

# PRME

## ANNUAL REPORT

### 2023





# CONTENTS

<b>INTRODUCTION</b>	<b>4</b>
<ul style="list-style-type: none"> <li>Letter from PRME Secretariat</li> <li>2024 Outlook by the UN Global Compact</li> <li>Letter from Board Chair</li> <li>Principles Refresh</li> </ul>	
<b>EQUIPPING FOR IMPACT</b>	<b>14</b>
<ul style="list-style-type: none"> <li>The Impactful Five (i5)</li> <li>World Tour Research Paper Development</li> <li>Climate Literacy Training</li> <li>Sustainable Travel and Events Guidance</li> </ul>	
<b>EXCHANGE KNOWLEDGE</b>	<b>26</b>
<ul style="list-style-type: none"> <li>Champions</li> <li>SDG Integrations Repository</li> <li>PRME Global Students</li> <li>Working Groups</li> <li>Chapters</li> <li>Responsible Management Education Week &amp; Global Forum</li> </ul>	
<b>MAKE MEASURABLE PROGRESS</b>	<b>42</b>
<ul style="list-style-type: none"> <li>Sharing Information on Progress (SIP)</li> <li>PRME Commons</li> </ul>	
<b>THE RESPONSIBLE MANAGEMENT EDUCATION ECOSYSTEM</b>	<b>48</b>
<ul style="list-style-type: none"> <li>PRME Board</li> <li>UN Climate Change Conference (COP28)</li> <li>UN High-Level Political Forum</li> <li>PRME in Action</li> </ul>	
<b>COMMUNITY &amp; RESOURCES</b>	<b>60</b>
<ul style="list-style-type: none"> <li>Signatory Members</li> <li>People of PRME</li> <li>Awards and Recognitions</li> <li>Communications</li> <li>Finances</li> <li>Payments by Signatory Members</li> </ul>	



# INTRODUCTION

## LETTER FROM PRME SECRETARIAT

As we reflect on the accomplishments of the past year, it is with great pride and enthusiasm that we present to you the highlights. 2023 has been marked by significant achievements, growth, and progress, all anchored on an unwavering commitment to fostering responsible management education globally.

A pivotal moment that culminated our year was the Principles Refresh, which reaffirmed our commitment to excellence, relevance, and continuous improvement. This community-centered comprehensive update reflects our evolving understanding of responsible management education and ensures that the Principles remain a relevant and impactful framework for driving positive change around the world in the years to come.

With these refreshed Principles, PRME continued to expand its global reach by fostering collaborations with academic institutions, businesses, and organizations dedicated to advancing responsible management education and the Sustainable Development Goals. With vision and leadership from Mette Morsing, the Head of PRME until September 2023, we embarked on a journey to expand our flagship Global Forum into an entire week of programming dubbed Responsible Management Education Week. The first in-person Global Forum since 2017 and the first hybrid version of the event welcomed even more colleagues to the community, new partnerships to advance our mission, and greater inspiration for future endeavors.

How we approached the PRME Global Forum, and how we approach all travel and events has changed for the better thanks to initiatives like the PRME Working Group on Climate Change and Environment's Sustainable Travel and Events Guidance. This is at the core of the newest Principle on 'Practice', adopting responsible and accountable management principles in our own governance and operations. As a collective, we must continue to push forward in our challenging pursuit of sustainability by any means necessary—including the ways we gather. We are immensely proud to act as a channel that pushes our ambition forward through initiatives like these.

In addition, we are delighted to share the success of several impactful initiatives launched this year. The Impactful Five (i5) project has garnered remarkable participation amongst faculty worldwide, especially via the rollout through the PRME Chapters, and has already demonstrated positive outcomes in transforming business and management classrooms to be more meaningful, joyful, iterative, actively engaging, and socially interactive.

Through pilot programs with the PRME Champions and Working Groups, we have seen faculty members and students interact with the i5 characteristics in different ways, contexts, and to different ends. Each conference, workshop, and conversation throughout 2023 has informed current needs and future developments for the project so that it can achieve greater impact each day. Like responsible management as a whole, the i5 becomes impactful once it has had the opportunity to permeate not only pedagogy but also the hearts and minds of those implementing it.

