

**PRME** Principles for Responsible  
Management Education  
*an initiative of the United Nations Global Compact*

# SHARING INFORMATION ON PROGRESS

FORDHAM UNIVERSITY GABELLI SCHOOL OF BUSINESS

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DONNA RAPACCIOLI, DEAN

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# An intellectual community creating social impact



In submitting this fourth report, the Gabelli School of Business continues to demonstrate a strong commitment to the Principles for Responsible Management Education (PRME). Our school is dedicated to educating business leaders through engagement with the PRME principles instilled by academic and co-curricular opportunities. With our newly revised mission to “inspire and empower positive global change,” we continue to adopt new initiatives that move us forward.

The Gabelli School of Business has grown curricular and co-curricular programs in social innovation and sustainability since our last report, adding more content to our freshman Ground Floor Course, and adding social innovation primary and secondary concentrations to the existing Sustainable Business Minor. We have also attracted additional corporate support and a transformative gift from an alumnus for our Social Innovation Collaboratory, which has served as our business social impact hub since 2014.

Fordham University has been recognized as a Changemaker Campus designation by Ashoka U since 2014, received a Fair Trade University designation in 2016 and earned a AACSB “Innovations that Inspire” award in 2017. These awards and network relationships have allowed us to partner with other leading universities and thought leaders around the world, an opportunity for which we are most grateful.

I am incredibly proud of the role that our intellectual community plays in creating social impact, and this role is of key importance to me, personally, as dean. I am excited to share our successes here at the Gabelli School of Business and to learn from the reports from other institutions around the world. It is an honor and privilege to carry forward the Gabelli School of Business commitment to PRME.

Sincerely,

A handwritten signature in black ink that reads "Donna Rapaccioli". The signature is fluid and cursive.

Donna Rapaccioli, PhD  
Dean, Gabelli School of Business  
Fordham University

# Principle One: 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.

As the Gabelli School moves toward its centennial, it is defining itself as a model urban Jesuit business school for the 21st century. It offers the opportunity to study purpose-driven, values-inspired business in the heart of New York City. It also is a place where students and faculty can delve deeply into the areas of social innovation and services research—two disciplines that emphasize wide-reaching improvement and positive impact on quality of life.



The Gabelli School has developed innovative programming that is designed to increase student engagement not only in their coursework, but in the larger issues facing society. For example, at the undergraduate level, several years of planning has resulted in the creation of a second creative, interactive honors program called the Ignite Scholars Program, in which students focus on methodologies for social impact, go together to meet with innovators in Silicon Valley, and travel as a group to contribute their problem-solving skills to urban renewal sites in cities such as Detroit. An undergraduate concentration in social innovation has been established, and students are using the platform of the Fordham Social Innovation Collaboratory to work with faculty to design their own short courses called practica (see examples on Page 8). Giving students the support to see their own ideas through to completion, with guidance and support from faculty, involves them in their learning and gives them the chance to have an impact.

At the graduate level, the Full-time and Professional MBA programs received a complete curricular overhaul focused on active learning, team collaboration, global issues, and social impact. Full-time MBA students now have, in addition to the choice of a traditional management-consulting project, the option of consulting for nonprofit organizations and the prospect of instead engaging in the creative development of a new product or service that can change society for the better, complete with a phase for prototyping. Professional MBA students now take several of their courses in a cohort format, which builds community and engagement in what typically is a part-time population that is at risk of school being a peripheral pursuit that takes place in parallel with a full-time job. One of those cohort-based experiences is the Value and Values module, which

allows Professional MBA students to frame their contributions to their employers and society in terms of their personal and professional strengths.

The Gabelli School of Business adopted a new mission statement in fall 2017. The mission-statement development process was informed by a principle that guides the creation of many corporate mission statements: that it should be brief enough, simple enough, and meaningful enough that any faculty member or administrator should know it. It reads as follows:

*The mission of the Gabelli School of Business is to inspire and empower positive global change, developing students into compassionate business leaders and supporting faculty and students in the ongoing generation of new knowledge.*

The statement is meant to capture the school's philosophy of "business with purpose," its commitment to research, and its passion for developing a self-directed new generation of business leaders.

