Education for Sustainable Development and Responsibility in Canadian Business Schools

An Analysis of Sharing Information Process (SIP) Reports

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PRME
an initiative of the
United Nations Global Compact

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Executive Summary

Overview

This study evaluates the degree to which Canadian business schools have advanced the implementation of the United Nations Principles for Responsible Management Education (PRME) in comparison to global leaders (PRME Champions). Reis and Neto's (2020) analytical framework was used to evaluate 41 Sharing Information Process (SIP) reports, published by 26 PRME Champions and 16 Canadian PRME signatories.

The results show that wide gaps exists between the practices of PRME Champions and those of Canadian business schools. Out of the 6 PRME principles, the 'VALUES' principle presents the largest gap (44%), followed by the 'RESEARCH' principle and the 'PURPOSE' principle.

To close the identified gaps, this report presents a set of best practices from PRME Champions that Canadian business schools can implement in a phased approach. In addition, overall recommendations for Business Schools Association of Canada (BSAC) and its members are presented to further advance Canadian business schools' ability to embed sustainability. These recommendations include, (1) providing resources to its members to embed sustainability throughout their programs based on best practices, (2) creating a national student/faculty PRME consulting committee to review BSAC members' PRME reports before they are published, and (3) developing performance management tools that collect and amalgamate the performance data across the PRME principles for all BSAC members.

Research Team

Our team is uniquely comprised of both faculty and students (both graduate- and undergraduate-levels), who are passionate about creating a future for business schools in Canada that is empathetic, intentional, and valuable to their community. Our team composition allows us to approach the future of business schools from a rounded and diverse perspective.

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1. Background
Introduction and research questions

Over the past years, global phenomena such as the financial crisis, climate change, and the COVID-19 pandemic have challenged society's beliefs around the social responsibility of business (Sexty, 2017). As BlackRock's Larry Fink articulates in his letter to CEOs, businesses today need to embrace purpose and consider the needs of a broad range of stakeholders (Fink, 2020). Fink's 2020 letter also gave businesses across the globe a clear warning that a significant reallocation of capital was imminent, and that sustainability would be at the centre of it. In response to this evolving global narrative, The Business Roundtable (2019), a respected association consisting of CEOs of America's leading companies, redefined the purpose of a corporation from one that endorses shareholder primacy to one that benefits all stakeholders – customers, employees, suppliers, communities and shareholders. This movement is supported by many other industry thought-leaders such as McKinsey & Company (2020), who argues that "those [businesses] who resist will find themselves not only on the wrong side of history, but also at a competitive disadvantage." (p. 2).

Concurrently, the global framework for sustainable development and purpose-driven economy has seen considerable advancement in the past decades. Since its inception in 1999, the UN Global Compact has evolved into the largest corporate sustainability initiative in the world, with the belief that "business plays a critical role in improving our world – and it starts by doing business responsibly" (United Nations Global Compact, 2017, p. 13). Under the UN Global Compact, the PRME initiative was founded in 2007, with a vision to create a global movement towards and drive thought leadership on responsible management education (Haertle, Parkes, Murray, & Hayes, 2017). The PRME Principle 1 – Purpose -- "management-related educators are called on to enable current and future leaders to generate sustainable value for business and society at large" (Haertle, Parkes, Murray, & Hayes, 2017, p. 66). Our research highlights this sustainable value that is enabled by progressive management education.

The PRME framework was further strengthened in 2015 through the formalization of the UN Sustainable Development Goals (SDGs) initiative, a global alignment for achieving a better future for all (United Nations Global Compact, 2015). At the 2015 PRME Global Forum for Responsible Management Education, PRME signatories reaffirmed their commitment to PRME and pledged their commitment to advancing the SDGs (Haertle, Parkes, Murray, & Hayes, 2017). Reputable business school accreditation bodies, including the AACSB and European Foundation for Management Development (EFMD), are also actively participating in this global movement by explicitly incorporating sustainable development and social impact in their accreditation standards (AACSB, 2020). As such, PRME has become a critical platform that connects business schools directly to the global movement towards sustainable development and responsibility.

1. Background
Introduction and research questions

Management education scholars have explored numerous ways that business schools can advance PRME commitments in support of sustainable development. From role-play scenarios (Annan-Diab & Molinari, 2017) and gaming (Carreira, Aguiar, Onça, & Monzoni, 2017) to the integration of physical, emotional and spiritual learning to teach passion for sustainable development (Shrivastava, 2010), many researchers have investigated pedagogical and methodological innovation to make PRME principles more actionable for students (Tyran, 2017) (Ortiz & Huber-Heim, 2017). Some have looked at ways to promote sustainability and PRME principles through curriculum reorientation, such as setting up an independent course dedicated to responsible management or embedding sustainability topics into all modules and initiatives of business school programs (Annan-Diab & Molinari, 2017) (de Paula Arruda Filho, 2017) (Weybrecht, 2017). Other ways of advancing sustainable development in management education have also been studied, including educating-the-educators, fostering transdisciplinary collaboration with other universities, collaborating with university community (e.g. student organizations), and so on (Lozano, Lukman, Lozano, Huisingh, & Lambrechts, 2013) (Borges, Ferreira, de Oliveira, Macini, & Caldana, 2017).

While the implementation and advancement of PRME principles and sustainable development is clearly gaining a lot of traction in management education research, **there is a lack of research around how the Canadian management education sector is advancing towards this global agenda**. Thus, our research focuses on the following **questions**:

▪ **How do Canadian business schools integrate the importance of responsibility and sustainability within their curricula and activities compared to the schools that are global leaders in this space?**

▪ **What are the best practices in integrating responsibility and sustainability into management education that can help close the gaps between global leaders and Canadian business schools?**

These questions are interesting and important because, in order to participate in this global movement effectively, Canadian business schools need to first understand their current state of practice, what the gaps and opportunities are, and what challenges they may face in their advancement. Enhancing the body of knowledge through our approach contributes to BSAC's overall mission to expand the organization's knowledge and understanding of the issue, specifically in the context of Canadian management education sector.

2. Methodology
Based on Reis and Neto's (2020) analytical framework

As part of the PRME initiative, signatory schools report their progress through the **Sharing Information Process (SIP)**, typically every 24 months. The PRME initiative has established a 'Champions Group' of business schools, which comprises schools that are officially designated by UN PRME to be leaders in transformational change toward sustainable future for management education (PRME, n.d.).

By analyzing the SIP reports published by 18 business schools (including 2 Canadian business schools) in the Champions Group around the globe (refer to Appendix B), Reis & Neto (2020) developed an analytical framework that categorizes and codifies initiatives pursued by business schools under PRME. Formulated based on a specific leadership group's (PRME Champions Group) practices and readily available public information (SIP reports), this analytical framework provides highly practical approach compared to the previously proposed theoretical and managerial frameworks (Rusinko, 2010) (Weybrecht, 2017) (PRME, n.d.) (GRI, n.d.) and other research methods, such as surveys and interviews. Thus, this framework is deemed well-suited for answering the posed questions of this research in the limited timeframe (March 2021 to September 2021).