PRME aims to remain at the forefront of thought leadership in the field of responsible management education, relying on data to improve accountability standards, decision making, and community engagement. We look forward to improved learning and exchanging of knowledge from the journeys of Signatory Members with the development of SIP 2.0, a new questionnaire and logic for measuring progress on integration of the Principles, and PRME Commons, a digital platform to facilitate global knowledge exchange among business schools. Being able to tell institutional narratives in consistent formats over time through these developments will allow for greater storytelling and a stronger community of practice. Additionally, thanks to new partnerships with the Higher Education for Good (HE4G) Foundation, PRME's ambitions will also be informed by the current

student pulse on various college and university campuses. PRME is proud to convene these narratives and help set the stage for transforming education.

PRME Global Students made significant advancements in fostering student engagement and leadership in responsible management education. New in-person opportunities were created to provide students with platforms to connect, collaborate, and share their projects and ideas for sustainable development. These gatherings served as catalysts for innovation and collaboration, empowering students to drive positive change within their communities and beyond, as well as embody the SDGs in their studies.

PRME Signatory Members are increasingly developing new ways to integrate the SDGs across disciplines, which can be seen in the new SDG Integrations repository, an online database that showcases practical examples of integrating sustainable development in the business classroom. To start, the 2023 PRME Champions have filled the repository with examples of integrations to inspire and influence other Signatory Members and the broader RME community. We look forward to incorporating examples from PRME's wider membership and further advocating for the integration of SDGs into business education and fostering a generation of business leaders committed to making a positive impact on the world.

In conclusion, the PRME 2023 Annual Report serves as a testament to the collective efforts and dedication of our global community. Together, we have made significant strides in advancing responsible management education through our work Equipping for Impact, Exchanging Knowledge, and Making Measurable Progress, as outlined in this report. We are confident that the coming years will see even greater achievements.

We extend our sincere gratitude to you and all the stakeholders and partners mentioned throughout this report for your unwavering support. Your commitment and contribution to PRME's mission is invaluable, and we look forward to the continued collaboration that will drive our shared vision forward.

Sincerely,  
**PRME Secretariat**

# 2024 OUTLOOK BY THE UN GLOBAL COMPACT

There's a growing gap between the ambitious targets set by the Sustainable Development Goals (SDGs) and our current efforts to achieve them. Only 15% of the SDG targets are on track<sup>1</sup>. To deliver the SDGs, we need strong coordination action from all sectors. Within the private sector, 51% of CEOs feel that business could play a critical role in achieving the SDGs by 2030, but only with increased commitment and action<sup>2</sup>. To meet the 2030 deadline, we need more urgent action and innovative solutions, delivered by private sector leaders equipped with the capabilities to leverage their business operations and solutions to deliver for the SDGs.

With our understanding of the key global challenges, we have the opportunity and obligation to take collective action.

PRME is uniquely positioned to equip future business leaders to identify novel solutions and address social, environmental, and economic challenges, across disciplines and stakeholder interests. PRME can influence what is being taught at business and management schools around the world.

As an integral part of the UN Global Compact, PRME is on its way to realizing its full potential, transforming management education and providing our current and future leaders with the required capabilities.



## LOOKING AHEAD

In 2024, PRME will continue to serve as a platform for business schools to prepare students, exchange best practices and report on advancements in their sustainability journeys. In line with our ongoing focus on digitalization, we look forward to the launch of the PRME Commons, which will serve as a self-reporting database for PRME Signatories to track their progress in implementing the Seven Principles and a repository of evidence-supporting materials for Signatory Members.

Our reach continues to grow at the UN Global Compact, with regional hubs opening in Nigeria, Thailand, Denmark, the United Arab Emirates and Panama last year. We hope these hubs will serve as a crossroads between stakeholders, strengthening partnerships between participating companies and our Local Networks, as well as with Signatory Members and PRME Chapters.

Collaborations between UN Global Compact Local Networks and PRME Chapters will be a priority in 2024, and we look forward to purposeful connections between the private sector and business schools.

