

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Ross School of Business

September 2026

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Ross School of Business, including key details and basic institutional data.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1,620
Faculty & Staff at the University	56,276
Faculty & Staff at the Institution	591
Student Enrollment at the University	53,488
Student Enrollment at the Institution	4,442
Undergraduate Attendance	2,353
Masters-Level Postgraduate Attendance	2,013
Doctoral Student Attendance	76

Degrees Offered

Bachelor Programs

-  Bachelor of Business Administration (B.B.A.)

Masters Programs

-  Weekend MBA (W.M.B.A.)
-  Executive MBA (E.M.B.A.)
-  Master of Management (M.M.)
-  Master of Supply Chain Management (M.SCM.)
-  Online MBA (O.M.B.A.)
-  Master of Accounting (M.Acc.)
-  Master of Business Analytics (M.BAn.)

Additional

-  Erb Dual Degree MBA/MS



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Who Champions Responsible Management Education at Our Institution

- ❖ Student contributor
- ❖ Senior leadership office
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Interdisciplinary efforts across parent organization
- ❖ Interdisciplinary efforts across business school
- ❖ Individual leader
- ❖ Disciplinary efforts within business school
- ❖ Centralized sustainability office



Teach

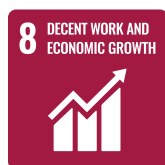
We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

Courses that support RME

Ross School of Business reports 2 courses in 2025 that support responsible management education and sustainable development goals.

Base of the Pyramid: Business Innovation and Social Impact | BA 445

Base of the Pyramid: Business Innovation and Social Impact — Business can, and indeed must, play a greater role in responding to society's grand challenges. The deep poverty faced by the Base of the Pyramid (BoP) - the 4-5 billion poorest people on this planet and constituting approximately two-thirds of humanity - presents a challenge on the grandest scale. While donation-based approaches have their place, the promise of achieving both profits and social impact through market-based approaches offers an exciting alternative. Business opportunities in health care, energy, agriculture, sanitation, housing, education, consumer goods, clean water and other impact areas can lead to a more inclusive capitalism. The challenge is to build enterprises that are sustainable at scale in an impoverished and unfamiliar market context. The course integrates concepts of strategy, international business, entrepreneurship, non-profit management, and development to stimulate the leadership skills and competitive imagination needed to design, pilot, and scale BoP enterprises. Emphasizing action-based learning and using carefully selected cases, readings, videos, and outside guests, class sessions focus on: 1) identifying the opportunities and challenges associated with serving BoP markets; and 2) developing a toolkit of strategies, frameworks, and processes for building sustainable, scalable enterprises that create economic and social value.



Business & Leaders: The Positive Difference | BA 200

Businesses and Leaders: The Positive Differences — Businesses and their leaders coexist with society and are both influenced by and influencers of societal issues. In this course, we explore the competing tensions of how business practices and leaders impact organizational performance as well as broader social outcomes across the private, public, and nonprofit sectors. We will look at social issues that arise from business operations that result in threats to public goods and market failures; how societal issues create space for business opportunities; and the leveraging of corporate resources to solve societal problems that create values for stakeholders and shareholders. In addition to studying the role of business in society, this course examines personal and professional responsibility. This will entail students examining the connections between personal values, career goals, ethical decision making, and moral courage. Also, students will reflect upon their responsibilities and contributions to the Ross community and the business profession, and develop personal plans to guide their actions.



Teaching Awards

In 2025, 1 award was given to faculty and educators at Ross School of Business.

2025 MBA Professor of the Year

Granter: Poets & Quants

Grantee: Andy Hoffman

Award Description:

Poets&Quants named Andy Hoffman, Holcim (US), Inc. Professor of Sustainable Enterprise, 2025 MBA Professor of the Year. Hoffman received this award in recognition of his course, Management as a Calling (MO 635), which encourages students to view business not just as a tool for wealth creation, but as a vehicle for purpose.

Educator Recognition

At Ross School of Business, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Professional development opportunities
- ❖ Student-nominated teaching awards



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Research vs Research for RME/Sustainable Development

Peer-reviewed articles were published by Ross School of Business from this past calendar year. 148	vs	Peer-reviewed articles were published by Ross School of Business from this past calendar year in support of RME. 25
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Research Funding

In 2025, Ross School of Business was awarded funding for research that is:



**Institution
Specific**

Socializing Research

In 2025, Ross School of Business contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Awards

In 2025, Ross School of Business was awarded 2 research awards for responsibility- and/or sustainability-related research.