The strategic planning committee then revised the school's vision statement in line with this new mission. In addition to bringing the vision in line with the new mission's principles, this process eliminated what was previously two vision statements, one for the undergraduate school and one for the graduate school. The new unified vision statement reads:

*The Gabelli School of Business will be recognized as the worldwide leader in socially conscious business education. It will enjoy a strong reputation for generating knowledge through research and disseminating it to the next generation through inspired, innovative teaching. The school will leverage its rigorous academics, global outlook, New York City location, and Jesuit heritage to educate students in all business disciplines with the mindsets and capabilities that enable business to move society forward.*

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"Bothered excellence – an exuberant restlessness of mind and soul,  
both Fordham's advantage and our gift to the world."

—Joseph M. McShane, SJ, President of Fordham University

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## Principle Two: Values

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



The Gabelli School has taken a fresh look at our values statement to ensure we clearly articulated these values for the internal and external community. The value statement reads:

1. We value the generation of new ideas through scholarship informed by the principles of rigorous investigation, creativity, freedom of inquiry, and measurable impact on the professions, academic disciplines, and students we serve.
2. We value excellence in teaching and we strive, in the Jesuit tradition, to create a school environment that contributes to each student's development as a whole person.
3. We believe that business has a responsibility to contribute to the good of society in ways greater than profit. We provide our students with experiences that will help them come to that conclusion for themselves and go on to practice it in their own lives and careers.
4. We recognize the unique opportunities inherent in our New York City location and value the city's diversity of peoples and cultures, reflecting a microcosm of the wider world that our students, faculty and staff are encouraged to explore and better understand.
5. We value strong character and a clear sense of personal values, and we provide a venue in which different faith and philosophical traditions may interact with one another to foster students' critical thinking about what they believe and how they should conduct their lives and business careers.

These values are brought to life every day through our curriculum, co-curriculum, research and partnerships.



## Principle Three: Method

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

The Gabelli School of Business aims to create educational frameworks, materials, processes and environments that enable effective learning experiences geared toward responsible leadership. The Jesuit principle of *Magis*, orienting one's vision toward seeking the greater good, inspires many of the institutional decisions made to help create business leaders who are ready to serve society.



One of the Gabelli School's core differentiators is that it is the only business school that offers both the values orientation of a Jesuit education and the extraordinary resources of New York City. For that reason, it is incumbent upon the school to continually expand its network of professional connections in the city and beyond for the benefit of the curriculum and the overall student experience. The main strategic priorities related to curriculum include continual, across-the-board programmatic improvement; delivering on the ideals of a global education that are embedded in our school philosophy; and enriching the classroom experience by welcoming a diverse student and faculty body who feel fully supported. All of these factors combine to create an environment where students become adept big-picture thinkers, where they determine the questions to ask as well as the answers, and where they learn to work effectively with colleagues of all backgrounds and modes of thinking.

Creating such an atmosphere at the Gabelli School begins even before a student sets foot through our door. As competition increases for the brightest students, new approaches are needed to attract them. Specialized honors programs have offered us significant advantages: more rigorous coursework, group travel, intellectual exchange and special programming. The Ignite Scholars Program, launched in fall 2018, welcomed its first group of creative, socially minded students. These students established themselves in their high schools and communities as people who can lead change, and the program trains them to fully become "changemakers," visionaries who understand how business-based approaches can be used to solve social problems. In addition to challenging coursework in business and social innovation, the program offers group academic trips to U.S. centers of innovation and revitalization. On these trips, students engage in hands-on activities to practice the skills needed to

analyze current conditions, identify emerging trends and design innovative ways to address social, economic and political issues.

The Gabelli School of Business is proud of its students who take up the mantle of social innovation and to engage with their peers, the local and global community and with business organizations to move toward solutions. The PRME values have served to inspire specific methods and frameworks that the Gabelli School of Business uses to develop responsible business leaders of tomorrow.