The United Nations Summit of the Future this September will provide the opportunity for PRME to showcase what enhanced cooperation on a global scale can look like through their collaboration with the **Higher Education for Good (HE4G) foundation**. In collaboration with a

cohort of researchers from the PRME community, data from the historical Youth Talks survey will be analyzed to shed light on the key transformations needed in business schools, according to young people of the future themselves. We look forward to PRME's contribution to the Transforming Education Stocktake and its commitment to bringing the voice of the youth to the Summit.

Being part of PRME means uplifting the voice of faculty, deans and students as critical contributors to transforming business schools to advance sustainable development. It means engaging future business leaders in creative pedagogy so they may forge innovative solutions and make informed decisions that will benefit not only business but society as a whole. It means building powerful regional and local connections to scale regional and local priorities.

Cultivating responsible business leaders, stronger companies and more resilient economies worldwide will be a salient part of PRME's mission and the overall ambition of the UN Global Compact: A glimpse of the future we all want. In 2024, let's be brave and more ambitious than ever.

**Sanda Ojiambo**  
Executive Director and CEO  
United Nations Global Compact

<sup>1</sup> UN: Sustainable Development Goals Progress Chart, 2023

<sup>2</sup> Accenture: Study on CEO Climate Leadership & Sustainability

## LETTER FROM BOARD CHAIR

This past year, 2023, has been particularly important in our collective journey toward a more sustainable, equitable, and resilient world. We are at the midpoint of the 2030 Agenda for the Sustainable Development Goals (SDGs). There are some bright points in this journey, especially on the goals related to child and maternal health, access to electricity, and women's representation in government. In most areas, though, we have fallen behind, as shown by the 2023 Report of the Secretary-General on the Work of the Organization<sup>3</sup>, which reveals that 85% of the 169 SDG targets are showing either limited or no progress or a reversal in progress.

Every year seems to bring its own set of challenges. Just as COVID-19 released its stronghold on our communities, we have had to deal with supply chain shocks, relentless inflation, new and ongoing global conflicts, and threats to our democratic institutions. And, although we might have hoped the climate crisis might have abated in the last few years, it continues to intensify with 2023 being the hottest on record. Notably, the 78th session of the United Nations General Assembly (UNGA 78) focused its attention on Climate Action and highlighted the urgent need for concerted and coordinated efforts.

These ongoing issues underscore the important work we collectively do at PRME and in business and management schools worldwide. I think one of the most important indicators of forward momentum is the commitment by accreditation bodies to sustainability metrics in their evaluation criteria. For instance, topics of ethics, responsibility, and sustainability, as well as societal impact standards, were incorporated by **EFMD** and **AACSB**, respectively, to encourage its accredited schools to generate and measure their positive impact on society.

Within PRME, we have experienced considerable change in the last year. We were very sad to see

Mette Morsing leave as Head of PRME, and yet enormously grateful for the endless energy she put into the role over the previous three years. We also saw the departure of Ilian Mihov, the inaugural PRME Board Chair, and eight other board members. Yet, alongside departures is an opportunity for renewal and we welcomed Andrew Karolyi as the new Vice Chair of the PRME Board and six new Board members.

One of the most exciting initiatives undertaken in 2023 was refreshing the Six Principles of PRME. The first set of principles was adopted 15 years ago when PRME was first formed and it was time to adjust the principles to reflect both the world's and PRME's contemporary realities. I had the privilege of chairing the PRME Principles Task Force, which was nothing short of inspiring – both in terms of the time that the other four task force members made to refresh the principles, and also to the approximately 150 PRME community members who commented on the various drafts. I am proud of where we landed, having interrogated each word to ensure it held meaning to peoples around the world. This refreshing process was especially important in allowing us to align the principles with SIP reporting and to add a principle that ensured that Signatory Members adopted responsibility and accountability for their own governance and operations. I am personally very excited to see SIP reporting digitized on the Commons platform this coming year.