Based on the analytical framework developed by Reis and Neto (2020) (refer to **Appendix A**), this paper conducts a document analysis on the latest SIP reports published by PRME Champions and Canadian business school signatories in 2016-2020 (see the list of schools **below**). Out of 37 PRME Champions for 2020-2021 cycle, 12 schools are excluded because they **(1)** have not maintained PRME Champion status 2 cycles (2018-2019 and 2020-2021) in a row, **(2)** do not provide a SIP report in PDF format and in English, or **(3)** did not publish any SIP reports during the five-year period on PRME website. Out of 29 Canadian signatories, 9 schools are excluded from the analysis because they **(1)** recently became a signatory in 2020, **(2)** did not publish any SIP reports during the five-year period, or **(3)** are not classified as universities.

PRME Champions* (25)	
Copenhagen Business School	Denmark
Deakin University	Australia
Kristianstad University	Sweden
RANEPA	Russia
Tecnologico de Monterrey University System	Mexico
George Mason University	United States
Glasgow Caledonian University	United Kingdom
University of Pretoria	South Africa
University of Guelph	Canada
Hanken School of Economics	Finland
IPM Business School	Belarus
Fundacao Getulio Vargas FGV	Brazil
University of Limerick	Ireland
La Trobe University	Australia
University of Colorado Boulder	United States
University of Northumbria at Newcastle	United Kingdom
Nottingham Trent University	United Kingdom
University of Nottingham	United Kingdom
Seattle Pacific University	United States
Stockholm School of Economics	Sweden
T A PAI Management Institute	India
University of Applied Sciences of the Grisons	Switzerland
University of Cape Town	South Africa
University of Winchester	United Kingdom
Zurich University of Applied Sciences	Switzerland

Canadian PRME Signatories** (16)
Carleton University
University of Calgary
University of the Fraser Valley
University of Victoria
McGill University
Simon Fraser University
Grant MacEwan University
Queen's University
Laurentian University
Wilfrid Laurier University
York University
Ryerson University
Saint Mary's University
Concordia University
University of British Columbia
Dalhousie University

* Only includes universities that have been a PRME Champion for 2 cycles in a row (2018-2019 and 2020-2021)
** Excludes University of Guelph, which has been a PRME Champion for 2 cycles in a row (2018-2019 and 2020-2021), and colleges (e.g. Seneca College)

2. Methodology
Based on Reis and Neto's (2020) analytical framework

Through the document analysis, gaps between the current practices of Canadian signatories and the PRME Champions Group, best practices were identified. By leveraging Reis and Neto's (2020) framework, the frequency of initiatives encountered was determined through a binary variable (yes = 100%; no = 0%). For example, if the analysis determined that five out of nine initiatives under the PURPOSE principle were encountered in a business school's SIP report, the frequency of the PURPOSE principle for the business school is 5/9 = 56%.

To enhance the validity and reliability of the method, four researchers (including the primary researcher) initially worked together using an older SIP report that is outside of the scope of this research, compared each other's document analysis, and strived to ensure that the analysis is accurate and repeatable. If a majority of the researchers (three or four out of four) encountered a specific initiative, it was determined to be 'yes' (100% frequency for the specific initiative). Likewise, if none or only one out of four researchers indicated that the specific initiative was encountered, it was determined to be 'no' (0% frequency for the specific initiative). In the case of disputed encounter (two researchers indicating 'yes' and the other two indicating 'no'), the final decision was determined by primary researcher's analysis, given the primary researcher's extensive background and expertise on the subject.

In addition to the document analysis, each researcher documented the best practices they have encountered in individual PRME Champion's reports for each of the initiatives outlined by Reis and Neto's (2020) framework. These best practices (refer to **Appendix B**) set the foundation for recommendations outlined in this report.

State-of-the-art practices being reported by the PRME champions group: A reference to advance education for sustainable development

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3. Results

Gap between PRME Champions and Canadian Business Schools

Frequency (%): ■ Canadian Business Schools
■ PRME Champion

|	Canadian Business Schools	PRME Champion
PURPOSE	33%	55%
VALUES	14%	58%
METHOD	42%	62%
RESEARCH	21%	60%
PARTNERSHIP	40%	57%
DIALOGUE	41%	48%
OPERATIONS	38%	64%
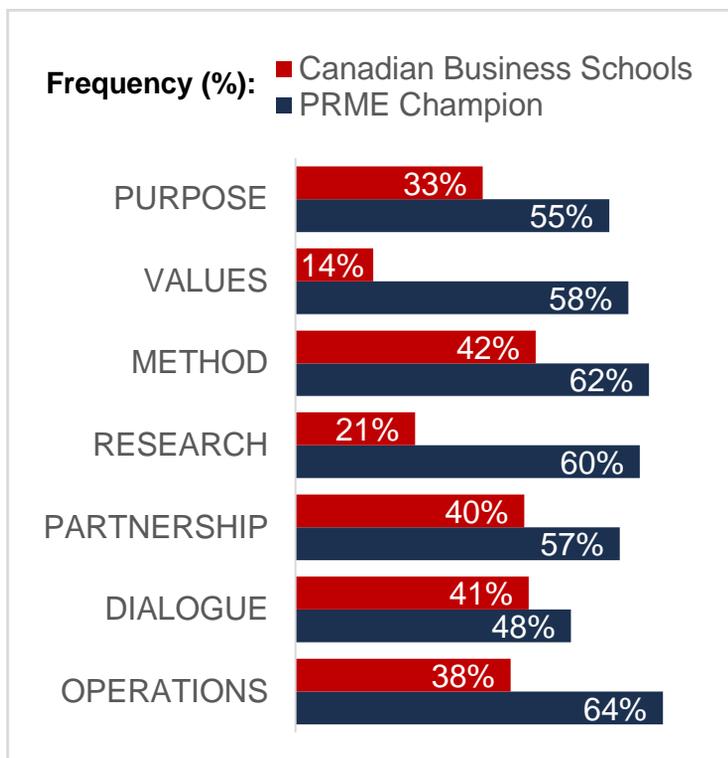
Highlights

- Overall, the results demonstrate that **significant gaps exist** between the practices of PRME Champions and those of Canadian business schools.

- The VALUES principle presents the largest gap (44%) and opportunity, followed by the RESEARCH and PURPOSE principles.

- OPERATIONS, which is not a formal PRME principle but measured by Reis and Neto's (2020) framework, also shows a wide gap (26%) and an opportunity for improvement.

4. Limitations

- As Reis and Neto (2020) noted, a "lack of standards and patterns observed across the [SIP reports], which implies high levels of difficulty and some subjectivity" (p. 7) in determining whether a certain initiative is encountered.

- Given the limited timeline and scope of research, whether specific initiative category is encountered in the SIP report was determined through a binary variable (yes or no). Hence, the frequency % does not represent how extensively the business schools implement those initiatives. Creating a detailed scoring method would further strengthen this methodology for future studies.

