Sharing Information on Progress
Principles for Responsible Management Education

Gabelli School of Business

PRME Principles for Responsible Management Education

FORDHAM
THE JESUIT UNIVERSITY OF NEW YORK
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Letter from
Donna Rapaccioli
Dean of the Gabelli School of Business

In posting this third report, the Gabelli School of Business continues to demonstrate a strong commitment to the U.N. Principles for Responsible Management Education (PRME). Since Fordham’s initial pledge in 2009, we have remained conscious of our responsibility to develop graduates who understand the rapidly changing needs of society, care deeply about those needs, and possess the knowledge and skills to address them through business. Our mission to educate compassionate, global business leaders who will change the world in a positive way allows us to seamlessly infuse the PRME principles throughout the curriculum. I hope you will learn about our undergraduate and graduate curricular initiatives in this report.

One of our biggest accomplishments is the 2014 founding of the Fordham University Social Innovation Collaboratory, a group that united Gabelli School faculty and administrators with social-innovation-minded counterparts from around the University. This dedicated, energetic group helped Fordham in 2014 to win AshokaU Changemaker Campus status, given to colleges and universities engaged in social-innovation education at the highest level, as well as a Fair Trade University designation in April 2016. The latter achievement also reflected the outstanding efforts of our Fair Trade program faculty and student leaders.

The invitation to become a Champion member within the PRME community has allowed us to deepen our commitment to PRME and broaden our network through global partnerships, especially relationships with like-minded universities. We recently co-led a curriculum committee with fellow PRME institutions and will work with additional PRME Champion members and Global Compact LEAD companies in the coming year on the Next Generation Innovators program. Through this new initiative, students will have the opportunity to collaborate with entrepreneurs, innovators, and forward-thinking representatives from industry who have both the interest and drive to come up with social solutions.

I am aware of the role that our intellectual community can play in creating social impact, and it is important to me that the Gabelli School fulfills that role to the fullest. I look forward to learning from the accomplishments attained at each of our fellow PRME schools as well as sharing our own successes here at Fordham. It is my honor to carry forward the Gabelli School’s commitment to PRME.

Sincerely,

Donna Rapaccioli, PhD
Dean, Gabelli School of Business
Fordham University
Fordham University’s role as a catalyst for positive change in its community is rooted deep within its history as an educational institution. John Hughes, the Bishop of New York, purchased 100 acres at Rose Hill in 1839 to lay the foundation of what would eventually become Fordham University. Though the financial difficulties of doing so were significant, Hughes believed the responsibility to his community outweighed such challenges. Bishop Hughes saw education as the indispensable means for immigrants like himself and all economically disadvantaged individuals to break out of the cycle of poverty and better themselves economically and socially.

The University has remained steadfast in its commitment to the community and greater social good. An extensive and successful Higher Educational Opportunity Program (HEOP) enables under-resourced students to complete a college degree. This support ensures a diverse student body that fosters the enhanced social development of every Fordham student. The first African American and Hispanic public school principals in New York City were educated at Fordham, and the University maintains close ties to the city’s public school system. In addition, Fordham has sponsored a number of initiatives and research centers to benefit the local community.

Fordham University’s aim to create sustainable and meaningful value for its local and global communities remains rooted in its commitment to instilling these values in its students. The Gabelli School of Business has developed numerous curricular, co-curricular, and extra-curricular programs that incorporate the values of global social responsibility to provide students with the knowledge and resources needed to create innovative solutions to social challenges. Fordham benefits from its location in the heart of New York City because the problems facing the city’s residents and businesses, large and small, reflect the issues that people and organizations are experiencing all over the world.

"From the very beginning, Jesuit education has been characterized by a number of different qualities: We have a great emphasis on care for the individual student; We have a great desire to introduce excellence and rigor into the classroom and every subject we teach; Third, we believe that students have to be invited to wrestle with the great ethical issues of their time. We want them to be bothered by the realization that they don’t know everything and bothered by injustice."