 **2025 Robert J. Lavidge Marketing Research Award,**

Granter: AMA Foundation

Grantee: Eric Schwartz

Award Description:

The AMA Foundation (AMAF) is proud to honor Eric Schwartz, Associate Professor of Marketing at University of Michigan Ross School of Business, as the recipient of the 2025 Robert J. Lavidge Global Marketing Research Award!

The Robert J. Lavidge Global Marketing Research Award recognizes a marketing practitioner or educator who has devised and successfully implemented a research/insight procedure within the last five years that has practical implications for use by others. Professor Schwartz's groundbreaking research created the first-ever data-driven approach to optimize finding and removing infrastructure-produced hazards customer-by-customer, specifically applied to drinking water pipes tainted with toxic lead. Based in machine learning and sequential data collection methods, the approach formed the basis of a company, BlueConduit, which since has defined a whole new product category (predictive modeling to identify lead pipes), spawned competitors in the market, served 50+ water utility companies spanning 400+ cities and towns, and affected specific policies in federal EPA and over 40 state regulatory agencies.

 University of Michigan Regents' Award for Distinguished Public Service

Granter: University of Michigan

Grantee: Lilia Cortina

Award Description:

Lilia Cortina, professor of management and organizations, received the University of Michigan Regents' Award for Distinguished Public Service. This award recognizes individuals who have made contributions to public service activities related to teaching and research, and that reflect professional and academic expertise. Cortina received this award for her work on sexual harassment and hostile work environments.

Publications Related to RME and/or Sustainability

Urban Forests: Environmental Health Values and Risks

Authors: Xing, J. | Hu, Z. | Xia, F. | Xu, J. | Zou, E.

Date of publication: May, 2026

Department: Management

Urban forests are ubiquitous, yet their impacts and values remain largely unknown. We study a massive urban afforestation policy in Beijing that planted 1/3 of a million acres of greenery in less than a decade. We conduct a remote-sensing audit of the program, finding that it contributes to a substantial greening up of the city. This causes significant downwind air quality improvement, reducing average PM2.5 concentration at city population hubs by 4.2%. Rapid vegetation growth unexpectedly led to a 7.4% increase in pollen exposure. Analysis of medical claims data shows that increased aeroallergens triggered emergency room visits, mirroring pollution effects though much less severe. Monetized net health benefits of the program amount to 1.5% of the city's GDP. Urban forests are only partially capitalized in housing values, with buyers mainly appreciating proximity to green spaces but not the air quality improvements they bring.



Bringing business academics back to their senses: Reorienting research and teaching for an unsustainable world,

| [DOI](#)

Authors: Andy Hoffman, Holcim (US), Inc. Professor of Sustainable Enterprise Professor of Management and Organizations Professor of Environment and Sustainability

Date of publication: June, 2026

Department: Management

Climate change is now a focal issue within business school research and education. While laudable, the focus is both inadequate and, at times, misguided. Research and courses on climate change focus primarily on human and economic systems with limited attention to the natural systems in which they are embedded and which are becoming inhospitable to human and other life forms. A growing recognition of the Anthropocene era raises questions about the viability of this continued emphasis, exposing a mismatch between the research and teaching approach being used and the geophysical reality being studied. This presents the sustainable business scholar with a dilemma between adhering to existing academic norms for publication and promotion and challenging those norms to fully address our destruction of the natural systems that sustain us. This viewpoint examines a needed reorientation of our research and teaching models.



Humanizing the Base of the Pyramid: Exploring the Influence of Resource (Dis)Advantages on Value Creation

| [DOI](#)

Authors: Ted London | Lisa Jones Christensen | Tyson Mackey | Alison Mackey | Heather Esper | Andrew Grogan-Kaylor

