organizational ethics in the field:

- Dr. Godwin also co-authored an article that examined the concept of moral curiosity in the workplace:

- Dr. Godwin and Professor Nicole Morris co-authored a chapter on embedded sustainability:

Two of our faculty are currently pursuing doctorates, and much of their work focuses on strength-based approaches to management aligned with PRME.

**PRINCIPLE 5 | PARTNERSHIP** - “We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.”

SSB students, faculty and administrators have frequent and ongoing learning encounters with managers of a variety of Vermont-based as well as other northeast region companies. Among the business corporations with whom we regularly partner on a variety of projects are:

- Seventh Generation Corporation
- Ben & Jerry’s Ice Cream / Unilever Corporation
- Keurig Green Mountain Corporation
- MyWebGrocer Inc.
- Vermont Businesses for Social Responsibility (VBSR)
- Burton Snowboards Company

Student learning encounters with these and other businesses happen with regularity as a result of faculty who invite business managers into the classroom as part of their Guest Speaker initiatives, courses that embed live client projects in which real company issues and problems are worked on by students, as well as field trips to local companies in which students spend a
half a day or so inside the companies studying the products, processes, and issues that the host managers share with the students during the field trip.

For example, last semester students in the CSR course were taken on a field trip to the Aiken Center at the University of Vermont where they learned firsthand how wastewater is processed and renewed into clean water that is usable for a variety of purposes.

Students have, through our local business partnerships, worked on projects with companies like ReSource Inc., which is a Burlington-based company that “upcycles” electronics, appliances, furniture and household fixtures. Part of the social mission embraced by ReSource Inc. is to reduce waste by accepting used but working products which local businesses and residents would otherwise dispose of as trash, and to refurbish these products for re-sale at a highly reduced price point for low-income segments of the population. A portion of the products that are repaired and refurbished by the company are donated to local organizations that serve the poor.

We have ongoing partnerships with Seventh Generation Corporation, Keurig Green Mountain, Ben & Jerry’s Ice Cream, Burton Snowboards, and with a local business association called Vermont Businesses for Social Responsibility (VBSR).

As mentioned earlier, a number of our courses tap into this network of partnerships to provide mutual benefit for both our students and for the partner companies we work with.

Through these kinds of projects and learning opportunities, students learn how to balance the needs of business with those of society and the environment.

SSB administrators work closely with a Leadership Council which is comprised of members from local and global organizations. The goal is to keep abreast of the current issues and challenges facing business and to incorporate the evolving needs of the business world into our curricula and various co-curricular activities.
PRINCIPLE 6 | DIALOGUE - “We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.”

The SSB has long been committed to creating ongoing opportunities for dialogue in the community. To this end, we are home to a number of forums and events which regularly promote dialogue between our students, faculty and staff and local and regional organizations in the areas of business, government, media, and other relevant stakeholder groups.

For example, the SSB, along with the larger Champlain College community, hosts a number of student-led clubs and forums which create events in which speakers from the world of business, government, media and other stakeholder groups come to campus and engage with our students, faculty and staff. The on-campus clubs and forums that are most directly connected with the SSB include:

- The Finance Club
- The Accounting Club
- The International Business Club, and
- Bring Your Own Business (BYOBiz)

Each of the above mentioned organizations hosts speakers from the business world who are most connected with their respective fields, and this encourages ongoing dialogue between our campus community and them.

Of particular note for ongoing dialogue on global social responsibility and sustainability is the BYOBiz department which works closely with the SSB. BYOBiz hosts a regular forum on campus called Speaking From Experience (SFE) for speakers from business and other relevant stakeholder groups.

The SFE series of speakers promotes dialogue between especially the business community and our faculty, students, and staff, on a variety of contemporary issues at play in the business world. Many of the speakers who have come to campus represent companies with strong social and environmental missions.
For example, one of the founders of Stonyfield Yogurt Company of New Hampshire was a featured guest at an SFE event. Speaking to a standing-room-only crowd on campus, he engaged our students in a spirited dialogue on how every company can find ways to make incremental improvements in its processes which would benefit the environment and reduce its carbon footprint.

The speaker cited the example of how Stonyfield Yogurt harnessed waste material from their dairy cows to generate renewable energy, which now powers a significant part of their yogurt-making facilities.

Encounters such as these motivate the students and catalyze their thinking along the lines of social and environmental responsibility.

The above examples are just a few of the many ways in which the SSB facilitates and encourages dialogue between our campus community and businesses and a variety of other relevant stakeholder groups.

The multiple initiatives and learning modalities explained in the preceding pages of this report demonstrate the SSB’s ongoing and firm commitment to integrate corporate social and environmental responsibility education into all our program offerings using the Principles of Responsible Management Education (PRME) as a guiding framework for this purpose.

IV. UPCOMING OBJECTIVES & DESIRED SUPPORT

While we are proud of the many accomplishments we have to date in incorporating PRME into our practices within the SSB, there are always new opportunities to enhance our efforts. The primary opportunity we look forward to leveraging in the months ahead is an increased collaborative partnership between our Cooperrider Center for Appreciative Inquiry and the Fowler Center for Business as Agent of World Benefit (BAWB) at Case Western Reserve University.

Given David Cooperrider’s role at the Fowler Center combined with his role as the honorary Chair for the Cooperrider Center, coupled with Dr. Lindsey Godwin’s relationships with the Fowler Center (where she worked as a doctoral student at Case Western Reserve University), we look forward to forging mutually beneficial partnerships between our two institutions. Our
objectives in this area revolve around partnering to support the AIM2FLOURISH project that is a worldwide inquiry into how business can be an agent for world benefit. PRME is one of the founding partners of this initiative, which is aimed at “changing the story about business. By recognizing there's profit in solving the world's greatest challenges, business can be a positive catalyst to change behavior and create a flourishing, sustainable planet” (http://aim2flourish.com/). Increased collaboration on this initiative will inherently increase our incorporation of PRME within our school. Specifically, over the year ahead, we intend to:

• Become a pilot school in the AIM2Flourish project, inviting our students in our Corporate Social Responsibility class to complete BAWB interviews and submit their stories to the website.
• Collaborate with the Fowler Center to help create Appreciative Inquiry training modules for use by faculty in the AIM2Flourish project.
• Help identify and reach out to Appreciative Inquiry practitioners around the world to act as mentors supporting faculty engaged in the AIM2Flourish project.

We look forward to continuing to build our partnership with this exciting, and globally impactful project in the months ahead.

As we continue to build our integration of PRME into our work, the best support we can envision from our fellow PRME signatories is hearing more examples of how you are successfully implementing the principles in your own schools. We would welcome opportunities to collaborate with other PRME signatories and explore partnerships that collectively advance our efforts in these areas.