—Joseph M. McShane, SJ, President of Fordham University
Developing Business Leaders with Purpose

Social Impact in Core Courses

The Gabelli School of Business core curriculum incorporates themes of sustainability and social innovation. In addition to traditional forms of classroom instruction, students have the chance to develop skills through projects that allow them to work in cooperation with for-profit or non-profit organizations, often as student consultants. Professionals from these organizations speak in classes and collaborate with students on exercises that help them come up with their own solutions and model the impact of those proposals.

Student Engagement

Social-impact speaker series, panels, events, and case competitions find their place on the Gabelli School calendar all year long. Fordham’s Social Innovation Collaboratory helps to make students aware of these opportunities and generate interest in related themes, acting as a hub that ties together cross-school faculty, academic programs, research centers, and student organizations. Examples of events include the Changemaker Challenge, social-innovation practica, and educational workshops.

Specialized Tracks

Gabelli School students are introduced to the concepts of sustainability and social innovation even before first-year orientation, through a summer-reading assignment. The issues raised in this reading come up in a formal discussion at orientation and again throughout students’ four years in core-curriculum classes. Social innovation is woven through the entire Gabelli School program, but students who want to study these topics more intensely can choose concentrations in social innovation and/or sustainable business.
Method
Principle Three

The Gabelli School of Business is proud of its students who have taken up the mantle of social innovation, engaging with their peers, local community, global community, and business organizations to see their own way toward solutions. The PRME activities highlighted in this section illustrate the specific methods the Gabelli School is using to develop responsible business leaders of tomorrow.

The Gabelli School prepares students to come up with game-changing business approaches in the future by giving them space to practice and pilot that creative process now. Course concepts are taught through the lens of social innovation, and class assignments incorporate problem-solving opportunities that reflect what happens in the real world. Students are asked to envision business as a force that can produce as much good for society as it can economic value.

As noted in the previous section, social engagement of Gabelli School undergraduates begins before they arrive on campus—through a carefully developed summer-reading assignment and accompanying creative exercise—and continues through graduation. Students become conscious of social entrepreneurship, assessing social problems and possible solutions, and change-making. All first-year students take part in an introductory business course called The Ground Floor, which reinforces themes of sustainability and social impact. For 2016-2017, the Gabelli School has created two sections of the course that have a special focus on these topics. The culminating project of every Ground Floor section is a business plan challenge, in which students come up with an idea for a new company; students are encouraged to think of a venture that offers social benefit, and many of them do. After freshman year, undergraduates who wish to master the “triple bottom line” of people, planet, and profit can choose an interdisciplinary minor in sustainable business or a concentration in social innovation. At the graduate level, students have the option of a three-course concentration in global sustainability and access to co-curricular activities and networks that supplement this coursework.

The following curricular and co-curricular programs support student development and are collectively helping to move business education toward a more humanistic, socially conscious approach.
Undergraduate Programs

Freshman Orientation: "How to Change the World"

Each September, about 550 incoming Gabelli School freshmen at the Rose Hill campus participate in a session led by David Bornstein, a New York Times reporter and the founder of Solutions Journalism. Having read his book How to Change the World: Social Entrepreneurs and the Power of New Ideas as their required summer reading, they listen as Bornstein gives them advice, such as spending their time “half on criticality, and half on hope.” He asserts that if, as new students, they commit to pursue solutions as well as problems, they will be poised to effect major social change by the time they graduate. He also emphasizes that the ability to have an impact on society is not limited to people with wealth or status. Rather, having the passion and the right skillset is what drives real change.

The Ground Floor

In a fall 2016 pilot program, two sections of the introductory business course called The Ground Floor, enrolling about 15 percent of all new Gabelli School students, will frame the fundamentals of business through social innovation. The business faculty was inspired to develop these new sections after seeing how dedicated our recent incoming students have been to changing their world. Guest speakers will represent successful socially innovative companies, and class discussions will explore how the bottom line and social benefit need not be mutually exclusive.