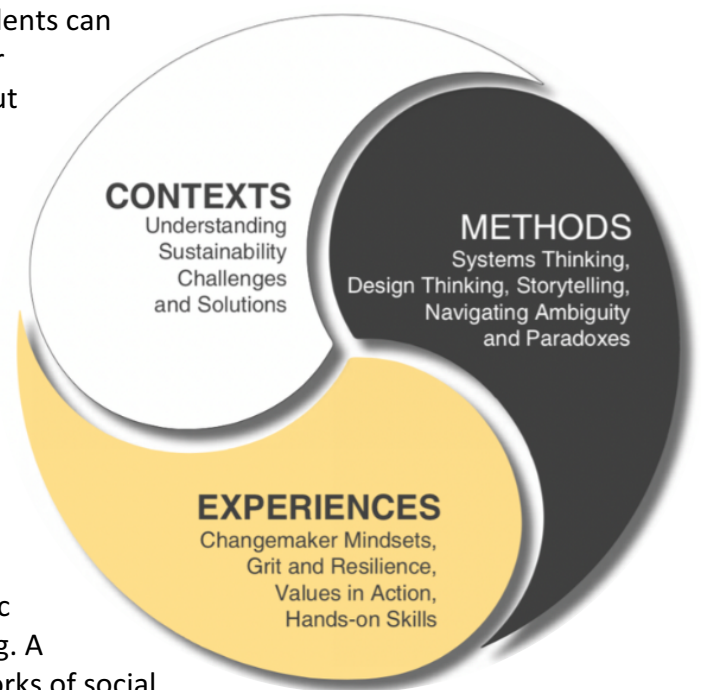
## A Blended Learning Approach

These four criteria guide social innovation and sustainability curriculum:

1. The course addresses a societal challenge
2. The course not only includes an analysis of a problem, but also presents solutions
3. The course builds innovative capacity in students
4. The course has the potential to engage students after the course is over.

In courses that incorporate social innovation criteria, students can make innovation and sustainability a defining part of their educational experience. 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 multi-national firm. But, at the same time, they are encouraged to adopt a pragmatic approach toward achieving the goals they envision. Lessons and discussions explore leading with empathy, providing better working conditions, improving the environment, and finding paths to innovation.

The Gabelli School of Business has historically offered students a blended learning environment where academic contexts are supported by real-world experiential learning. A third learning lens is now being incorporated for frameworks of social innovation. This integrates design thinking, systems thinking, storytelling, and other foundational elements of creative logic learning. The goal is for students to iterate toward sustainability oriented business models that are both scalable and measurable.



## Social Innovation and Sustainability Curriculum Pathways

The 625 incoming Gabelli School of Business freshmen receive required summer reading. To date, the books have included: *The Promise of a Pencil: How an Ordinary Person can create Extraordinary*



*Change*, by Adam Braun, and *How to Change the World*, by David Bornstein. During orientation, the freshmen meet either the author or another thought leader in the space who provides a keynote address. There is also an essay contest among the members of the incoming class to describe a socially purposed business idea they may want to consider in their time at Fordham.

For freshmen, the foundational business “Ground Floor” course – part of the required core – has been updated to include social innovation frameworks that feature themed assignments which require students to ideate around sustainability challenges of companies they are studying. Specifically, they are asked to address of the United Nations’ 17 Sustainable Development Goals.

For sophomores, there are two “social innovation cohorts.” Each year, 65 business students are selected competitively for these groups to study all their core subjects through the lens of social innovation. These students study with five professors from the core business areas to analyze real businesses, e.g. Tesla, Apple, Facebook, Nike, Delta, Kraft Heinz, Microsoft, and Marriot, for socially conscious practices in:

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

Through this experience, students are able to network and connect with like-minded peers and faculty who are passionate about making a difference in the world.

One of the best ways to make a difference is through sustainability — a business concept that’s becoming a national phenomenon. People, planet, and profit: Sustainable business strikes a balance among these three factors, and companies of all sizes are taking notice. Gabelli School students and their peers at Fordham College Rose Hill can minor in Sustainable Business. The program aligns with Fordham’s mission to “promote research and education that assist in the alleviation of poverty, the promotion of justice, the protection of human rights, and respect for the environment.” This minor incorporates business, social science, natural science, and building-design curricula. It can enhance a student’s career opportunities in traditional business markets and in the emerging “green sector.”

The Gabelli School also now offers a course in Impact Investing, which focuses on investment strategies that are both financial and socially responsible. The key questions are: How can we allocate money in a manner that is beneficial to all stakeholders and viable in a business sense, and, what are the appropriate metrics to evaluate such investments? Students learn about impact investments, including government and ESG (environmental, social, governance) policies, philanthropy, and green energy. We also offer courses on Leading with Impact, Design Thinking, and Sustainable Accounting.

## Social Innovation Practica

For Gabelli students who seek greater involvement than the curriculum alone, experiential learning that extends beyond the semesters and outside of the classroom is offered in the form of social innovation practica. These opportunities are open to students from all parts of the university, who work alongside the business students, and each practica focuses on a specific sustainability challenge, with concrete outcomes that can be measured and potentially scaled. The initial spark that leads to creation of these practica might come from classroom learning or may come together when alumni or venture partners seek new perspectives on the sustainability challenges they face.