- The analysis found that, despite being part of the global leadership group, certain PRME Champions published SIP reports that had substantially lower frequency % than their PRME Champion peers. This brings down the average frequency % of PRME Champions overall.

5.A. Recommendations

PURPOSE Principle | Based on PRME Champions' Best Practices
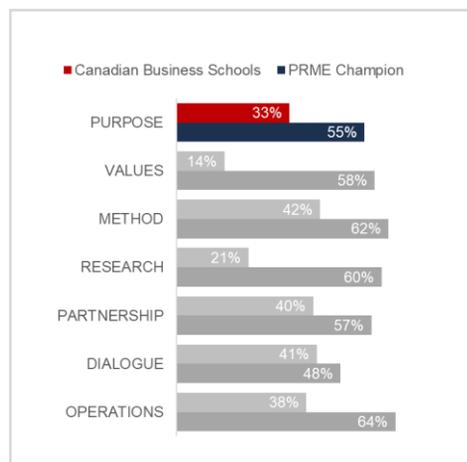
- **'PURPOSE' principle** constitutes institutions' commitment to PRME, allocation of specific human resources and budget, and establishment of a scorecard with continuous tracking and monitoring of activities (Reis & Neto, 2020).
- For this principle, a **moderate gap (22%)** exists between PRME Champions and Canadian Business Schools.
- Based on best practices of PRME Champions, the **3-phase recommendations** (and references to examples) for advancing 'PURPOSE' principle are presented below.

| **Phase 1** Short Term	- Incorporate PRME and sustainable development into school vision / mission / value statements (e.g., University of Nottingham; Zurich University of Applied Sciences; Glasgow Caledonian University). - Establish a strategy advisory board consisting of faculty & students to promote bottom-up approach to strategy development and initiative origination (e.g., Hanken School of Economics).
Phase 2 Medium Term	- Management to roll out school-level strategy that is directly aligned with PRME principles (e.g., University of Pretoria); incorporate the strategy advisory board's bottom-up input into the strategy (e.g., Hanken School of Economics). - Formalize a PRME office with members from various departments and functions across the business school (e.g., Hanken School of Economics). - Track the information and dedicate 1-2 page(s) of the SIP report to past achievements, ongoing activities' status, and future goals. (e.g., University of Pretoria).
Phase 3 Long Term	- Fully dedicate specific human resources to PRME office (e.g., Fundacao Getulio Vargas FGV). - Allocate meaningful and specific budget to PRME office and/or related initiatives (e.g., Kristianstad University). - Establish a scorecard with specific KPIs and continuously measure progress (e.g., Copenhagen Business School).

5.A. Recommendations

VALUES Principle | Based on PRME Champions' Best Practices
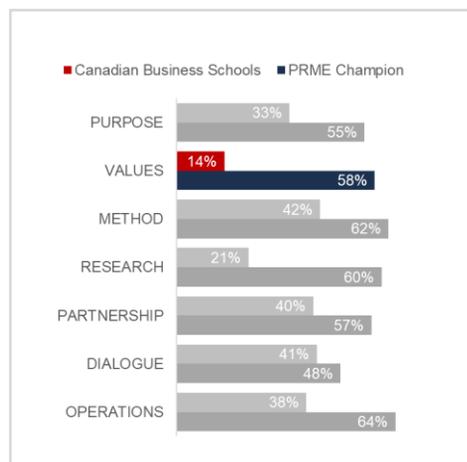
- **'VALUES' principle** constitutes institutionalization of PRME and values of social responsibility with specific guidelines and plans, empowerment of faculty, and use of assessment tools for measuring impact (Reis & Neto, 2020).
- For this principle, a **significant gap (44%)** exists between PRME Champions and Canadian Business Schools.
- Based on best practices of PRME Champions, the **3-phase recommendations** (and references to examples) for advancing 'VALUES' principle are presented below.

Phase 1 Short Term	- In the SIP report, communicate the initiatives that have positively supported SDGs and tag relevant SDG icons. - Formally incorporate PRME in program learning objectives. - Create teacher training programs to empower faculty in teaching sustainable development and PRME-related values (e.g., Kristianstad University).
Phase 2 Medium Term	- Develop and disseminate a framework for implementing PRME and sustainable development into teaching (e.g., Deakin University). - Based on school strategy, develop PRME & SDG implementation plan with specific actions (e.g., Zurich University of Applied Sciences; Hanken School of Economics). - Conduct curriculum audit and student impact surveys to assess the maturity of PRME and SDGs implementation (e.g., Nottingham Trent University; Hanken School of Economics).
Phase 3 Long Term	- Engage with other business schools to conduct benchmarking (e.g., Copenhagen Business School). - Leverage regular maturity and/or impact assessment to iterate and improve school strategy and implementation plan (e.g., University of Pretoria).

5.A. Recommendations

METHOD Principle | Based on PRME Champions' Best Practices

Legend: ■ Canadian Business Schools ■ PRME Champion

Principle	Canadian Business Schools	PRME Champion
PURPOSE	33%	55%
VALUES	14%	58%
METHOD	42%	62%
RESEARCH	21%	60%
PARTNERSHIP	40%	57%
DIALOGUE	41%	48%
OPERATIONS	38%	64%
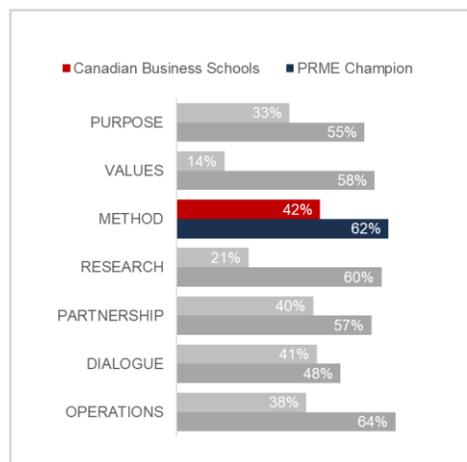
- **'METHOD' principle** constitutes creating educational programs, courses, frameworks, materials, and environment to enable responsible management education (Reis & Neto, 2020).
- For this principle, a **moderate gap (20%)** exists between PRME Champions and Canadian Business Schools.
- Based on best practices of PRME Champions, the **3-phase recommendations** (and references to examples) for advancing 'METHOD' principle are presented below.

|	
Phase 1 Short Term	- Develop a compulsory course that deals with sustainable development and PRME-related topics (e.g., Zurich University of Applied Sciences). - Establish a Mentorship Program that matches students with mentors from sustainable companies (e.g., Seattle Pacific University). - Use more innovative pedagogical approaches such as role-plays, simulation, etc. (e.g., T A PAI Management Institute). - Establish scholarship programs to bring global students, students from a refugee background, etc. (e.g., Deakin University).
Phase 2 Medium Term	- Based on curriculum audit (see recommendations for VALUES principle), start incorporating PRME and SDGs into courses. - Develop elective courses such as Responsible Marketing, Responsible Investment, etc. (e.g., Hanken School of Economics). - Develop Master's degree programs focus on business sustainability and/or minor / specialization in corporate responsibility (e.g., Hanken School of Economics; University of Nottingham). - Use real-life consulting projects for teaching sustainability values (e.g., Deakin University).
Phase 3 Long Term	- Incorporate PRME and SDGs into 100% of the courses offered (e.g., Nottingham Trent University). - Develop transdisciplinary sustainability courses that focus on self and contextual awareness, artistic expression, etc. (e.g., University of Applied Sciences of the Grisons; Nottingham Trent University).