Sophomore Cohorts and Social Innovation Pilot Cohorts

Freshman courses are not the only ones that are being infused with social themes. Each year, Gabelli School sophomores are divided into academic groups that travel together throughout all of the core business coursework that defines the second year; in fall 2016, 60 of these sophomores will be placed into groups that focus on social innovation. Their two groups of 30 students will analyze real businesses—Apple, Facebook, Johnson & Johnson, Tesla, Chipotle, and Whole Foods—to examine how social consciousness shapes their practices in:

- Marketing
- Financial accounting
- Statistical decision-making
- Strategy
- Management
- Business communication
- Information systems

A highlight of this sophomore-year program is an “integrated project” that requires students to complete an in-depth analysis of one of the companies their groups are studying. Working in teams of five or six, they must identify a significant business challenge facing that company, come up with a creative solution, and explain their rationale to a faculty panel. The six best teams are chosen to present to industry judges and an audience of their peers at the end of the year, competing for the Consulting Cup and a cash prize.

In doing their in-depth analysis, the sophomores focusing on social innovation will zero in on how their assigned companies:

- Design products and services that serve society’s needs
- Respond to stakeholder demands
- Manage and measure for sustainability and social impact
- Communicate successes both internally and externally
Social Innovation and Sustainability Studies

Gabelli School undergraduates who want to make social innovation and sustainability a defining part of their curriculum can do so through an interdisciplinary minor (seven courses), a primary concentration (four courses), or a secondary concentration (three courses). Coursework in these programs educates students on how business can advance their fellow man, minimize environmental impact and even do good for the environment, and generate profit, all at the same time. Through work done inside and out of the classroom, they find out what distinguishes a “changemaker” from any other type of business leader. They see a path to applying the skills they are learning in any business context, from a one-person startup to a multinational firm. Lessons and discussions explore leading with empathy, providing better working conditions, improving the environment, and finding paths to innovation where others see closed doors.

Sustainable Business Minor
This minor incorporates business, social science, natural science, and building-design curricula. In pursuing the degree, students enhance career opportunities in both traditional business markets, as well as the emerging “green sector.” Students who pursue this minor must take the foundations course in sustainable business as well as six elective courses.

For additional information and the approved course list, see the Sustainable Business Minor.

Social Innovation Concentrations
Both the primary and secondary concentrations in social innovation contain coursework on systemic social and global challenges. Classroom discussions and hands-on learning opportunities showcase examples of successful changemaking and put students in the position to try out these approaches themselves. Students develop skills that are critical to future careers in social innovation: They can identify problems, empathize with and listen to the perspectives of people who are directly affected, and use that information to find solutions in the form of innovative products, services, or business models.

Primary concentration
Students must complete two core courses and two electives from the list of approved courses, plus one co-curricular activity.

Secondary concentration
Students must complete one core course and two electives from the list of approved courses, as plus one co-curricular activity.

For additional information and approved course lists, see the Social Innovation Concentration.
Model United Nations Club and Conference
Co-led by students from the Gabelli School of Business, the Model United Nations club educates students about current events, diplomacy, and the UN agenda. The group participates in conferences and organizes students into role-playing functions as delegates representing countries participating in UN committees. Delegates research international conflicts, take on roles as diplomats, engage in debate, and develop theoretical solutions to social problems.

Fordham’s Model UN club is organizing its first student conference with a social innovation theme around the Sustainability Development Goals. Rather than reproducing a model of the UN as it exists, the student leaders of this initiative are considering how to stimulate design thinking around new structures for the UN. They hope to lead a conference that incorporates new structural and thematic innovations.

The club recently won four outstanding performance awards at the seventh annual New York University Model United Nations Conference in April 2016, where teams represented Indonesia, Kyrgyzstan, the Dominican Republic, and India.