Date of publication: May, 2026

Department: Business Administration

Base of the pyramid (BoP) scholarship emphasizes the potential for enterprises to generate profits by enhancing the well-being of the impoverished, often by selling socially-beneficial products (SBPs). Yet, many such BoP enterprises have experienced mixed results. We argue that this may stem from insufficient attention to how BoP consumers value SBPs and other products. We frame SBPs as a type of human capital investment and thus use human capital theory to study how the consumption of SBPs does or does not create value for consumers. Specifically, we use a novel data set from rural India to measure value creation in terms of changes in well-being. We test competing hypotheses about how consumer resource (dis)advantages influence well-being changes associated with SBP consumption. Our results show support for both the logics of cumulative advantage and diminishing marginal returns. Further analysis indicates that the source of the resource (dis)advantage, whether it is acquired or ascribed, explains these results. These findings help to humanize the BoP by showing how well-being changes depend on the details of consumers' lives. The fact that differences in starting levels of human capital influence subsequent value creation offers insights that could lead to better enterprise performance in impoverished contexts. The paper closes by exploring ethical issues associated with BoP enterprises and encouraging SBP consumption.



How positionality influences engineering design-for-social-good work: insights from practitioners and students

| [DOI](#)

Authors: Moses, N. | Daly, Shanna | Singh, D. | Vamaraju, S. | London, T. | Butoliya, D. | Sienko, K.

Date of publication: June, 2026

Department: Business Administration

Engineering design applications that emphasize positive societal impacts are growing in popularity, yet often overlook the critical importance of engineering designers' and stakeholders' positionalities – their unique identities, experiences and resulting perspectives and social positions relative to others – in shaping design decisions. Insufficient attention to positionality can limit designers' abilities to navigate complex problem contexts, engage diverse perspectives and address power dynamics,

ultimately constraining the effectiveness and equity of design outcomes. However, little is known about how designers conceptualize and account for positionality in practice, particularly in the early stages of design when problem framing decisions are made. Therefore, this study explored how 10 engineering students and 10 practitioners conceptualized positionality in the initial stages of design for “social good,” where its impacts are especially pronounced. Each participant engaged in a written reflection and semistructured interview. Key findings include limitations in participants’ available language and strategies for accounting for positionality in design processes, particularly in the early stages, and that participants’ learning about positionality was largely driven by exposure to diverse identities and contexts. These insights highlight the limitations of engineering training and skillsets in design-for-social-good and emphasize the need for strategic, intentional consideration of positionality in design practice and education.



Research Voices

The following statements demonstrate ways in which researchers at Ross School of Business bring sustainability and responsible management into their research.

Faculty Research Highlight, Dr. Andy Hoffman

The core of my work uses organizational behavior theories to understand the cultural and institutional aspects of sustainability issues for organizations, particularly climate change and income inequality. In particular, I try to understand the processes by which sustainability issues both emerge and evolve as social, political and managerial issues, focusing on the expansion of institutional theory, the shifting nature of organizational fields, and the role of power and politics in these dynamics. The theoretical focus of this research is devoted to theoretical questions surrounding institutional and cultural change; the empirical focus is directed towards the topic of sustainability, the natural environment, and climate change. In the past year, my work taken a more directed focus on (a) advocating for an examination of the changing context of academia and the emergent role of the engaged scholar and (b) advocating for a rejuvenation of business education pedagogy and curriculum to enhance character formation and properly address the systemic problems of climate change and inequality. So, the SDGs engaged in this work include: #4 quality education, #6 clean water and sanitation, #9 industry, innovation and infrastructure, #10 reduced inequalities, and #13 climate action. In fall 2025, I was named MBA Professor of the Year by *Poets & Quants* magazine and received a commendation from the *Financial Times Responsible Business Education Award*.

Faculty Research Highlight: Dr. Justin Frake

My research is about how organizations shape the people who work in them and the communities around them. Most of it connects to the SDGs through institutions, inequality, and gender. With Derek Harmon, I used the Chicago Police Department's random assignment of recruits to show that officers exposed to misconduct early in their careers commit more of it and later pass it on to the officers they supervise. Corruption in that setting is something the institution transmits, not just something individuals bring with them. On democracy, my coauthors and I link employment histories to voter files for tens of millions of Americans. Workplaces are nearly as segregated by party as they are by gender, and an organization's civic culture changes whether its employees vote, with effects that carry into their households and neighborhoods. Firms are part of the infrastructure of democratic participation whether they intend to be or not. On gender and race, two recent papers show that flatter hierarchies discourage women from applying for jobs, and that the claim that women CEOs hurt other women's careers rests on a statistical error. A third finds that corporate statements supporting Black Lives Matter did little for Black-owned businesses compared with substantive support. With Jerry Davis and Eric Schwartz, I am also building the ORB, an open, cleaned, public dataset on U.S. nonprofits, so that scholars can study the organizations that do much of the social sector's work as carefully as they study public companies. Across all of this, much of my methods work on causal inference is aimed at making sure the evidence we give managers and policymakers on questions like these is credible.