Offered primarily as zero credit experiences, the topics vary from year to year, and often span multiple years so students can take a deep dive, helping them build a network of contacts related to the topic. Each practicum is student led with mentors and sponsors from faculty, staff, administration, and in many cases, outside partners.

Examples of Social Innovation Practica include:

**Financial Inclusion Practicum.** The financial inclusion practicum was created to explore, implement, and track innovative solutions that promote financial wellness for the underbanked and unbanked in New York City.

### *Societal Challenge*

New York City, and specifically the Bronx, contains a demographic marked by not only significant social capital, but also very limited financial resources. The harsh reality of the latter is being perpetuated by the current state of consumer banking. Traditional and popular consumer banks either do not provide bank account access, or do at extreme cost, to individuals with poor documentation or credit rating. These individuals are underbanked and unbanked; the underbanked prefer cash transactions instead of more traditional financial services while the unbanked do not have bank accounts at all. They are forced into banking at alternative financial institutions like check-cashers and pawn-shops that may offer a familiar face, but often are predatory to community members. Banking services are essential to building savings and achieving financial wellness but are unfortunately inaccessible to those who need it most.

**Systems Thinking Practicum.** Three Systems Thinking Practice courses were offered in 2017-2018, co-led by students with faculty and administrators. The online course supporting the teams was the NovoEd platform created by Acumen, and the course was designed by Rob Ricigliano of the Omidyar Group.

The three sections worked with the following topics:

1. Housing insecurity of Fordham students
2. Immigrants, refugees and asylum seekers at Fordham
3. Fordham outreach and practices to local Communities

**Sustainable Fashion Practicum.** The Sustainable Fashion Working Group aims to address issues of sustainability the fashion industry currently faces. As a group of undergraduate students advised by faculty, alumni, and industry professionals, we are creating a platform to spread awareness on the lack of sustainability in the fashion industry, while also devising solutions and developing a curriculum to integrate into university fashion programs.

### *Societal Challenge*

The fashion industry is the 2<sup>nd</sup> most polluting industry in the world—just behind the oil industry—with problems focused on the supply chain and the environment. In today’s culture of fast fashion and high trend turnover, the industry uses between 1.5 trillion gallons of water per year, 70-100 million trees to create wood-based fibers, and 25% of all chemicals produced worldwide. In 2013, Rana Plaza--a manufacturing factory in Bangladesh--collapsed and killed over 1,000 people as a result of lack of regulation and building compliance. Smaller and independent brands have begun to address this by starting labels committed to ethical (and often local) manufacturing, natural fibers, sustainable materials, zero waste, and water reduction. However, for sustainable fashion to take hold on a large scale at fast-fashion and luxury retailers, an intersection should exist at the corner of sustainability and profitability.

**Climate Impact Initiative.** The Climate Impact Initiative aims to develop a network of students, faculty, administrators, alumni, and community members to collaborate on climate impact at Fordham University. The team is working to benchmark Fordham's current sustainability initiatives and resources through a campus map. To properly implement climate solutions and raise climate consciousness, the team is also creating a systems map of sustainability stakeholders at Fordham.

## Undergraduate Programs

Students are working with faculty through the [Spes Nova](#) initiative to alleviate poverty in some of the poorest regions of the world by examining sustainable fair trade business models. They aim to design a replicable, scalable series of ventures across global campuses, in a franchise model starting at Fordham, where crafts are sold at fair value. By helping artisans reach global markets, their intention is to positively impact poverty.

Clubs with sustainability and social innovation themes are mentored by Collaboratory staff 1-3 times per semester with “visioning” and goal setting that ties their efforts to measurable outcomes. They are currently:

1. Model UN Conference Team
2. Net Impact Undergraduate
3. Net Impact Graduate
4. Spes Nova Fair Trade venture (with [Fordham Foundry](#) incubator)
5. St. Rose's Garden
6. USG Sustainability Committee

## Social Innovation Fellowships, Challenges and Awards

Creating readiness for competitions and challenges is another major effort in the social innovation landscape. Concerted coaching efforts systematized through our partnership with the Fordham Social Innovation Collaboratory have helped bring out key student storylines for polished applications and pitches. The results of these efforts speak to the outcomes of our ongoing efforts to align Gabelli's pedagogical methods with the vision that was articulated in our prior PRME reports.