St. Rose’s Garden and Food Co-op
The St. Rose’s Garden and Community Supported Agriculture (CSA) Market is a joint effort between Fordham College at Rose Hill, the Gabelli School of Business, and Residential Life. The project supports both a planted garden and a cooperative vegetable-buying club that invests in Norwich Meadows Farm. CSA members each buy a “share” directly from the farm at the beginning of the season that provides upfront capital to fund farm operations through the season. By cutting out intermediary retailers and by having access to financing before, instead of after, the produce is grown, Norwich Meadows Farm is able to charge far less per pound.

Co-op members help to garden and maintain the space and, in turn, are able to take produce for free. St. Rose organizes many events to engage community members, including yoga classes, Earth Day celebrations, compost education, and music concerts. Fordham has established a relationship with the Bronx Botanical Garden, which helps to supply plant seeds and gardening tools for use in the community garden.

For additional information, see St. Rose’s Garden and CSA.

Social Impact 360 Fellowship
The Social Impact 360 Fellowship, formerly known as the Compass Fellowship, is a one-year program that identifies passionate first-year Fordham University undergraduates from both the liberal arts and business schools and trains them to start a social venture. Fordham became one of a few U.S. universities to take part in this prestigious program by creating a chapter in 2011, joining Georgetown, Stanford, Duke, and University of California Berkeley.

For additional information, see the Social Impact 360 Fellowship.
Fair Trade
In spring 2016, Fordham University was designated a “Fair Trade University” by Fair Trade Campaigns, an organization leading the effort to normalize Fair Trade as a consumer preference. Fordham was recognized for its implementation of Fair Trade principles into curricular and co-curricular activities that provide opportunities for students to learn about ethical business as a way in which to improve working conditions for producers and increase environmental sustainability.

Students have the opportunity to take part in curricular offerings on the topic of Fair Trade. Courses such as Fair Trade and Microfinance, Entrepreneurship and Fair Trade, and Fair Trade, Spirituality, and Social Justice provide students with a deep understanding of the subject.

Students for Fair Trade is a Gabelli School undergraduate club that seeks to educate Fordham students about the impact that their consumer choices may have on impoverished producers and laborers in the developing world. The club screens films and organizes events throughout the year to raise awareness of the unfair business practices and economic disadvantages associated with many corporate supply chains.

Working to reverse these injustices, club members created a nonprofit called Spes Nova that works directly with artisans in emerging economies to provide a Western market for their products. Started in 2011, the venture pays local artisans fair prices to cover the costs of production and help increase living standards. In return, the artisans structure their businesses in the spirit of gender equality, transparency, accountability, and environmental sustainability. Using microcredit loans initially provided by Fordham alumni for a revolving fund, the organization provides artisans with otherwise unavailable capital to fund the production of goods within ethical, safe, and fair working environments. In Spes Nova’s nonprofit business model, students complete the following steps:

- **Identify Fair Trade products that will sell well in the United States**
- **Develop comprehensive marketing plans**
- **Import goods to New York**
- **Sell products online, on campus, and around the city**
- **Return the profits to the business owners in countries such as Kenya, Bolivia, and India**

See firsthand how the Fair Trade model benefits underresourced communities and the environment, and promotes economic and social justice.

This model has been incorporated into the undergraduate curriculum’s Marketing Research course. Marketing students examine the Spes Nova nonprofit’s impact on the communities whose artisans it supports to determine whether their business actually is helping to produce more labor, improve nutrition, and enhance local education systems.
Graduate Programs

Global Sustainability Secondary Concentration
The global sustainability concentration allows master’s students to explore how to integrate sustainability principles into a company's business strategy as a key component of maintaining competitive advantage. It includes cross-disciplinary courses that teach students how to capture value through growth and return on capital while prioritizing the environment and human dignity. Critical areas of the curriculum include reputation management, energy consumption, product development, and organizational structure. By completing three courses, students come to understand how value in both the short term and long term can coexist with benefits for human beings and our planet.

For more information and an approved course list, see the Global Sustainability Designation.