Faculty Research Highlight: Dr. E. Zou

I am an applied microeconomist who studies how institutions measure, govern, and respond to environmental change. My research spans several areas. First, I study how predictable or self-administered pollution monitoring creates room for strategic behavior, and how credible public disclosure changes private behavior and reduces health damages. A second line of research studies the links between ecosystems and the economy, including how biodiversity, urban forests, and ecological restoration affect human wellbeing. A third line examines how businesses and consumers engage with sustainability, including how people perceive ESG and how digital platforms can encourage environmental giving and green behavior. My goal is to produce evidence that helps regulators, firms, and the public make better decisions about the environment. My recent work on gaps in air quality monitoring informed an evaluation by the U.S. EPA Office of Inspector General, and my research on wildfire smoke and pollution information has contributed to policy discussions in the United States and China.

Faculty Research Highlight: Dr. Ted London

My research explores enterprise-based approaches to poverty alleviation, focusing on how co-creating business strategies with base-of-the-pyramid (BoP) communities fosters inclusive, sustainable economic growth in impoverished contexts—directly supporting SDG 1 (No Poverty), SDG 10 (Reduced Inequalities), and SDG 17 (Partnerships for the Goals). In a 2026 study published in the *Journal of Business Ethics*, my co-authors and I examine how a BoP

consumer's baseline resource (dis)advantages influence the multidimensional well-being gains derived from product use. Our findings highlight the value of humanizing the BoP and offer actionable strategies for venture leaders by accounting for individual customer heterogeneity. Complementing this demand-side focus, a 2026 study in Design Science investigates how engineering designers' and stakeholders' positionalities—their identities, social positions, and biases—shape early-stage decision-making in "design for social good" projects, emphasizing the need for intentional, reciprocal engagement in sustainable development initiatives.

Faculty Research Highlight: Dr. Tom Lyon

Professor Lyon's research is in the fields of economics and strategy, and focuses on the causes and consequences of corporate sustainability initiatives, especially with regard to climate change. Some of his work is theoretical, seeking to illuminate the interaction of business strategy, activist pressure, and public policy in a polarized world. In this category, his recent Management Science paper (Lyon and Maxwell, 2026) shows how political polarization delays legislative action and intensifies battles between activists and firms. His recent Games paper (Krupka et al. (2026) explores when eco-labels are most likely to lead to environmental improvements. These papers speak to SDGs 13 (Climate Action), 16 (Peace, Justice, and Strong Institutions), and 17 (Partnerships for the Goals). Lyon also conducts empirical work on corporate decarbonization and the factors motivating it, which speak directly to SDG 13 (Climate Action). His recent paper in the Journal of Business Ethics (Dowell and Lyon, 2025) finds that local beliefs about climate, both at corporate headquarters and at local facilities, have a significant effect on corporate decarbonization rates. His paper in Energy Research and Social Science (Leffel et al., 2024) found that state and local policies have made more of a difference to decarbonization than corporate initiatives. His paper in Strategic Management Journal (Schifeling et al., 2026) found that activist pressure can accelerate corporate divestments of highly-polluting coal-fired generating assets under the right circumstances. Lyon also has a new book forthcoming, *From Greenwash to Green Trust: How Honest Firms Win in a World of Spin* (Lyon and Montgomery, 2027) that provides a handbook for authentically green companies seeking to compete successfully against companies that exaggerate their green credentials. This project supports companies working in multiple SDGs, from SDG 3 (Good Health and Wellbeing) to SDG 7 (Affordable and Clean Energy) to SDG 12 (Responsible Consumption and Production).