2023 also marked the first-ever Responsible Management Education Week. We held the PRME Global Forum during this week, in which we could meet so many of our PRME community members in person at **Fordham University** in New York City. So many PRME community members were able to feel the energy of being part of a global movement. And, this momentum was further enhanced by the presence of other organizations dedicated to responsible management, like the **Network for Business Sustainability (NBS)**,

which hosted its Sustainability Centre's Workshop, **Positive Impact Rating (PIR)**, which hosted the Positive Impact Rating Summit, the **Humanistic Management Center**, and more alongside the PRME Global Forum. PRME looks forward to convening additional Responsible Management Education Weeks in the future to catalyze our ecosystem's efforts.

One of PRME's most important strategic initiatives has been in developing the Impactful Five (i5), which are five evidence-based pedagogical characteristics for strong leadership education that can support the SDGs. PRME advocating for responsible education also requires that we be able to communicate how best to deliver it. On this front, the i5 team has so much about which to be proud, including launching a playbook with a host of ecosystem partners. This initiative has benefited tremendously from outstanding partnerships with the **LEGO Foundation, Sulitest, oikos International, and Harvard Project Zero**, among others.

It's been a busy year for the PRME Secretariat and the many Chapters, PRME Global Students, Champions, and Working Groups. It is through education that we can foster a generation of responsible citizens and leaders who are equipped to steer organizations toward responsible, accountable, and sustainable practices. I am sincerely grateful to our community members and volunteers, and look forward to your continued commitment throughout 2024.



**Dr. Tima Bansal**  
Chair  
PRME Board



<sup>3</sup> See full report at [https://www.un.org/sites/un2.un.org/files/sg\\_annual\\_report\\_2023\\_en\\_0.pdf](https://www.un.org/sites/un2.un.org/files/sg_annual_report_2023_en_0.pdf)



## THE PRINCIPLES REFRESH PROCESS

Following these recommendations, the PRME Board established the PRME Principles Task Force (PPTF) in October 2022 to finalize the process of lightly refreshing PRME's Principles. Starting with the SIP Impact Sub-Committee's recommendations, the PPTF has been capturing input from our global community to base its work upon. The PPTF conducted focus groups and circulated two surveys amongst the PRME community (Chapters, Champions, Working Groups leadership, and students), UN Global Compact, PRME's Founding Partners (AACSB International, European Foundation for Management Development, Globally Responsible Leadership Initiative, and the Academy of Business in Society), and external stakeholders.

### Objectives

To complete a light refresh of the Principles for Responsible Management Education, based on the previous recommendations of the 2015 and 2019 Strategic Reviews, SIP Review Sub-Committee, and consultations with the PRME community, UN Global Compact, and external stakeholders.

### Fundamentals

- Motivating Action
- Streamlining Language
- Fostering Knowledge Sharing
- Guiding SIP Reporting system
- Adding a Principle on practices and operations
- Supporting the implementation of the Ten Principles of the UN Global Compact