Net Impact
Net Impact is a national organization for the new generation of business leaders who want to solve the world’s toughest sustainability challenges. Fordham’s student chapter, one of 300 affiliates worldwide, encourages business students to take on social challenges, protect the environment, invent new products, and orient business toward the greater good by turning their passions into a lifetime of world-changing action. Initiated in 2014, the Fordham chapter has a membership that now exceeds 300; they take part in speaker series, educational workshops, company visits, and networking sessions that contribute to their ability to harness the power of business for social good. Fordham’s student board members are working with undergraduate leaders to establish an undergraduate Net Impact chapter in the 2016-2017 school year.

For additional information, see the Fordham Net Impact Chapter.

Markets, Business and Society Course for MBA Students
All students in the Gabelli School’s two-year, full-time MBA program take a Markets, Business and Society class, which gives them the opportunity to develop a normative framework for business decision-making. Drawing together topics from ethics, psychology, economics, and public policy, the course uses real-world case studies. Students examine the practice of maximizing value for shareholders, stakeholders, and society, and they debate the ramifications of prioritizing one over the others. At the completion of the course, students have begun to develop their own framework for navigating the various interests and consequences at play, economic and social, in complex business decisions.
Collaboration Across Degree Programs

Social Innovation Collaboratory

In conjunction with the provost’s office, Gabelli School Dean Donna Rapaccioli and the Fordham business faculty sparked the creation of the Fordham Social Innovation Collaboratory, a network of Fordham students, faculty, administrators, alumni, and community members working together to promote social impact through integration of business, law, sciences, technology, social work, religion and humanities. Coordinated by the director of sustainability initiatives, the Collaboratory is led by a 10-member faculty management board and a steering committee of deans that is chaired by an assistant vice president in the provost's office. The Collaboratory creates partnerships across the University and with outside organizations, and it fosters student engagement and practical learning opportunities for undergraduate and graduate students.

For additional information, see the Social Innovation Collaboratory site and blog.

Recent sustainability and social innovation speakers have represented:
Research
Principle Four

The Fordham faculty is dedicated to advancing the breadth and scope of academic knowledge. Their research enhances students’ educational experience and provides opportunities for students to engage in inquiry of their own, either independently or assisting a faculty member.

Please see below a sample list of faculty engaged in research related to this area. Refer to the Publications tab on each faculty member’s profile page to learn about their work in ethics, sustainability, humanistic management, sustainable development, and social justice.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Title and Department</th>
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<tbody>
<tr>
<td>Lerzan Aksoy</td>
<td>Professor of Marketing, Associate Dean of Undergraduate Studies</td>
</tr>
<tr>
<td>Miguel Alzola</td>
<td>Professor of Law and Ethics</td>
</tr>
<tr>
<td>Benjamin Cole</td>
<td>Associate Professor of Management Systems, Program Director for the Full-Time and Professional MBA</td>
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<tr>
<td>John Davenport</td>
<td>Professor of Philosophy, Director of Peace and Justice Studies Program</td>
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<tr>
<td>Kenneth Davis</td>
<td>Professor of Law and Ethics</td>
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<tr>
<td>Laurie Goldkind</td>
<td>Associate Professor at Fordham’s Graduate School of Social Service</td>
</tr>
<tr>
<td>Ahir Gopaldas</td>
<td>Assistant Professor of Marketing</td>
</tr>
<tr>
<td>Ann Higgins-D’Alessandro</td>
<td>Professor of Psychology</td>
</tr>
<tr>
<td>John Hollwitz</td>
<td>Professor of Management Systems, Area Chair</td>
</tr>
<tr>
<td>Brent Horton</td>
<td>Associate Professor Law and Ethics</td>
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<tr>
<td>Kevin Jackson</td>
<td>Professor of Law and Ethics</td>
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<tr>
<td>Luke Kachersky</td>
<td>Assistant Professor of Marketing, Research Director of the Center for Positive Marketing</td>
</tr>
<tr>
<td>Yuliya Komarova</td>
<td>Assistant Professor of Marketing</td>
</tr>
<tr>
<td>Dawn Lerman</td>
<td>Professor of Marketing, Executive Director of the Center for Positive Marketing, Associate Dean of Graduate Studies</td>
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<tr>
<td>Sharon Livesey</td>
<td>Associate Professor of Management Systems</td>
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<td>Darryl McLeod</td>
<td>Associate Professor of Economics, Department Chair</td>
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<td>Michael Pirson</td>
<td>Associate Professor of Management Systems, Director of the Center for Humanistic Management</td>
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<tr>
<td>Wullianallur Raghupathi</td>
<td>Professor of Information Systems, Director of Center for Digital Transformation</td>
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<tr>
<td>Erick Rengifo</td>
<td>Associate Professor of Economics, Director of the Center for International Policy Studies</td>
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<tr>
<td>James Stoner</td>
<td>Professor of Management Systems, James A.F. Stoner Global Sustainability Chair</td>
</tr>
<tr>
<td>Frank Werner</td>
<td>Associate Professor, Finance and Business Economics</td>
</tr>
<tr>
<td>Sarah Jinhui Wu</td>
<td>Associate Professor of Management Systems</td>
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Partnership Principle Five