Faculty Research Highlight: Cheng Gao

My research examines how new industries emerge, including those that address sustainability challenges. With Alicia DeSantola and Nina Guilbeault, I have a set of studies on the cultivated (lab-grown) meat industry, which grows real meat from animal cells using tissue engineering processes. Industry proponents argue that cultivated meat at scale could help address grand challenges related to raising livestock, including climate (lower methane emissions and water use), health and food safety (lower risk of salmonella and other contamination), and animal welfare (no slaughter or

inhumane conditions). Our first study, forthcoming in *Administrative Science Quarterly*, examines how entrepreneurial organizations can engage across disparate stakeholder groups to resolve jurisdictional uncertainty and shape the regulatory architecture of the uncertain industries they are striving to create. Our second study, funded in part by a Ross Dean's Office internal research grant and conditionally accepted at *Strategic Management Journal*, unpacks how nonprofit organizations helped catalyze industry emergence through orchestration by funding early research and startups, getting regulators involved, and advocating for the industry as a whole rather than any single company. Together, the papers suggest that cooperative engagement across businesses, nonprofits, and government could potentially help sustainable innovations emerge and reach the market. This work connects to SDGs 3 (Good Health and Well-being), 9 (Industry, Innovation and Infrastructure), 12 (Responsible Consumption and Production), 13 (Climate Action), and 17 (Partnerships for the Goals).

Faculty Research Highlight: Samantha Keppler

Samantha Keppler's research adapts operations management theories and methods to build better education systems through process improvement and business innovation, treating schools as complex systems that must work well even under tight resource constraints. Her [recent work](#) with Ross graduate student Rana Yoner and colleague Lennart Baardman studies what it costs education systems when a teacher's request for basic classroom supplies is denied. A denial does not save the school money so much as move the cost onto teacher time: teachers buy the supplies themselves, fundraise, or rework lessons around what they do not have. The paper puts a dollar value on that time and asks how much education systems could save by providing supplies and making work more efficient for teachers. The research connects to SDG 4 on quality education, specifically effective learning environments (4.a) and the supply of qualified teachers (4.c), since access to materials is tied to student achievement and teacher retention (established causally by Keppler's earlier research). The current study also addresses SDG 10 on reduced inequalities between schools where basic supplies are abundant versus schools where even pencils and paper are hard to find. Keppler extends this work through two initiatives: the EOQ Lab, which gathers operations data for the field of education operations, and Material School, which turns the findings into practical guidance for district leaders, teachers, and parents.

Faculty Research Highlight: Ted London

My research explores enterprise-based approaches to poverty alleviation, focusing on how co-creating business strategies with base-of-the-pyramid (BoP) communities fosters inclusive, sustainable economic growth in impoverished contexts—directly supporting SDG 1 (No Poverty), SDG 10 (Reduced Inequalities), and SDG 17 (Partnerships for the Goals). In a 2026 study published in the *Journal of Business Ethics*, my co-authors and I examine how a BoP consumer's baseline resource (dis)advantages influence the multidimensional well-being gains derived from product use. Our findings highlight the value of humanizing the BoP and offer

actionable strategies for venture leaders by accounting for individual customer heterogeneity. Complementing this demand-side focus, a 2026 study in Design Science investigates how engineering designers' and stakeholders' positionalities—their identities, social positions, and biases—shape early-stage decision-making in "design for social good" projects, emphasizing the need for intentional, reciprocal engagement in sustainable development initiatives.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AASHE (Association for the Advancement of Sustainability in Higher Education)
- ❖ Aspen Institute
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Graduate Management Admission Council (GMAC)
- ❖ Network for Business Sustainability (NBS)
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ BLUElab
- ❖ Enactus
- ❖ Hillel International
- ❖ Muslim Student Association
- ❖ Net Impact
- ❖ Sustainable Development Solutions Network (SDSN) Youth

Partnerships

The following provides more details on 2 key partnerships at Ross School of Business.

Network for Business Sustainability, Sustainability Centres Community

The Erb Institute is a long-time member and partner of the Network for Business Sustainability. Erb Institute Managing Director, Melissa Zaksek, is a NBS's Sustainability Centers Community Advisory Board member. Our faculty, scholars and students contribute translational research content and we participate and engage in co-learning opportunities.

ClimateCAP

The Ross School of Business and Erb Institute are longtime ClimateCAP partners. Ross hosted ClimateCAP in 2024 and the Erb Institute is a ClimateCAP partner school.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

Institutional Policies and Practices

- ❖ AASHE STARS report
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Sustainability strategy or strategic plan (school or university level)



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Engagement Opportunities

Ross School of Business offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs

Communication Audiences

Ross School of Business communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Faculty and staff
- ❖ Prospective and current students
- ❖ Research and academic networks

SIGNATORY

Ross School of Business



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