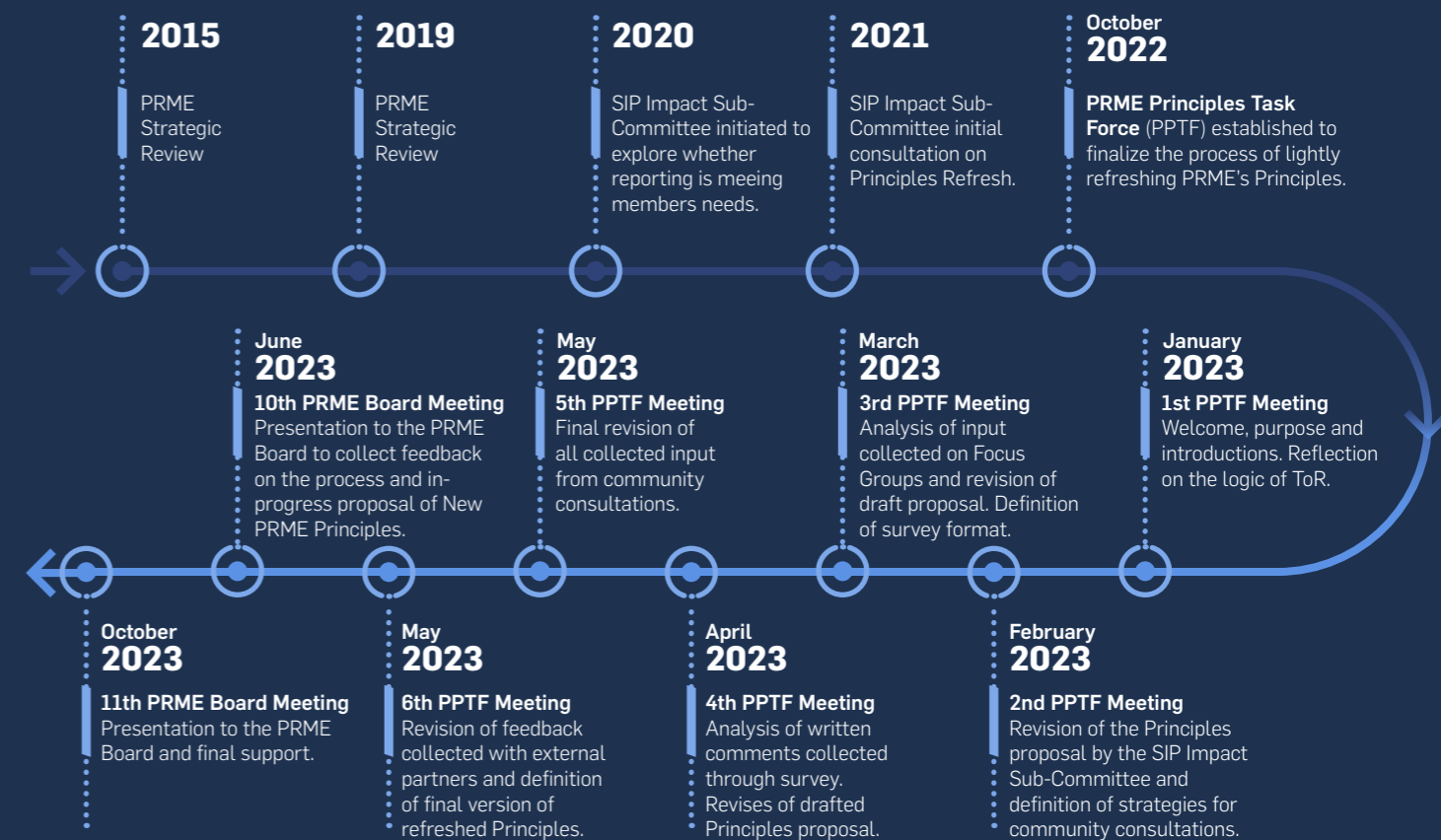
# PRINCIPLES REFRESH

## BACKGROUND

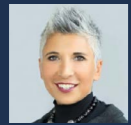
Since the Six Principles for Responsible Management Education launched in 2007, the world has changed significantly. Our principles-based community has unitedly navigated through this fast-paced changing world, dealing with new and more complex challenges and contributing to cutting-edge solutions for the betterment of society and the planet. Responsible Management Education has moved to the spotlight of global debates as a critical factor in advancing the Sustainable Development Goals (SDGs).

While these changes have brought PRME's role within business schools into greater focus, PRME has also been sharpening and elevating its commitment to responsible management education through its strategic reviews in 2015 and 2019. The 2019 strategic review exposed the need to review the Sharing Information on

Progress (SIP) Reporting process, which had yet to reach its potential for value sharing between members easily. Established by the PRME Board in 2020 to review the SIP reporting system, the PRME SIP Impact Sub-Committee proposed changes not only to the SIP reports, which will be ratified in June 2023, but also recommended that the PRME Principles be lightly 'refreshed' to align with the proposed changes to the SIP reports and the changing business landscape. Some of the changes they recommended were to add principles that spoke to signatories' own operations and the commitment to continuous learning through the application of responsible and accountable practices into their own operations, which ultimately supports the implementation of the **Ten Principles of the UN Global Compact** in academic institutions around the world. They also proposed to make the Principles more declarative and assertive, rather than simply aspirational.