Resolving entrenched problems in business and society requires strong local and global networks of partners who are committed to sharing knowledge and working together. The partnerships below are representative of the relationships that engage Fordham students, faculty and alumni, as well as community organizations, in approaching the task of creating real change.

NY+Acumen

Acumen is a global organization that raises charitable donations to invest in companies, leaders, and ideas that are changing the way the world tackles poverty. Funds raised by donation from individuals, companies, and foundations are invested across a broad range of international companies that are solving the global poverty crisis, from banks in rural Pakistan supporting low-income farmers to ambulances in Mumbai with a mandate to “serve all” regardless of income. The organization also helps to develop the next generation of social impact leaders through local +Acumen chapters.

In 2015-2016, Fordham created a social-impact workshop series in conjunction with the NY+Acumen chapter, through which students connected with NY+Acumen volunteers who have professional experience in the field.

The workshop topics included:

- Impact Investing 101
- Social Entrepreneurship 101
- Human-Centered Design
- Careers in Social Impact

Verizon Summer Technology and Entrepreneurship Immersion Program

Fordham University was selected by the Verizon Foundation in 2016 to create a grant-funded educational and leadership training program for 26 high school students from under-resourced schools and communities. In three and a half weeks of classes, discussions, and site visits led by Fordham faculty, the student participants developed problem-solving, critical-thinking, presentation, and team-building skills while learning about technology (including coding and basic app-development and data-mining skills), social entrepreneurship, and communications. The goal was to give students knowledge and resources to one day excel in college and succeed as STEM professionals. The program is a step toward extending opportunities for young people who otherwise might not become change agents in tomorrow’s business landscape.
Student Practica

Global Alliance for Clean Cookstoves
In conjunction with the Global Alliance for Clean Cookstoves (GACC), Fordham offered a program that gives students hands-on impact-investing experience. Working in teams, students screen, evaluate, and present recommendations on companies to help GACC determine where and how to make the most worthwhile investments. GACC is a public-private partnership sponsored by the UN Foundation that has a goal of driving $1 billion in investment to the clean cookstove sector by 2020. Participating students receive training on impact investing and gain real experience analyzing and conducting due diligence on social enterprises. Students meet for a total of 30 to 40 hours over a six-week period and develop their public speaking skills through the presentation component.

For additional information, see the Global Alliance for Clean Cookstoves.

BMW
BMW is reimaging the future of urban mobility and rethinking what it means to drive a car. The company approached Fordham in 2015 to engage students—as future business leaders and representatives of the youth market—in an organized exploration of how to increase electric-vehicle adoption. During the 2015-2016 year, a select group of undergraduates and graduate students worked with faculty guidance on a consulting project to answer this question, examining target markets, company practices, government regulatory policies, utility practices, and business trends that will affect the future of BMW’s new i3 and i8 electric cars. Students enhanced their understanding of marketing, research, and policy initiatives; expanded their network at BMW and in the industry at large; interacted with alumni mentors; and had the chance to collaborate with peers and faculty from all over the University.

