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MILLS

August 15, 2018

PRME Steering Committee
685 Third Avenue, 12th floor
New York, New York 10017

Re: Letter of Support: Continuing Commitment to the Principles for Responsible Management Education

To the PRME Steering Committee:

This is a letter of support confirming that the Mills College Lorry I. Lokey School of Business and Public Policy (Lokey School) continues its commitment to the Principles for Responsible Management Education (PRME).

Mills College's Lokey School is committed to the Principles of Responsible Management Education, reporting on that progress to our stakeholders, and exchanging effective practices related to these principles with other academic institutions. The mission of the business programs at the Lokey School is to educate ethical and socially responsible organizational leaders who have the strategic perspective, business knowledge, and management skills to deliver strong financial performance while making a positive impact on society and the environment. Thus, the Lokey School's curricular and co-curricular activities and programs are closely aligned with the six Principles of Action that define PRME.

We look forward to continue contributing to the PRME community, and to reporting on our progress under the PRME Principles.

Sincerely,



Elizabeth L. Hillman
President, Mills College

PRME Progress Report

August 2018

Overview and summary

The Mills College Lorry I. Lokey School of Business and Public Policy has continued to espouse principles of ethical leadership and social accountability. This continued commitment has happened during a period of change both for Mills College and for the Lokey School.

In July 2017, Kate Karniouchina was appointed Dean of the Lokey School. Dr. Karniouchina took the reins as the College was implementing a Financial Stabilization plan to put the College on a more stable financial footing. Dean Karniouchina has established or enhanced partnerships with local and national organizations aligned with our mission, such as CORO, the Women's Global Leadership Initiative, and Impact Hub Oakland. We are also finalizing agreements with additional mission aligned organizations such as San Francisco Fellows and Greenlining Institute.

In Fall 2017, Mills launched a new undergraduate Business Administration major and minor. The Business Administration curriculum is grounded in the liberal arts, deeply engaged with social justice issues, and built on the reputation of the graduate business programs for educating ethical and socially responsible organizational leaders.

In the summer of 2018, the Center for Transformative Action is being launched under the directorship of Darcelle Lahr. Formerly the Center for Socially Responsible Business, the new Center will provide and guide support services, education, policy impact, advocacy, thought leadership and social initiatives in the pursuit of profound, vibrant change in our communities and society. The CTA's work will focus specifically and purposefully on

- Women, reflecting Mills' role as a women's college since its founding in the 1850's;
- Social entrepreneurship, as a lever for economic, social, and societal change; and
- Advancing economic, social, and educational equity, particularly in our most vulnerable communities

The Lokey School's continued commitment to social impact, justice, and equity has been a central theme throughout these changes and new initiatives. Our thriving Net Impact chapter

continues to provide students with opportunities to engage with others who share their values both on campus and in the community.

PRME Principles

PRME is predicated on six principles of action which serve as navigating tools for participating institutions in building their conformity programs. The PRME Principles are as follows:

As institutions of higher education involved in the development of current and future managers, we declare our willingness to progress in the implementation, within our institution, of the following principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions.

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 to in the creation of sustainable social, environmental, and economic value.*

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.*

Principle 6: Dialogue. *We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.*

Progress and Goals – Principles 1 and 2

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.*

Principles of inclusion, justice, and sustainability are integrated throughout the curricular and co-curricular activities of the Lokey School's business programs. Program goals for all degree programs include explicit reference to social impact, accountability, and inclusion. Assessment of learning, curriculum review, and changes in curriculum are made with a focus on inclusion, social justice, and environmental sustainability. The newly launched Center for Transformative Action (formerly Center for Socially Responsible Business) provides a hub for partnerships and external engagements that focus on building communities and empowering marginalized populations. Our Net Impact chapter continues to be extremely active, consistently earning Gold status despite our small size.

During the next two years, we will be conducting a comprehensive curriculum review of the MBA program and will also begin to assess our undergraduate business administration major. These curricular efforts will provide additional opportunities for deepening our commitment to the PRME principles and exploring additional ways to integrate these principles in our academic programs.

In addition, we are in the process of developing a strategic plan for the School which we expect will generate a clear articulation of the School's place at the intersection of the for-profit, government, and nonprofit sectors.