5.A. Recommendations

RESEARCH Principle | Based on PRME Champions' Best Practices
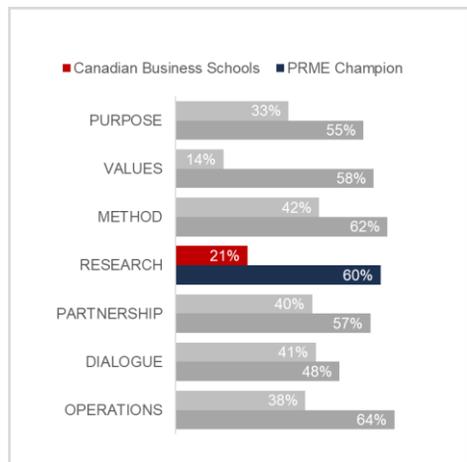
- ■ **'RESEARCH' principle** constitutes development of research projects and the establishment of a dedicated centre of study to advance understanding of topics related to PRME (Reis & Neto, 2020).
- ■ For this principle, a **significant gap (39%)** exists between PRME Champions and Canadian Business Schools.
- ■ Based on best practices of PRME Champions, the **3-phase recommendations** (and references to examples) for advancing 'RESEARCH' principle are presented below.

Phase 1 Short Term	■ Collect the data and report on number of publications with subjects related to PRME (e.g., Copenhagen Business School).
Phase 2 Medium Term	■ Increase the number of publications with subjects related to PRME (e.g., Copenhagen Business School). ■ Develop research projects in collaboration with other disciplines (e.g., biology, arts, engineering, etc.) within the university (e.g., University of Nottingham). ■ Establish Centre of Study in CSR and or Sustainability (e.g., Deakin University; Hanken School of Economics).
Phase 3 Long Term	■ Formalize a platform (e.g., a dedicated lab or program within Centre of Study in CSR / Sustainability) to develop transdisciplinary research in responsible and sustainable business (e.g. Nottingham Trent University). ■ Continue fostering transdisciplinary collaboration in sustainability research.

5.A. Recommendations

PARTNERSHIP Principle | Based on PRME Champions' Best Practices

Canadian Business Schools	PRME Champion
PURPOSE	33% / 55%
VALUES	14% / 58%
METHOD	42% / 62%
RESEARCH	21% / 60%
PARTNERSHIP	40% / 57%
DIALOGUE	41% / 48%
OPERATIONS	38% / 64%
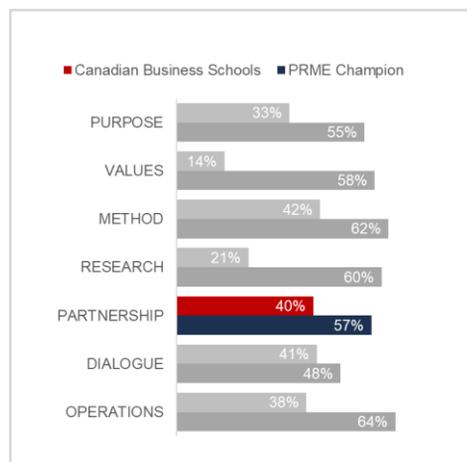
- **'PARTNERSHIP' principle** constitutes collaboration and interaction with other institutions, businesses, boards, and various groups to advance understanding of topics related to PRME (Reis & Neto, 2020).
- For this principle, a **moderate gap (17%)** exists between PRME Champions and Canadian Business Schools.
- Based on best practices of PRME Champions, the **3-phase recommendations** (and references to examples) for advancing 'PARTNERSHIP' principle are presented below.

Phase 1
Short Term

- Host regular speaker series hosting high-profile leaders on PRME-related topics (e.g., Seattle Pacific University).
- Actively participate in conferences and serve on boards and associations that influence systems, policies, and agendas (e.g., Hanken School of Economics; University of Cape Town).
- Establish social media and internal newsletter dedicated to sustainability-related topics (e.g. Hanken School of Economics).

Phase 2
Medium Term

- Establish study abroad programs with components that directly focus on sustainability issues (e.g., Seattle Pacific University).
- Develop a student internship program in partnership with sustainable and socially responsible companies (e.g., University of Colorado Boulder).
- Establish awards for student and faculty members that represent the schools' values, which should incorporate PRME as per recommendation under PURPOSE principle. (e.g., Glasgow Caledonian University).

Phase 3
Long Term

- Develop a certification / education program in sustainable development and PRME-related topics in collaboration with other universities across the globe (e.g., Fundacao Getulio Vargas FGV)
- Host competitions to encourage students' social entrepreneurship (e.g., Seattle Pacific University).
- Establish a dedicated online platform for teaching & sharing topics related to SDGs (e.g., University of Nottingham).
- Partner with businesses to enhance diversity in school (increase number of female students) (e.g., University of Colorado Boulder).

5.A. Recommendations

DIALOGUE Principle | Based on PRME Champions' Best Practices
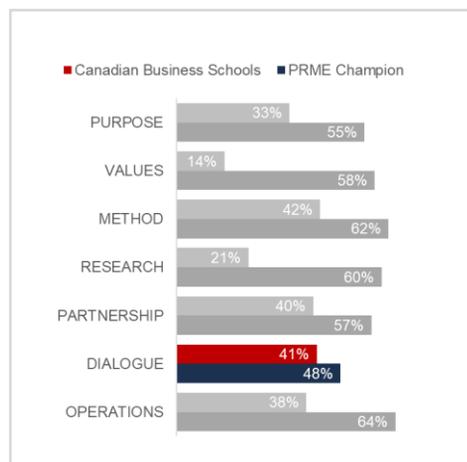
- **'DIALOGUE' principle** constitutes facilitation and support of dialogues and debates among stakeholders on topics related to PRME (PRME, n.d.).
- For this principle, a **small gap (7%)** exists between PRME Champions and Canadian Business Schools.
- Based on best practices of PRME Champions, the **3-phase recommendations** (and references to examples) for advancing 'DIALOGUE' principle are presented below.

Phase 1 Short Term	- Host mini competitions on campus with prizes to identifying a sustainability/SDGs issue and act on it individually or in teams. (e.g., Deakin University; University of Nottingham). - Run a campus-wide 'SDGs week' campaign to increase student awareness and participation (e.g., University of Nottingham).
Phase 2 Medium Term	- Host international conferences related to PRME (social entrepreneurship, sustainability, etc.) (e.g., University of Cape Town). - Sponsor student-developed initiatives such as campus climate change campaigns (e.g., University of Limerick). - Survey students at the beginning, the end, and sometime after completion of their studies about their attitudes to and competences in sustainability (e.g., University of Applied Sciences of the Grisons).
Phase 3 Long Term	Partner with venture investors to set up a seed investment fund that finances students' social innovation projects and ventures (e.g., University of Cape Town).

