



2019 Sharing Information on Progress | Report on the Implementation of the Principles for Responsible Management Education





**STATEMENT OF RENEWED COMMITMENT**

The Robert P. Stiller School of Business at Champlain College is pleased to submit our 2019 Sharing Information on Progress (SIP) 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 guide the work of 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, successes, and opportunities to improve over the past two years, and we reaffirm our commitment to PRME. The rest of our report[[1]](#footnote-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 a continued partnership with PRME in the coming years.

Scott Baker, Ed.D.

Dean, Robert P. Stiller School of Business

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](http://www.champlain.edu/about-champlain/newsroom/stiller-business-school) 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.

In alliance with the Stiller School mission, the mission of our Cooperrider Center for AI is to be the global hub for connecting people to learn, apply, and amplify Appreciative Inquiry. Specifically, the Center supports strengths-based organizational growth by providing coursework and certification in Appreciative Inquiry and other strength-based organizational development practices to change leaders around the world, beginning with our own Stiller students ” With these two driving calls to positive action, it is no coincidence that we strive to infuse all curricula taught in the programs of the SSB with 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 Dr. Pepper, Rhino Foods, NRG Systems, 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. Many companies in Vermont “sign on” to the operating mantra of doing business in not just environmentally sustainable, 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 student teams work on real-life company projects, 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.

**II. 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 courses 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 ontwo “live client” projects, both with the central theme of implementing Responsible Management practices from both a societal and an environmental perspective. Students in this course prepare proposals to [Champlain College’s Green Revolving Fund](https://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/green-revolving-fund), a grantmaking program for sustainability projects. Students submit real proposals and pitch the funding committee each semester. Some student projects are actually funded, resulting in sustainability improvements made to campus.

**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.

As a specific example, students in the Accounting Capstone course participate in the [NASBA Ethical Leadership Certification](https://www.google.com/url?q=https://learning.thecpt.org/collections/ethical-leadership-certification-program&sa=D&ust=1570801727523000&usg=AFQjCNEJtKgVkkCXUN-6JROCODcakkBEcA). Students participate in a three module, online, self-paced, interactive program on ethical leadership.

**Social Impact Scholars -** In Fall of 2018, Champlain College launched the Social Impact Scholars initiative. Students are invited to apply based on their indicated interests in sustainability and social impact. This is a community of like-minded students seeking to positively impact the world. Students receive a modest scholarship and engage in discussions and events on campus related to sustainability.

**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.

**Cultivating a UNITAR Partnership** - Discussions are underway to organize a partnership between The United Nations Institute for Training and Research (UNITAR), Champlain College’s Stiller School of Business and its Cooperrider Center for Appreciative Inquiry (CCAI). This partnership seeks to use Appreciative Inquiry and Positive Education to enable and accelerate the UN’s 2030 Sustainable Development Goals (SDG).

In 2021, A global cohort of capacity building partners and additional stakeholders (schools, civil society and business leaders, students, teachers, foundations, policy makers, academics, etc.) would be invited to participate in the global summit.

Using the Appreciative Inquiry methodology, the goal of the gathering would be twofold; 1) to shine a spotlight on the living case examples of institutions who have been integrating Positive Education + SDGs, and 2) collectively envision how to scale up this work and build SDG and Positive Education capacity across the globe.

Each year, every capacity- building partner will mentor new partners to join the cohort of the next triennial summit. This process will repeat each Triennial Summit, multiplying the size of the cohort every three years.

**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 offerings.

**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 ten years, very successfully managed the Freeman International Internship program for all our students.

**The Freeman Foundation Asia 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 and Kyoto for two months each summer with a number of Chinese, Japanese, 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 and Japanese companies and other global companies operating in Shanghai and Kyoto. The types of work assignments our students have engaged in over the past 6 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, Japanese, U.S., and French companies which have been operating in Shanghai and Kyoto for a number of years
* Developing contacts and relationships with expatriate businesspeople from numerous countries who are working in Shanghai and Kyoto.

**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 explained 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 with multiple points of contact with what we at the SSB consider an extremely important business imperative.

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.

**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 Dr. Pepper 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:

* Morris, Nicole. (forthcoming). “From Commitment to Certification:

The Motivations for Third-Party CSR Certification - The Case of B Corp Certification.