**Status of Continuing and Proposed Activities listed in 2016 report
Principles 1 & 2: Purpose and Values**

Activity	Status in 2016 report	2018 status
The mission statement and established brand of the Lokey School's business programs continue to be closely aligned with PRME principles.	Continuing	Continuing
MBA program goals include goals around ethics and social responsibility	Continuing	Continuing
Center for Socially Responsible Business continues to be a locus for activities and dialog regarding socially responsible business practices.	Continuing; exploring focus on a specific area within socially responsible business	Continuing; Center has a new identity as the Center for Transformative Action and a new director
Lokey Net Impact Chapter continues to maintain its Gold status	Continuing	Continuing
Management degree programs offer concentrations in Nonprofit Management, Socially Responsible Business, and other aspects of social enterprise.	Continuing; may explore new or reconfigured concentrations	Continuing; have added concentrations in Social Innovation and Impact and Social Entrepreneurship
Include orientation activity for new students to emphasize importance of ethics and social responsibility to Lokey School experience	Continuing	Continuing
Assess ethics and social responsibility in the management curriculum	Continuing; reassess every other year	Continuing; assessment completed in June 2018
Gather data on inclusion of social responsibility in curriculum to support continuous improvement in this curriculum area.	Continue with enhancements. Will include this as part of comprehensive curriculum review to be completed by end of 2017-2018 academic year	Continuing. Comprehensive curriculum review now planned for 2018-2019.
Integrate public policy and multisectoral perspectives into the Lokey School mission and culture	Proposed	Not yet achieved. Leadership changes in the Public Policy program have made this challenging.

Continuing and Proposed Activities 2018-2020
Principles 1 & 2: Purpose and Values

Activity	2018 status
The mission statement and established brand of the Lokey School's business programs continue to be closely aligned with PRME principles.	Continuing
Program goals for all business programs, including MBA, MM, and undergraduate business administration major, include goals around ethics and social responsibility	Continuing
Center for Transformative Action continues the role of the Center for Socially Responsible Business as a locus for activities and dialog regarding the role of business in community accountability and social impact.	Continuing
The active Lokey Net Impact Chapter continues to provide students with co-curricular opportunities in areas of social impact and environmental sustainability	Continuing
Social impact is integrated into curriculum planning in assessment, curriculum review, course offerings, and concentrations.	Continuing
Integrate public policy and multisectoral perspectives into the Lokey School mission and culture	Proposed

Progress and Goals – Principle 3

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

The learning goals for the undergraduate Business Administration major include several key points that demonstrate the integration of PRME principles. For example:

- Students will develop an appreciation for the impacts—both positive and negative—that business and other private-sector organizations have on society, and the social, ethical, and cultural contexts in which businesses function.

In addition to these program-level goals, the foundational course for the major, MGMT 060 Business & Society includes the following:

- Students will investigate and report on critical business – society relationship challenges, with recommendations on how to address those challenges
- Students will be exposed to the dynamics of gender and class power structures when underscored by corporate bias and inequities; students will be encouraged to also reflect on their own potential biases as informed by their own learned belief systems
- Students will compare aspects of social responsibility and shared value, and discuss how each provides an avenue for business, social, and community change.
- Students will investigate and report on critical business - society relationship challenges, with recommendations on how to address those challenges consistent with the tenets of the College's mission.
- Students will study social and racial disparities imbedded within societal institutions, including through residential and school segregation, education, labor markets, housing and mortgage markets, credit and consumption markets, health services, and discipline, incarceration, and the criminal justice system.
- Students will analyze US male-dominated corporate structures which economically and socially oppress non-US women workers through study of the US nail salon industry and Bangladesh garment industry
- Through seminar discussion, students will be exposed to the dynamics of gender and class power structures when underscored by corporate bias and inequities; students will be encouraged to also reflect on their own potential biases

In the graduate programs, there are multiple touchpoints in the curriculum for PRME principles. Course projects are frequently built around social impact related issues.

- For example, in the Business Analytics course students chose to provide a thorough cultural audit of the SF Planning Department. The findings led to articulation of a comprehensive action plan. The survey instrument created for this project is now being leveraged by other government and nonprofit agencies.

- Each semester, School leadership models responsive and ethical leadership by conducting student fora that provide students with an opportunity to share their perspectives with the Dean and Program Directors.
- We have added a session on inclusion to orientation so that all students come to their graduate programs with a shared vocabulary and a shared experience discussing specific ways they can support each other.
- We conduct regular faculty workshops regarding strategies for more inclusive teaching.
- Students have led conversations and convenings both among themselves and with the broader community about issues around racial and gender inequities and creating a more inclusive environment.
- Coordination of Diversity & Inclusion related activities has been added to a formal job description of our Manager of Student Services and the School is providing funding for additional training and conference attendance.

Status of Continuing and Proposed activities listed in 2016 report
Principle 3: Method

Activity	Status in 2016 report	2018 status
CSRB Conference	Continuing	Continuing; for 2019 the name of the Center will be changed to the Center for Transformative Action
The Lokey School's co-curricular activities, including the work of the career services office (CSO) reinforce the concepts of responsible management and ethics	Continuing	Career related events and activities focus heavily on careers with social and/or environmental impact
Continuous tracking of socially responsible business and ethics content across all courses	Continue and enhance	Continuing
student clubs, including Net Impact and the Entrepreneurship Club	Continuing	Continuing
The Lokey School's implementation of joint MBA/MPP	Continuing, with continuous improvement	Continuing
Develop more effective means to connect with College environmental initiatives, and to better share resources and mutually benefit from activities.	Proposed; requires faculty liaison from Lokey	Not yet
Re-establish summer paid internship program for social impact work.	Proposed. Requires priority in fundraising	No