5.A. Recommendations

OPERATIONS Principle | Based on PRME Champions' Best Practices
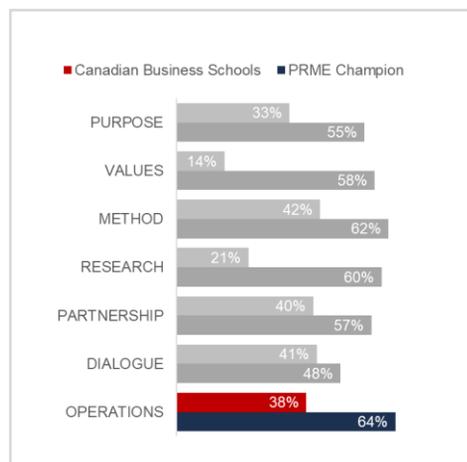
- **'OPERATIONS' principle** (also called organizational practices) constitutes the institution taking responsibility for their own environmental impact by creating and sponsoring relevant projects and initiatives (Reis & Neto, 2020).
- For this additional principle, a **moderate gap (26%)** exists between PRME Champions and Canadian Business Schools.
- Based on best practices of PRME Champions, the **3-phase recommendations** (and references to examples) for advancing 'OPERATIONS' principle are presented below.

Phase 1 Short Term	▪ Report on programs, projects and initiatives involving the reduction of the environmental impact of the school in the SIP report (e.g., Hanken School of Economics).

Phase 2 Medium Term	▪ Formalize a dedicated team to implement campus-related sustainability initiatives (e.g., Hanken School of Economics). ▪ Establishment of official campus sustainability strategy (e.g., Copenhagen Business School). ▪ Establish processes to collect data on campus environment footprint (e.g., Hanken School of Economics).

Phase 3 Long Term	▪ Extensive monitoring of campus environmental footprint and report on progress in numbers (e.g., Hanken School of Economics)

5.B. Recommendations

For Business Schools Association of Canada (BSAC)

1. **Disseminate Resources Nationwide:** A shift has occurred in Generation Z's mindset around sustainability. They have grown up with education and media discussions on climate change and other societal problems that the UN SDG's address. AACSB concluded that this generation does not just want to see random isolated unauthentic activities from organizations to claim that they are sustainable (AACSB, 2020). To have a long-term value proposition, Canadian business schools need to take a holistic approach and be societal leaders that take responsibility through relevant and impactful education. BSAC should consider providing resources to its members, to help with best practices on how to embed sustainability through out their programs. From the classroom content, to student clubs, to faculty support and education. An example of this support structure could be to create an Open Educational Resource (OER) that provides faculty, staff, and students access to support embedding PRME principles. These resources should highlight success in our Canadian business and education communities.

2. **Establish BSAC PRME Consulting Committee:** Building on the first recommendation, BSAC should consider creating a national student/faculty PRME consulting committee for reviewing members PRME reports before they are published. This program can ensure the hard work and innovation taking place in Canadian business schools is being highlighted globally and the stories are told in a compelling format.

3. **Develop Performance Management Tools:** BSAC could develop an impact measurement tool that collects and amalgamates the performance across the PRME principles for all its members every two years. This data could be published the BSAC website, to demonstrate our national impact on the UN SDG's. This would address multiple principles of the PRME like partnerships, dialogue, and community of practice.

6. Looking Forward

In conclusion, the future state of business education is evolving to create business leaders that can navigate complex system challenges, like the ones addressed by PRME. Students are passionate, optimistic, and enjoy these topics in the classroom (AACSB 2020). BSAC is well positioned to support its members to ensure global best practices are available, so all programs contribute to developing responsible business leaders.

If there is a need or interest from BSAC to dive deeper into the individual reports for its members beyond the 1-page summaries provided, the researchers are open to continue this conversation and research project.

Our team enjoyed this project immensely and would like to thank Dr. Daus and Dr. Klein for their open and transparent process throughout this project.

> *"Thus, the crucial contribution business makes to society is **transforming ideas into products and services that solve societies problems.** We believe that a **reorientation toward seeing businesses as society's problem solvers rather than simply as vehicles for creating share holder returns** would provide a better description of what businesses actually do."*
> *– Redefining Capitalism (McKinsey, 2014) –*

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Appendix A

Reis & Neto's framework (2020) (1/2)

PRME Principles Buckets	Group of Outcomes/initiatives Secondary Buckets	Group of Initiatives encountered in SIPs Primary Buckets
PURPOSE	Long Term Institutional Commitment	Pre-existing mission/vision/values of the school aligned to PRME or adjusted after becoming a signatory.
PURPOSE	Long Term Institutional Commitment	Incorporation of PRME in the school strategy as a value creation process instead of a "standalone" internal tactic.
PURPOSE	Long Term Institutional Commitment	Top-down approach
PURPOSE	Long Term Institutional Commitment	Bottom-up approach
PURPOSE	Governance/Resource allocation	Internal governance is established as a core faculty structure to assume commitment for developing PRME, its disseminations and progress.
PURPOSE	Governance/Resource allocation	Faculty or Curriculum Committee established with multifunctional members.
PURPOSE	Governance/Resource allocation	Specific resources and/or budget allocated.
PURPOSE	Continuous Improvement Process	Long-term tracking of achievements (past), ongoing activities status (present), goals (future) and challenges.
PURPOSE	Continuous Improvement Process	Scorecard or metrics created.
VALUE	Institutionalisation of values and principles	Formally disseminate guidelines and principles that shape school with a valuebased culture.
VALUE	Institutionalisation of values and principles	Assumes plans to advance SDG across school curricula and activities
VALUE	Faculty and staff engagement and training	Empowerment and incentives for faculty and staff.
VALUE	Impact measurement	Use assessment tools to measure results.
VALUE	Impact measurement	Plan to initiate or advance the use of assessment tools to measure results.
VALUE	Impact measurement	Communicate the initiatives that have positively supported SDGs
METHOD	Curriculum innovation and redesign	Sustainability values embedded as a major subject and with a multidisciplinary approach in existing, required management disciplines (strategy, finance and accounting, marketing, operations, human resources, etc.), dispersed or concentrated throughout all courses offered. Syllabu revision required.
METHOD	Curriculum innovation and redesign	Sustainability values structured as stand-alone subjects, as new required and specific disciplines (ethics, anticorruption, environmental context, consumer culture, SD concepts, etc.), dispersed or concentrated throughout all courses offered. New syllabus developed.
METHOD	Curriculum innovation and redesign	Sustainability values structured as stand-alone subjects, as new, elective and specific disciplines (ethics, anticorruption, environmental context, consumer culture, SD concepts, etc.), dispersed or concentrated throughout all courses offered. New, syllabus developed.
METHOD	Curriculum innovation and redesign	Sustainability values - structured as standalone courses, major or minor related to Sustainability and with new required disciplines. New syllabus developed.
METHOD	Methodology innovation	(I) Traditional methods: formal lectures; philosophical discussions and dialogues; research papers on Ethics, CSR or Sustainability subjects; newspaper articles; guest lectures; readings; and similar.
METHOD	Methodology innovation	(II) More innovative methods: full length films, videos, music and cartoons; management games and simulations; electronic bulletin boards; case studies but mainly the ones developed by the students reflecting real life dilemmas; class projects; prototyping project scope and possible solutions; and similar.
METHOD	Methodology innovation	(III) More innovative methods through living learning experiences: realistic classroom experiences involving multidisciplinary teams; experimental learning and immersion techniques (e.g., excursions involving ecotourism, internship programs, foreign visits and programs, community service learning experience); emphasis on Problem-based learning (PBL).
METHOD	Methodology innovation	(IV) More innovative methods through living learning experiences focused on self and contextual awareness: projects involving artistic expression; transdisciplinary classes with theory and practice.
METHOD	Student support	Provide mentorship programs to support students on their projects and career development with regard to decisions that consider the awareness of their role as responsible social leaders.
METHOD	Student support	Provide scholarship programs to incentivise diversity in the school community, bringing global students with different cultures, experiences, and perspectives into the community.