Slow Money NYC
In conjunction with Slow Money NYC, a local affiliate of a national nonprofit that invests in sustainable food and farms, a group of students worked to foster discussion and action around the questions of where our food comes from and where our food spending goes. The group developed a set of key performance indicators that impact investors and funders could use to evaluate the environmental and social effects of small, local, sustainable food and farm enterprises in the region. The students analyzed existing impact-rating systems and, along with guidance from outside partners, identified the most relevant performance indicators for the sustainable food and farm enterprises to create their own rating approach. Their proposal was discussed in a session led by Fordham students for investors at the Food + Enterprise Conference on February 28, 2016.

For additional information, see Slow Money NYC.
Dialogue
Principle Six

The Gabelli School of Business proudly engages in dialogue and debate with internal and external stakeholders about global social responsibility and sustainability challenges. The Fordham faculty play a primary role in these conversations, which gain momentum from the University’s participation in networks such as AshokaU (37 Changemaker Campuses), the International Association of Jesuit Business Schools (IAJBS) and Colleagues in Jesuit Business Education, and the UN PRME Champions community.

Ashoka U Changemaker Campus
The Changemaker Campus network comprises 37 colleges and universities that are committed to empowering students to create positive change in the world. These institutions are designated as “Changemaker Campuses” for their success in embedding social innovation into their core curriculum and overall values. They have built environments that support innovative changemaking across the entire institution. This recognition highlights the innovative models and strategies utilized by universities to develop socially responsible students. Engagement across the network allows institutions to share best practices and support one another in efforts to create sustainable change in higher education with a focus on social innovation.

PRME Champions Group
In 2012, The Gabelli School of Business deepened its commitment to educating responsible future business leaders by joining the PRME Champion community of 30 select “Champion” educational institutions. These universities are paving the way for a paradigm shift within business schools away from concern about being the best in the world and refocusing priority on becoming the best for the world.

Next Generation Innovators Program
The Gabelli School of Business is collaborating with the UN Global Compact, LEAD companies, and other educational institutions on the Next Generation Innovators Program to simultaneously advance sustainable development and create real change in management education. Through this initiative, student teams will work to create solutions to challenges identified by LEAD companies. Teams will present their solutions in a competition format, with winning teams working to further develop their proposals through workshops modeled around Silicon Valley’s innovation ecosystem.
IAJBS and CJBE

The International Association of Jesuit Business Schools (IAJBS) is a network of schools that educate business students based on Ignatian principles and the pillars of justice, leadership, and vocation. Participating institutions collaborate on joint programs and engage in multilateral agreements that make their efforts much stronger than any one school would be alone. This collective effort strengthens each school’s ability to cultivate a community of ethical, globally minded business leaders.

The Gabelli School of Business is not only an active member of IAJBS, but also a particular champion of global sustainability within the group. It was one of the schools that, following the IAJBS World Forum in 2009, adopted a 10-year commitment to this concept. Leaders of IAJBS member schools understand that Jesuit business schools are uniquely positioned to play a leading role in spreading the idea of socially beneficial business.

Academic research is crucial to the Gabelli School’s sustainability work. One outlet for inquiry in this area is the Journal of Management of Global Sustainability, launched in 2011 to publish research on issues such as environmental preservation, social justice, poverty eradication, and social entrepreneurship. James Stoner, a Gabelli School management systems professor and thought leader on sustainability, is the journal’s co-editor. He provides editorial direction and ensures that the research published is of high quality. In its eighth year of publication, the journal has successfully created avenues of cooperation for research among the Jesuit business schools.

The Gabelli School is also a member of Colleagues in Jesuit Business Education, and Brent Horton, an associate professor of law and ethics, joined its board in 2016.