* Beveridge, A., Godwin, L., Pavez, I. (forthcoming). "Inquiring into Change and Innovation for Greater Responsibility through an Appreciative Inquiry Lens" in Research Handbook of Responsible Management (Ed: Oliver Laasch). Cheltenham: Edward Elgar.
* Sommer, Claire, Stavros, Jackie, and Godwin, Lindsey. (2019) “AIM2Flourish: An Experiential, Global Learning Inquiry about Business for Good.” AI Practitioner: International Journal of Appreciative Inquiry, 21(2) p. 65- 80.
* Patten, Cyrus O. (2017) "Nonprofit Social Enterprise: Social Change in a New Economic Paradigm". *Graduate College Dissertations and Theses*. 686. https://scholarworks.uvm.edu/graddis/686
* 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:
	+ Sekerka, Leslie, Godwin, Lindsey & Comer, Debra. (2014). “Positive Organizational Ethics: Cultivating and Sustaining Moral Performance.” *Journal of Business Ethics,* 119(4), p. 435-444*.*
* Dr. Godwin also co-authored an article that examined the concept of moral curiosity in the workplace:
	+ Sekerka, Leslie, Godwin, Lindsey & Charnigo, R. (2014). “Motivating Managers to Develop Moral Curiosity.” *Journal of Management Development*, 33(7), p.709-722.
* Dr. Godwin and Professor Nicole Morris co-authored a chapter on embedded sustainability:
	+ Godwin, Lindsey & Morris, Nicole. (2013). Embedded Sustainability: Creating Ethical Habits through personal engagement. In *Ethics Training in Action,* Leslie Sekerka (Ed.), Information Age Publishing, 121-138.

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. Our faculty are actively engaged with the New England B Corp community and attend professional conferences and leadership development events. 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 Dr. Pepper
* Rhino Foods Inc.
* Vermont Businesses for Social Responsibility (VBSR)
* Burton Snowboards

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.

Fo example, this semester, students have visited local businesses and interviewed leaders about their sustainability practices. Later this semester, they’ll complete real-life business projects for Seventh Generation and Burton Snowboard.

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, Burton Snowboard, Ben & Jerry’s Ice Cream, 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.

**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 International Business Club, and
* Bring Your Own Business (BYOBiz)
* Stiller Women in Business (SWIB)

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.

Specifically, through the combined efforts of its members, faculty advisors, business advisory board and leaders in the business community, the Stiller Women in Business is a student-run club enacted to co-create opportunities to strengthen professional expertise and enhance personal growth to positively impact individuals’ careers and society. Stiller Women in Business foster connections between and among students and the community through a variety of social and professional events.

The club hosts and co-sponsors a wide variety of events that include social and professional events such as:

* movie nights
* mocktail events
* field trips
* retreats
* team building experiences
* skill building seminars, panels, workshops, retreats
* professional speakers
* film screenings
* company visits
* networking events
* conference attendance and participation

One of the club’s signature events is the semi-annual networking event that connects students and local business professionals featuring a keynote from a community leader in business. Students gain valuable practice networking and exposure to local businesses while businesses gain an informal setting to meet students for potential mentorship, internship or employment.

Stiller School clubs and courses regularly engage professionals from the field of sustainable business on campus. These range from individual lectures to semester-long live client projects with students. Encounters such as these motivate the students and catalyze their thinking along the lines of social and environmental responsibility.

On a more global scale, we also work to convene dialogues (and action) through the work of our Cooperrider Center. For example, in June 2018, the Cooperrider Center, in collaboration with the International Positive Education Network (IPEN), convened over 800 people from over 30 countries in Fort Worth, TX for an Appreciative Inquiry Summit aimed at turning”inspiration into action” at the World Positive Education Accelerator (WPEA). The WPEA brought together, educators, students, parents, researchers, policy makers, business leaders, philanthropists, and foundations interested in accelerating education that, in addition to focusing on academic excellence, also imparts the tools and skills that enable wellbeing and human flourishing.

The Cooperrider Center has spent the last six months speaking with attendees to learn of the ripple effects catalyzed by our work at the WPEA. We've heard about the changes directly to a child in a classroom, whose sense of self and self-worth has been strengthened through an environment of positivity and character building. We've learned of regional and country-wide efforts in Europe, Singapore, Nepal, America, and Canada, to bolster the application of positive education principles and practices for educators at middle, high school and post-secondary schools. And, in what may have the broadest reach, we have also had initial conversations with the United Nations [Institute for Training and Research (UNITAR)](https://unitar.org/), to use appreciative inquiry practices to activate positive education globally on behalf of UNITAR's Global Goals for wellbeing. [Click here](https://www.champlain.edu/ai-home/ai-hub/wpea) for more details on this project.

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 continuing to build 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 worlds' 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
* Develop a Business for Good concentration as part of our undergraduate program offerings. We are exploring additional concentrations such as Sustainability, Environmental Law, and Social Justice - all within a business framework.

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 they are successfully implementing the principles in their own schools. We would welcome opportunities to collaborate with other PRME signatories and explore partnerships that collectively advance our efforts in these areas.

1. ***Report compiled by:*** Pat Patel, Instructor of Business (ppatel@champlain.edu), D. Cyrus Patten, Assistant Professor of Entrepeneurship (cpatten@champlain.edu), and Dr. Lindsey Godwin, Associate Professor of Management (godwin@champlain.edu) with input from the Stiller School of Business Faculty. [↑](#footnote-ref-1)