Appendix A

Reis & Neto's framework (2020) (2/2)

PRME Principles Buckets	Group of Outcomes/initiatives Secondary Buckets	Group of Initiatives encountered in SIPs Primary Buckets
RESEARCH	Increasing Publications, Presentations, and Projects	Continuously present an increasing amount of publications and presentations with subjects related to PRME, the main topics explored, and the percentage of them related to all publications and presentations being generated by the school.
RESEARCH	Increasing Publications, Presentations, and Projects	Development of interdisciplinary research projects with direct or potential impact in social and environmental responsibility challenges under local, national, regional or global context.
RESEARCH	Centre of Study in CSR and or Sustainability	Centre of Study in CSR and or Sustainability, responsible for influencing and generating research projects beyond school boundaries.
PARTNERSHIP	College and business collaboration for multidisciplinary and cross-cultural experiences	Create and/or participate in college collaboration efforts to offer multidisciplinary courses through a specific certification program which combines different perspectives from different students, with joint skills and knowledge, to develop projects related to PRME during the course.
PARTNERSHIP	College and business collaboration for multidisciplinary and cross-cultural experiences	Provide foreign courses related to PRME with experimental and service learning in different global contexts.
PARTNERSHIP	Co-curricular and extra-curricular activities for real life experiences	Programs for consulting services, volunteer services and internships with business, government, NGOs and/or community.
PARTNERSHIP	Co-curricular and extra-curricular activities for real life experiences	Competitions, awards, incentives and sponsorship for student participation in social programs, labs and projects.
PARTNERSHIP	Co-curricular and extra-curricular activities for real life experiences	High-level executives or entrepreneur participation in dialogue programs or seminars with students to explore real life dilemmas related to triple bottom line concepts applied to decision making.
PARTNERSHIP	Participation in groups, associations, boards, events and communication vehicles	Member of boards, groups or associations, influencing systems and agendas among external stakeholders; actively participating in conferences and meetings, exchanging best and innovative practices.
PARTNERSHIP	Participation in groups, associations, boards, events and communication vehicles	Use of communication vehicles to disseminate subjects and projects related to PRME, SDG, CSR, and similar.
PARTNERSHIP	Diversity in campus	Establish partnerships with organisations to enhance diversity in school communities, among staff, faculty, and students.
DIALOGUE	Incentivise and support living-learning community activities on campus	Host and promote conferences, forums, workshops, celebrations to dialogue on topics related to social and environmental responsible leadership, involving different stakeholders from local and global communities and with a cross-disciplinary approach.
DIALOGUE	Incentivise and support living-learning community activities on campus	Incentivise internal student communities to promote dialogues and activities on topics or projects related to social and environmental responsible leadership
DIALOGUE	Incentivise and support living-learning community activities on campus	Sponsor marketplaces for social innovation projects developed by either students or school community
DIALOGUE	Stakeholders continuously perception	Conduct questionnaires or interviews with school stakeholders (student, staff, faculty, civil society of school community, businesses, non-profit organisations, other schools) regarding subjects of interest and perceptions of local and global challenges.
OPERATIONS	Assume responsibility for the social and environmental impact of the school ("Walk the walk", or "Lead by Example")	Create and participate in programs, projects and initiatives involving the reduction of the environmental impact of the school and leveraging social well-being conditions across the school community and its surroundings.

Appendix B

Best Practices References

Principles Buckets	Group of Outcomes/initiatives	Group of Initiatives encountered in SIPs	Best Practice	Exemplary School	Report Year	Page
PURPOSE	Long Term Institutional Commitment	Pre-existing mission/vision/values of the school aligned to PRME or adjusted after becoming a signatory.	Vision: "To shape the future of responsible business and management in an increasingly inter-connected world."	University of Nottingham	2019	3
			Mission: "We actively practice and promote sustainable development and corporate responsibility."	Zurich University of Applied Sciences	2018	21
			Core values: • Integrity • Creativity • Responsibility • Confidence	Glasgow Caledonian University	2018	5
		Incorporation of PRME in the school strategy as a value creation process instead of a "standalone" internal tactic.	School strategy directly connected to each PRME principle	University of Pretoria	2020	8
			Sustainability or responsible management as a core pillar / focus area of strategic plan	Stockholm School of Economics	2019	13
		Top-down approach	High-level strategy is established at a school-level, and PRME goals & priorities are set in accordance with the strategy	University of Pretoria	2020	8
		Bottom-up approach	Strategy advisory board consisting of faculty & students to promote bottom-up approach	Hanken School of Economics	2020	60
			Balancing faculty-led (bottom-up) vs. management-led (top-down) partnerships and initiatives	University of Limerick	2020	25
			Formal student communities that influence the school's PRME & sustainable development agenda: Student HUB is a student organisation that focuses on the topic of sustainability and aims to create a more sustainable university and society.	University of Applied Sciences of the Grisons	2021	23
	Governance/Resource allocation	Internal governance is established as a core faculty structure to assume commitment for developing PRME, its disseminations and progress.	Formalized PRME Office	Hanken School of Economics	2020	20, 60
			A specific management committee mandated to develop PRME, its disseminations and progres	Tecnologico de Monterrey University System	2018	8
	Governance/Resource allocation	Faculty or Curriculum Committee established with multifunctional members.	Representatives from every department serving as a Sustainability/PRME Rep, helping implement PRME across school curriculum & activities	Nottingham Trent University	2019	14
	Governance/Resource allocation	Specific resources and/or budget allocated.	Specific human resources (PRME Coodinator, PRME Analyst, etc.) allocated to PRME progress	Fundacao Getulio Vargas FGV	2021	62
			Budget allocation per project	T A PAI Management Institute	2019	30, 31
			High-level budget allocation that covers sustainable development- and/or PRME-related projects	Kristianstad University	2020	8