In 2017-2018, results included:

**Newman's Own Fellowship.** One Newman's Own year-long fellowship was awarded to a graduating senior student from Gabelli School of Business.

**DO School Innovate NYC Fellows.** Two Fordham students were awarded spots in the [DO School Innovate NYC Fellows program](#), for an intensive experience of iterating and solving a problem for non-profits. (see Appendix G- Collaboratory Program Illustrations)

**Human Ecology Lab and Island Odyssey Internship (HELIO).** Two students were selected for the [HELIO](#) internship with the College of the Atlantic to help design a new type of college that draws on human ecology pedagogy and local community roots in Japan.

**Fordham Foundry's Social Innovation Pitch Challenge.** The [Fordham Foundry's](#) Social Innovation Pitch Challenge competition included four socially focused teams, out of 60 applicants. Of these four, a Collaboratory initiative: "What's Cooking" was awarded the People's Choice Prize.

**Global Social Innovation Challenge.** Two teams proceeded to the final rounds of the [Global Social Innovation Challenge Final](#) at the University of San Diego.

**Clinton Global Initiative Awards** Two Fordham students were selected from among thousands as recipients of the [Clinton Global Initiative Award](#).

**Dean's Award for Impact.** This award recognizes a meaningful contribution in research, teaching, or service that is related to one or more of the differentiators of the Gabelli School of Business. The four differentiator categories include research on the service economy, social innovation, Jesuit values, and engagement in New York City.

## Principle Four: 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 Gabelli School of Business aims to 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.

Research with impact is a concept that has longstanding importance at the Gabelli School, as it does at most top research universities around the world. The school defines research with impact as inquiry that is rigorous, practical, well-respected, and visible, especially through publication in top-quality academic journals. The strategic plan encourages research that has a direct effect on practice (including the New York City and global business communities), curriculum (especially in terms of direct benefit to Fordham students), and society (supporting the overall Gabelli School differentiator of social innovation and contribution to the greater good). Entwined with impact is the idea of visibility: The world cannot benefit from the research generated at the Gabelli School unless the world knows about it. To that end, the plan includes initiatives to explore corporate research sponsorships and co-sponsorships, draw more attention to the work and contributions of visiting scholars, hold more high-profile conferences and more regular research seminars, and make better use of the 11 faculty research centers as bridges between Fordham and the professional community.

Interdisciplinary research is aligned with the school's strategic differentiators of social innovation and services research. In the social innovation area, the Gabelli School was selected as one of 35 winners worldwide in the AACSB's "Innovations that Inspire" competition—the "engagement across disciplines" category—for its role in the Fordham Social Innovation Collaboratory, and social innovation is a subject with the potential to meld business with innumerable other academic fields, from science and social science to philosophy, communication, the arts, and beyond. Services research is an interdisciplinary collective by nature as well: whether its focus is on marketing,



management, or finance, all are connected by the desire to understand and predict phenomena in a service-based economy. The school will propel cross-disciplinary research in these two areas and others by providing incentives for faculty to think across traditional boundaries, advocating for joint faculty appointments, and working with the University's Office of Research.

Finally, the Gabelli School's strategic plan is grounded in the understanding that while faculty are the researchers of today, it also is the school's role to develop the researchers of tomorrow. The school has invested in its student research infrastructure over the last five years: undergraduates can pursue serious original business research through the Global Business Honors Program and the Honors Thesis Program; both undergraduates and master's students can work with faculty on their research projects; and, within the last two years, the Gabelli School has a doctoral community of its own, with both PhD and DPS students preparing to engage in independent scholarship. Strategic plan initiatives include generating more research interest among practically minded undergraduate and master's students by tying research to corporate-world opportunities; expanding student summer research programming; and recruiting future classes of doctoral students who will contribute their own research agendas.

In Fall 2018, Fordham launched a new "Social Innovation Fellows" program to competitively award nine faculty with financial and institutional support for research that contributes to novel, interdisciplinary, scalable impact on social issues, thereby extending the reach and scale of the faculty Collaboratory Management Board. This new program has been created through the generosity of a major alumni contributor. In addition, the Gabelli School launched a Social Innovation Seminar Series and invited practicing social entrepreneurs to become Social Innovation Fellows.