Executives in Residence

At all levels of education, the Gabelli School strives to put its students in direct contact with academics and professionals who are leaders in their fields. Social innovation and sustainability are no exception. The Gabelli School established “in residence” roles for both executives and entrepreneurs, as well as funded Gabelli Fellow positions for visiting scholars, to ensure that students have access to a range of perspectives and a wealth of research or real-world expertise.

Social Entrepreneur in Residence: Patrick Stuebi

A highly regarded social entrepreneur, Patrick Stuebi left his successful corporate career to start Fairtrasa, a company that lifts small-scale farmers out of poverty by providing them with technical know-how and linking them to local and international markets. Today, Fairtrasa represents more than 5,000 farmers and has grown to become the largest fair trade and organic fruit exporter from Latin America with a vertically integrated business structure. As an Ashoka Fellow, Struebi works closely with Fordham on various social-innovation initiatives.

Executive in Residence: Brent Martini

Brent Martini is a Gabelli School MBA alumnus, the benefactor behind the James A.F. Stoner Chair in Global Sustainability, and a social entrepreneur. He most recently founded a company that purchased homes for subprime mortgage “victims” who lost their houses in foreclosure. The company created a schedule allowing them to purchase the houses back from his company, post recovery. Through his executive-in-residence role, Martini provides guidance on interdisciplinary social impact initiatives at Fordham.
Looking Forward

Strategic Planning

As a Jesuit institution in the twenty first century, Fordham continues its foundational commitment to inclusivity amongst individuals with diverse backgrounds, care and development of each student as a whole person, excellence and integrity in professional and scholarly pursuit, and men and women for and with others. These values are incorporated into curricular and co-curricular programming, thus instilling in students a desire for discernment, a need to seek out the truth, and an urgency to address the world’s most challenging problems.

These values are further reflected in the Gabelli School of Business mission:

“To educate compassionate global business leaders who will change the world in a positive way.”

The Gabelli School of Business educates students who plan to work at the highest levels of business, using their passion and strong sense of purpose to generate not only profit, but also wide-ranging benefits for their local and global communities. To ensure that students graduate with an understanding of how to advance their own careers, their industry of choice, and society as a whole, the Gabelli School of Business has identified five key strategic priorities for the coming years:

1. Recruit and develop a faculty that is focused on social innovation
2. Recruit students who view business as a positive force in society
3. Integrate social innovation content into curricular and co-curricular programming
4. Provide professional development programming to produce outstanding post-graduate career related outcomes
5. Build visibility of Gabelli School of Business as a leading institution in social innovation
Appendix A
Clean Cookstove Impact Investing Practicum Campus Publicity Flyer

Interested in Finance, Social Enterprise, or International Development?

Gain hands-on experience providing investment analysis and due diligence on international social enterprises for the Global Alliance for Clean Cookstoves

What the practicum includes

• Professional training curriculum on impact investing
• Experience analyzing and conducting due diligence on real social enterprises
• Final investment prospectus review and feedback from GACC team

Qualification for practicum

• Able to commit 30-40 hours over 6 weeks (end of March - early May)
• Able to make 2-3 in person meetings, taking place Fridays 4-6pm
• Recommended (not required) that you attend one or more Impact Investing workshops at LC offered by Acumen Plus NYC- see Fordham Net Impact events

How to Apply

Please submit your resume and a personal statement about:
1. Why you are interested in the program
2. Previous experience related to impact investing. (fine if you do not have any!)
3. How is this relevant to your career goals?

Submissions must be sent to socialinnovation@fordham.edu, with the subject line "Cookstove Practicum" by March 13 at midnight.

The Global Alliance for Clean Cookstoves is a public-private partnership sponsored by the UN Foundation and launched by Hillary Clinton, with the goal of driving $1 Billion in investments to the clean cookstove sector by 2020.
Appendix B
“Food For Thought” Breakfast Lecture Series Campus Publicity Flyer: Hunter Lovins of Natural Capitalism Solutions