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Best Practices References

Principles Buckets	Group of Outcomes/initiatives	Group of Initiatives encountered in SIPs	Best Practice	Exemplary School	Report Year	Page
PURPOSE	Continuous Improvement Process	Long-term tracking of achievements (past), ongoing activities status (present), goals (future) and challenges.	Specific review of past goals & progress; future goals for the next 2-year cycle clearly laid out	University of Pretoria	2020	33-36
	Continuous Improvement Process	Scorecard or metrics created.	Specific Scorecard / KPIs developed and measured	Copenhagen Business School	2019	70, 71
VALUE	Institutionalisation of values and principles	Formally disseminate guidelines and principles that shape school with a value-based culture	Framework developed & disseminated to unit chairs of core units	Deakin University	2018	14, 15
			Posters and displays describing school strategy & PRME linkages in business school departments	Deakin University	2018	43
			Internal policies and procedures embedding PRME-related values	University of Limerick	2020	14
			Formalized in learning objective	Hanken School of Economics	2020	24
			Formalized in learning goals	Nottingham Trent University	2019	10
	Institutionalisation of values and principles	Assumes plans to advance SDG across school curricula and activities	Formalized PRME roadmap	Zurich University of Applied Sciences	2018	21
			Specific goals & actions	Hanken School of Economics	2020	34
	Faculty and staff engagement and training	Empowerment and incentives for faculty and staff.	Formal teacher training (e.g. 'Teaching for Sustainable Development' course)	Kristianstad University	2020	8
			Support resources allocated (e.g. Sustainability Coordinator & Department PRME Representative to support faculty to integrated SDGs into their curriculum)	Nottingham Trent University	2019	14
	Impact measurement	Use assessment tools to measure results.	Maturity model self-assessment	University of Pretoria	2020	9
			Curriculum audit	Nottingham Trent University	2019	14
			Student impact survey	Hanken School of Economics	2020	13
			Survey & external benchmarking of other business schools	Copenhagen Business School	2019	32
		Plan to initiate or advance the use of assessment tools to measure results.	Maturity model self-assessment	University of Pretoria	2020	9
			Curriculum refresh roadmap based on curriculum audit	Nottingham Trent University	2019	14
			Student impact survey	Hanken School of Economics	2020	13
			Plan to engage other business schools to collect more data for external benchmarking	Copenhagen Business School	2019	32
		Communicate the initiatives that have positively supported SDGs	Relevant SDG icons tagged to initiatives presented throughout the report	Copenhagen Business School	2019	All

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Best Practices References

Principles Buckets	Group of Outcomes/initiatives	Group of Initiatives encountered in SIPs	Best Practice	Exemplary School	Report Year	Page
METHOD	Curriculum innovation and redesign	Sustainability values embedded as a major subject and with a multidisciplinary approach in existing, required management disciplines (strategy, finance and accounting, marketing, operations, human resources, etc.), dispersed or concentrated throughout all courses offered. Syllabu revision required.	100% of courses offered incorporating PRME & SDGs	Nottingham Trent University	2019	5
			Outlining how many of the total courses offered incorporate SDGs (e.g. 195 out of 228)	University of Winchester	2021	19
		Sustainability values structured as stand-alone subjects, as new required and specific disciplines (ethics, anticorruption, environmental context, consumer culture, SD concepts, etc.), dispersed or concentrated throughout all courses offered. New syllabus developed.	Mandatory course 'Corporate Responsibility'	Zurich University of Applied Sciences	2018	34
		Sustainability values structured as stand-alone subjects, as new, elective and specific disciplines (ethics, anticorruption, environmental context, consumer culture, SD concepts, etc.), dispersed or concentrated throughout all courses offered. New, syllabus developed.	Elective course 'International Sustainability Experience'	La Trobe University	2020	25
			Elective course 'Responsible Marketing'	Hanken School of Economics	2020	26
			Elective course 'Responsible Investment'	University of Cape Town	2020	51
		Sustainability values - structured as standalone courses, major or minor related to Sustainability and with new required disciplines. New syllabus developed.	Minor in Corporate Responsibility	Hanken School of Economics	2020	26, 27
			Specialization in Social Responsibility and Sustainability	University of Colorado Boulder	2019	7
			Master of Sustainable Business	University of Nottingham	2019	30

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Best Practices References

Principles Buckets	Group of Outcomes/initiatives	Group of Initiatives encountered in SIPs	Best Practice	Exemplary School	Report Year	Page
METHOD	Methodology innovation	(I) Traditional methods: formal lectures; philosophical discussions and dialogues; research papers on Ethics, CSR or Sustainability subjects; newspaper articles; guest lectures; readings; and similar.	Use of lectures, debates, and research papers	Deakin University	2018	20, 21
		(II) More innovative methods: full length films, videos, music and cartoons; management games and simulations; electronic bulletin boards; case studies but mainly the ones developed by the students reflecting real life dilemmas; class projects; prototyping project scope and possible solutions; and similar.	Use of role-plays and simulations	T A PAI Management Institute	2019	11
		(III) More innovative methods through living learning experiences: realistic classroom experiences involving multidisciplinary teams; experimental learning and immersion techniques (e.g., excursions involving ecotourism, internship programs, foreign visits and programs, community service learning experience); emphasis on Problem-based learning (PBL).	Use of ecotourism and international study tours	University of Nottingham	2019	32
			International volunteering & consulting projects	Deakin University	2018	10
		(IV) More innovative methods through living learning experiences focused on self and contextual awareness: projects involving artistic expression; transdisciplinary classes with theory and practice.	A transdisciplinary 'Design competence for a Sustainable Development' course, focused on self and contextual awareness	University of Applied Sciences of the Grisons	2021	17
			The SDG Visual Display Project, where students co-create visuals with students from other disciplines for raising awareness around specific SDGs	Nottingham Trent University	2019	30
	Student support	Provide mentorship programs to support students on their projects and career development with regard to decisions that consider the awareness of their role as responsible social leaders.	Mentorship program that matches students with mentors in companies with significant sustainability and CSR initiatives	Seattle Pacific University	2020	7, 13
			Project mentors for specific SDG & PRME-related project-based courses	T A PAI Management Institute	2019	12
		Provide scholarship programs to incentivise diversity in the school community, bringing global students with different cultures, experiences, and perspectives into the community.	Humanitarian scholarships for students from a refugee background	Deakin University	2018	31
			Scholarships for students across African continent	University of Cape Town	2020	9
			Global Swede Scholarship through Government of Sweden	Kristianstad University	2020	14