Continuing and Proposed activities 2018-2020
Principle 3: Method

Activity	2018 status
Center for Transformative Action Conference	Continuing; for 2019 the name of the Center will be changed to the Center for Transformative Action
The Lokey School's co-curricular activities reinforce the concepts of responsible management and ethics	Continuing
Continuous tracking of socially responsible business and ethics content across all courses	Continuing
student clubs, including Net Impact and the Entrepreneurship Club	Continuing
Re-establish summer paid internship program for social impact work.	Proposed

Progress and Goals – Principle 4

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.*

The faculty of the Lokey School has made a concerted effort to provide research and intellectual contributions in the areas of ethics and social and environmental responsibility. In the faculty qualification standards we developed for AACSB accreditation purposes, professional engagement activities that speak to one or more of the four pillars of socially responsible business receives added weight in determining whether faculty members meet the standards. Since crowdsourcing and microloans are the ways that may businesses owned by women and people of color raise capital several of our faculty members are contributing to studies in this domain.

Recent sample publications, working papers and reports include:

Emeryville Business Conditions Report, Kate Karniouchina (Mills College) & Graduate Student Team

Partnerships and Crowdfunding Outcomes, Carol Theokary (Mills College), Kate Karniouchina (Mills College), and Kumar Surangee (Santa Clara University)

Principle 4: Research Status of Continuing and Proposed activities listed in 2016 report

Activity	Status in 2016 report	2018 status
Catalog faculty research that supports PRME principles	Continuing	Continuing
Clearly communicate to faculty that research on issues of social impact, inclusion, and environmental sustainability is valued	Continuing; integrated into our AACSB criteria for faculty engagement	Continuing

Continuing and Proposed Activities for 2018-2020
Principle 4: Research

Activity	2018 status
Catalog faculty research that supports PRME principles	Continuing
Clearly communicate to faculty that research on issues of social impact, inclusion, and environmental sustainability is valued	Continuing; integrated into our AACSB criteria for faculty engagement

Progress and Goals – Principles 5 & 6

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.*

Principle 6: Dialogue. *We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.*

Partnerships and dialog is an area in which here Dean Karniouchina has made significant progress since her tenure began in July 2017. She has established partnerships with mutual referrals and guaranteed admission with CORO and is currently working on a partnership agreement with the Greenlining Institute. In addition, we have established educational partnerships with the Peralta (Community) Colleges and UC Berkeley and are exploring partnerships with other local community colleges including the Peralta Community College District and West Valley College. In addition, members of the faculty have recently participated in collaborations with the Women’s Global Leadership Initiative, Youth Impact Hub’s People Pitch competition, [Bay Area Codes](#) Youth Summit 2018 and student-led initiatives generated by our Net Impact chapter included tours of local impact organizations such as Kapor Center and Beneficial State Bank. We have also partnered with [Eden Area ROP](#) to create an entrepreneurship event for young women in the East Bay who are part of the [NFTE](#) program.

In June 2017 Mills became a part of JP Morgan Chase’s Ascend 2020 initiative. Ascend 2020 is a national initiative to grow minority-, women-, veteran-owned businesses and inner city businesses. Mills is part of the Bay Area collaborative, one of six initial collaboratives in cities across the U.S.

As part of our effort to increase our exposure and introduce more community members to our campus we have opened up some course modules to the community members and prospective students at a special rate. This experiment has generated significant interest from community members and enabled deeper ties to local professionals and organizations.

Graduate students have participated in multiple client facing projects, including:

- Service Corp, an ongoing volunteer consulting engagement sponsored by our Net Impact Chapter
- Ascend 2020, a Chase grant that enables faculty and students to support entrepreneurs from underserved communities
- Sponsored work with the city of Emeryville, helping them to provide education and technical assistance to local businesses related to new labor regulations and assessing the impact of the regulations on local businesses and labor force

Status of Continuing and Proposed activities listed in 2016 report

Principles 5 & 6: Partnership and Dialogue

Activity	Status in 2016 report	2018 status
Catalog faculty research that supports PRME principles	Continuing	Continuing
Gold status of Net Impact chapter	Continuing	Continuing
Develop a systematic approach to establishing and maturing our relationships with key outside organizations	Continuing	Continuing
Establish educational partnerships with local organizations that share our mission and values	Proposed; actively exploring options in 2016	Some partnerships established; exploring additional options
SRB internship program	Proposed; requires funding	Not yet; no funding
Establish an Advisory Council of local business and organizational leaders who share our purpose of leading impact.	Proposed	Proposed

Continuing and Proposed Activities for 2018-2020

Principles 5 & 6: Partnership and Dialogue

Activity	Status in 2018 report
Center Conference engages educators and community members	Continuing
Establish educational partnerships with local organizations that share our mission and values	Some partnerships established in 2018; exploring additional options
Social impact internship program	Proposed; requires funding
Alumni Council to deepen employment, mentoring, and fundraising relationships with Lokey alums	In process of getting started
Establish an Advisory Council of local business and organizational leaders who share our purpose of leading impact.	Proposed