Finally, examples of Fordham faculty contributing to social innovation research include:

Michael Pirson, along with Lerzan Aksoy and Sertan Kabadayi, are pioneering collaborative research efforts on social innovation, drawing together three departments: marketing, ethics and management in a series of scholarly guest lectures and other research networking opportunities. They organized four guest lecturers from across the globe to share their social innovation related research. They also organized a Social Innovation thought leadership conference in November 2018. This two-day intensive research seminar showcased leading thinkers in the social innovation field, including the head of Schwab Foundation at the World Economic Forum and the founder of Conscious Capitalism. A number of leading Social Enterprises such as Fairtrasa and Greyston also participated.

Eun-Hee Kim has performed exhaustive research to analyze the growth of corporate greenwashing, in which companies understate the environmental impact of their operations. This practice has accelerated in recent years, bringing in its wake growing skepticism about corporate green claims. What's driving this trend? Kim and her collaborators first expanded the theory of organizational information disclosure to include the possibility of undue modesty about a firm's environmental, social, and governance practices. They tested their hypotheses about the drivers of this exaggeration and found that corporate output growth, regulation, and profits significantly fuel the practice of greenwashing. Specifically, Kim has shown that corporate growth leads to greenwashing as companies anticipate increased interaction with regulatory bodies. However, she

and her co-authors also found that external scrutiny in the form of NGO and regulatory pressure mitigate the extent of this practice.

With more than 3 million Syrian refugees now living in impoverished conditions in Turkey, Sertan Kabadayi is analyzing the crisis through an unusual lens: the business-services concept of value co-creation. In his current research, Kabadayi, a Gabelli School professor of marketing, analyzed more than 10,000 online reader comments at three Turkish news sites, and found the majority of Turks are unable to see value in what refugees have to offer. He suggests the way to restart the engine of value co-creation is through the principle of Transformative Service Research, or TSR, which aims to provide services to improve the well-being of individuals, groups of individuals, and even society. Kabadayi's research could provide eye-opening insights for service providers and other decision-makers. "Government and other organizations need to put this into more of a humanitarian context," he says. "It's all about helping people in need."

Out of these collaborations, several joint research projects have been created with partner institutions. As one example: Greyston bakery, known for its open hiring process, is an employer where formerly incarcerated or addicted people are hired without review of background credentials. While Greyston has been successful for 35 years, and is now being queried by other employers looking to implement open hiring, these companies do not understand fully the elements that make this hiring model successful. Fordham is designing a research collaboration to examine these success factors so that the model can achieve greater scale. Jesuit research centers and five others have joined together to collaborate on research like this, under the label of the International Humanistic Management Association, of which Fordham is a key partner.

## Principle Five: 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.

The Gabelli School of Business has enhanced the degree to which it is collaborating with business partners and corporations in an effort to create a greater impact and meet the challenges of the greatest societal needs.



In conjunction with Spring Bank, the aforementioned Financial Inclusion practicum was started by students to explore, implement, and track innovative solutions that promote financial wellness for the underbanked and unbanked in New York City. New York City, and specifically the Bronx, contains a demographic marked by not only significant social capital, but also very limited financial resources. To date, the Financial Inclusion practicum has built a team of 15 graduate and undergraduate students to carry out its mission.

Meanwhile, the Fordham Social Innovation Collaboratory continues to grow and has earned AACSB recognition. Thriving partnerships link the Gabelli School with BMW, BNP Paribas, the Nasdaq Entrepreneurial Foundation and the Sustainability Accounting Standards Board. The Center for Humanistic Management has ties to the OECD, Club of Rome, Global Ethic Institute, United Nations Global Compact, World Economic Forum and other leading institutions.

The Gabelli School has also partnered with the Sustainability Accounting Standards Board (SASB) to advance the emerging field of sustainability accounting through education, research, and public events. The school will not only provide thought leadership, academic research and collaboration, but it will also provide a permanent venue for SASB events, including an innovative speaker series. Thanks to the Gabelli School's central New York City location, the SASB will establish a more prominent presence in the world's largest capital market.

## Principle Six: Dialogue

We will facilitate dialog and debate among educators, students, business, government, consumers, media, and civil society organizations on critical issues related to global social responsibility and sustainability.



Communication is integral to creating relationships that build change, and 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 Ashoka U (50+ Changemaker Campuses), the International Association of Jesuit Business Schools (IAJBS) and Colleagues in Jesuit Business Education, and the UN PRME Champions community.

The Ashoka U Changemaker Campus network comprises 50 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.