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Principles Buckets	Group of Outcomes/initiatives	Group of Initiatives encountered in SIPs	Best Practice	Exemplary School	Report Year	Page
RESEARCH	Increasing Publications, Presentations, and Projects	Continuously present an increasing amount of publications and presentations with subjects related to PRME, the main topics explored, and the percentage of them related to all publications and presentations being generated by the school.	Clearly displaying # of peer-reviewed publications related to PRME every year from 2011.	Copenhagen Business School	2019	51
		Development of interdisciplinary research projects with direct or potential impact in social and environmental responsibility challenges under local, national, regional or global context.	Formalized lab to develop transdisciplinary research in responsible and sustainable business.	Nottingham Trent University	2019	22
			Research partnership with other disciplines (e.g. Biology)	University of Nottingham	2019	36
	Centre of Study in CSR and or Sustainability	Centre of Study in CSR and or Sustainability, responsible for influencing and generating research projects beyond school boundaries.	Centre for Sustainable and Responsible Organisations (CSaRO)	Deakin University	2018	26
			Centre for Corporate Responsibility (CCR)	Hanken School of Economics	2020	36
PARTNERSHIP	College and business collaboration for multidisciplinary and cross-cultural experiences	Create and/or participate in college collaboration efforts to offer multidisciplinary courses through a specific certification program which combines different perspectives from different students, with joint skills and knowledge, to develop projects related to PRME during the course.	Collaboration of multiple business schools (e.g. 'Organising for the Sustainable Development Goals' online course)	La Trobe University	2020	45
			Global Executive Development Programme (GEDP) - Partnership among business schools in Africa, the Far East, the USA, Singapore and India. It aims to build future-fit, responsible leaders.	University of Pretoria	2020	28
			Business for Social Impact in Emerging Markets (BSIEM) Program developed in partnership with business schools in Russia, Colombia, Brazil and India	Fundacao Getulio Vargas FGV	2021	20
		Provide foreign courses related to PRME with experimental and service learning in different global contexts.	Values-driven leadership course running in Egypt, Kenya and South Africa.	Nottingham Trent University	2019	22
			Sustainable Tourism and International Development program that sneds students to Morocco for a week to learn about sustainable tourism	University of Applied Sciences of the Grisons	2021	20
			Study abroad programs with components that directly focus on sustainability issues	Seattle Pacific University	2020	8
	Co-curricular and extra-curricular activities for real life experiences	Programs for consulting services, volunteer services and internships with business, government, NGOs and/or community.	Impact internship program placing students in internships with sustainable and socially responsible companies.	University of Colorado Boulder	2019	22
			Consulting projects through 'Corporate Responsibility' course	Zurich University of Applied Sciences	2018	34
			Accredited volunteering	University of Winchester	2021	21

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Principles Buckets	Group of Outcomes/initiatives	Group of Initiatives encountered in SIPs	Best Practice	Exemplary School	Report Year	Page
PARTNERSHIP	Co-curricular and extra-curricular activities for real life experiences	Competitions, awards, incentives and sponsorship for student participation in social programs, labs and projects.	Social venture plan competition	Seattle Pacific University	2020	8
			Case competitions	University of Colorado Boulder	2019	32, 39
			A Common Good Award for students adopting school's Values	Glasgow Caledonian University	2018	5
			Scholarship programme for attracting and supporting the next generation of social innovators.	University of Cape Town	2020	35
		High-level executives or entrepreneur participation in dialogue programs or seminars with students to explore real life dilemmas related to triple bottom line concepts applied to decision making.	Speaker series hosting high-profile leaders on the topics of business ethics, social impact, and sustainable enterprise	Seattle Pacific University	2020	12
	Participation in groups, associations, boards, events and communication vehicles	Member of boards, groups or associations, influencing systems and agendas among external stakeholders; actively participating in conferences and meetings, exchanging best and innovative practices.	Research influencing policy	La Trobe University	2020	15, 19
			External board positions	Hanken School of Economics	2020	55
			Active participation in conferences	University of Cape Town	2020	27
		Use of communication vehicles to disseminate subjects and projects related to PRME, SDG, CSR, and similar.	SDG Blog	Nottingham Trent University	2019	34
			Social media	Copenhagen Business School	2019	15
			Internal sustainability newsletter	Hanken School of Economics	2020	22
			Online campus platform for teaching & sharing topics related to SDGs	University of Nottingham	2019	21
	Diversity in campus	Establish partnerships with organisations to enhance diversity in school communities, among staff, faculty, and students.	Athena SWAN Charter - A framework for supporting gender equality in higher education	University of Limerick	2020	16
			MUSE project is to improve the access of students with disabilities to institutions of higher education through partnerships with Chile, Mexico, Argentina, with the support of the EU institutions.	Tecnologico de Monterrey University System	2018	10
			Partners with corporates to fund $1,000 scholarships for female high school students through Women in Business Case Challenge Program	University of Colorado Boulder	2019	28

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Best Practices References

Principles Buckets	Group of Outcomes/initiatives	Group of Initiatives encountered in SIPs	Best Practice	Exemplary School	Report Year	Page
DIALOGUE	Incentivise and support living-learning community activities on campus	Host and promote conferences, forums, workshops, celebrations to dialogue on topics related to social and environmental responsible leadership, involving different stakeholders from local and global communities and with a cross-disciplinary approach.	Hosting international conferences related to PRME (e.g. Women in Business Conference - Values-Based Entrepreneurship and Societal Impact)	University of Cape Town	2020	15
		Incentivise internal student communities to promote dialogues and activities on topics or projects related to social and environmental responsible leadership	Mini competition with cash prizes for students to come up with ideas related to SDGs	Deakin University	2018	43
			'Action for SDGs Week' campaign to encourage students to take some concrete action by identifying a sustainability/SDGs issue and act on it individually or in teams.	University of Nottingham	2019	21
		Sponsor marketplaces for social innovation projects developed by either students or school community	Participation in Global Social Venture Competition (GSVC) network	Copenhagen Business School	2019	33
			Partnership with a social enterprise investor to set up a Student Seed Fund for business school students' social innovation projects & ventures	University of Cape Town	2020	35
			Social Enterprise Incubation Program	University of Limerick	2020	41
			Seed fundings for student-designed climate change campaigns	University of Limerick	2020	18
	Stakeholders continuously perception	Conduct questionnaires or interviews with school stakeholders (student, staff, faculty, civil society of school community, businesses, non-profit organisations, other schools) regarding subjects of interest and perceptions of local and global challenges.	Students are surveyed at the beginning, in the middle, towards the end and sometime after completion of their studies about their attitudes to and competences in sustainability	University of Applied Sciences of the Grisons	2021	11
OPERATIONS	Assume responsibility for the social and environmental impact of the school ("Walk the walk", or "Lead by Example")	Create and participate in programs, projects and initiatives involving the reduction of the environmental impact of the school and leveraging social well-being conditions across the school community and its surroundings.	Extensive monitoring of campus environmental footprint and formalization of Green Office Team to implement campus-related sustainability initiatives.	Hanken School of Economics	2020	60, 61
			Establishment of official campus sustainability strategy	Copenhagen Business School	2019	13