Additionally, executives and social entrepreneurs in residence have helped the Gabelli School facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Finally, fostering diversity is as much a goal for the Gabelli School as it is for the University as a whole. Diversity thrives at the school: in the global composition of the undergraduate school, in the overall mix of gender, in the balance of full-time MBA student backgrounds, in the Asian and Latino populations represented school-wide, and in the diversity of thought, beliefs, and personal interests that characterize Fordham's business students. The Gabelli School recognizes the demand among employers for high-quality business school graduates from backgrounds that are not currently represented at the school, and is working to attract students from those communities as a means of enhancing outcomes for both students and recruiters. A working group of faculty, administrators, students, and alumni has made recommendations to address diversity issues, and these recommendations are now being moved forward to implementation.

The Gabelli School of Business is also home to the American Innovation Index (All), a partnership between Fordham University, Norwegian School of Economics and Rockbridge Associates. The All is a national barometer of companies in the US and gauges social innovation from the point of view of the customer. A result of more than 7,000 customer surveys across more than 20 industries and 200 companies, the social innovation index measures a company's ability to create positive social and environmental change. The inaugural American Innovation Conference was hosted October 16th, 2018 by the Gabelli School in NYC. It featured speakers and panelists from companies that ranked highest on social innovativeness on the index, and brought together academics, students and business community to engage in dialogue on how business can have social impact alongside business performance.



# Appendix

## Social Innovation and Sustainability Research

Brent J. Horton	Rising to Their Full Potential: How a Uniform Disclosure Regime Will Empower Benefit Corporations	2018
Paul McNelis	Household Income Dynamics in a Lower-Income Small Open Economy: A Comparison of Banking and Crowdfunding Regimes	2018
Benjamin Segal	Do outside directors tell the truth, the whole truth, and nothing but the truth when they resign?	2018
Albert N. Greco	Who Publishes More Books in U.S. English Departments, Men or Women?	2017
Iftekhar Hasan	Social Capital and Debt Contracting: Evidence from Bank Loans and Public Bonds	2017
Iftekhar Hasan	Does Social Capital Matter in Corporate Decisions? Evidence from Corporate Tax Avoidance	2017
Yuliya A. Komarova	Businesses Beware: Consumer Immoral Retaliation in Response to Perceived Moral Violations by Companies	2017
Yuliya A. Komarova; Sertan Kabadayi	Customer Value Creation in Multichannel Systems: The Interactive Effect of Integration Quality and Multichannel Complexity	2017
Mohammad G. Nejad	The impact of cognitive style, entrepreneurial attitudes and gender on competitive price responses	2017
Michael Pirson	Formation of Stakeholder Trust in Business and Role of Personal Values	2017
W. "R.P." Raghupathi	Economic Growth and Climate Change: An Exploratory Country-Level Analytics Study	2017
Timothy D. Malefyt	Women, makeup, and authenticity: Negotiating embodiment and discourses of beauty	2017
Kevin T. Jackson	Music and Virtuosity: a Higher Vision for Business	2017
Kevin T. Jackson	Cosmopolitan jurisprudence for economic governance	2017
Marina Carnevale	Brand linguistics: A theory-driven framework for the study of language in branding	2017
Hooman Estelami	The impact of cognitive style, entrepreneurial attitudes and gender on competitive price responses	2017
Benjamin M. Cole	From Homo-Economicus to Homo-Virtus: A System-Theoretic Model for Raising Moral Self-Awareness	2017
Iftekhar Hasan	Does it Pay to be Socially Responsible? Comparative Evidence from a Developing Country	2017

Iftekhhar Hasan	Democracy and Credit 'Democracy Doesn't Come Cheap' But at Least Credit to Its Corporations Will Be	2017
Michael Pirson	Enabling a Socio-cognitive Perspective of Mindfulness: The Development and Validation of the Langer Mindfulness Scale	2017
Michael Pirson	A Humanistic Perspective for Management Theory: Protecting Dignity and Promoting Well-Being	2017
Michael Pirson	2 Cases in Social Entrepreneurship and Sustainability: What Makes an Excellent Case?	2017
Michael Pirson	Case 2 Gram Vikas	2017
Michael Pirson	Case 1 So You Want to Be a Social Entrepreneur? Starting Out, Scaling Up and Staying Committed	2017
Michael Pirson	Case 3 KickStart: A Business Model to Tackle Poverty	2017
Michael Pirson	Better stories needed: how meaningful narratives can transform the world	2017
Michael Pirson	Humanistic management: Protecting dignity and promoting well-being	2017
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