## PRME PRINCIPLES TASK FORCE (PPTF)



**Tima Bansal**  
Chair, PPTF  
Founder, Network for Business Sustainability



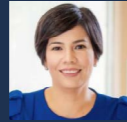
**Jim Walsh**  
Member, PPTF  
Former President, Academy of Management



**Isak Axelson**  
Member, PPTF  
Former PRME Secretariat member, PRME Student Advisor at Stockholm School of Economics



**Morris Mthombeni**  
Member, PPTF  
Dean, Gordon Institute of Business Science



**Christiane Molina**  
Member, PPTF  
Research Professor, EGADE Business School

## GLOBAL CONSULTATIONS

The PRME Principles Task Force (PPTF) has been building its work on the 2015 and 2019 PRME strategic reviews as well as the PRME SIP Impact Sub-Committee (created by PRME's Board on 30 November 2020).

Since the PPTF's creation in October 2022 it has called on the PRME community, UN Global Compact, and external stakeholders to engage in global consultations spanning eight months:

### Focus Groups

Several focus group sessions with 44 participants from 26 countries from all PRME constituencies (Chapters, PRME Global Students, Champions, and Working Groups), UN Global Compact, PRME's

Founding Partners (**AACSB International**, **European Foundation for Management Development**, **Globally Responsible Leadership Initiative**, and the **Academy of Business in Society**) and external stakeholders.

### Surveys

- Two Surveys
- 106 respondents from 44 countries
- 250+ pages of feedback report

### Communications and Outreach

- PRME Newsletter announcements
- Social Media posts
- Email blasts
- A dedicated session at the 2023 PRME Global Forum



## THE PRINCIPLES

### Preamble

As institutions of higher education, we prepare people to serve society and safeguard our planet with their work in and for organizations. Grounded in the principles of sustainable development, we believe that all people have the right to live with dignity and to meet their needs without compromising the ability of future generations to meet theirs. Responsible management education, therefore, seeks to develop people who will help their organizations create inclusive prosperity while promoting freedom, justice, and peace within regenerative and resilient natural ecosystems.

To be responsible is to be attentive to impact and time. Responsible decision makers look forward and back as they live in the moment. Looking ahead, they are responsible not just to current and future generations but to all life on the planet. Looking back, they are accountable for their actions, those taken and those avoided.

And so, with enthusiasm, we join a worldwide community of like-minded educational institutions to promote our aspirations, document our initiatives, share our lessons learned, and help each other address our challenges. By embracing these seven principles, we hope to inspire and enable a better world through responsible management practices.



### Purpose

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



### Partner

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



### Values

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



### Practice

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



### Teach

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



### Share

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



### Research

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

# EQUIPPING FOR IMPACT

In the rapidly evolving landscape of business education, the concept of *Equipping for Impact* is a dynamic and unifying vision that transcends traditional boundaries. It reflects a collective commitment by business schools, educators, students, and the Principles for Responsible Management Education (PRME) initiative to prepare the next generation of leaders with the knowledge, skills, and values needed to create a positive and lasting impact on society and the environment.

*Equipping for Impact* represents a paradigm shift for business schools. It entails a comprehensive transformation in several key areas including curricular transformation, experiential learning, measurable outcomes, collaborations and partnerships, faculty development, and institutional prioritization. It is the role of business schools to prioritize systems and governance that enable these changes at the highest level.

PRME seeks to support transformation in business schools and management curriculum by creating supportive pathways for engagement, knowledge sharing, and connection within the PRME community. Through projects such as the Impactful Five (i5), educators receive training and support, equipping them to inspire and challenge students on their journey to becoming responsible and impactful leaders. Going beyond the classroom context, the ultimate goal of *Equipping for Impact* emphasizes student skill set development. Initiatives such as the PRME World Tour, Climate Literacy Training, and our new Sustainable Travel and Events guide seek to equip the PRME community with opportunities to advance their own engagement in responsible management education by empowering those around them and advancing the mission of PRME globally.

*Equipping for Impact* embodies the core principles of PRME to transform business education in order to address the pressing challenges of our time. In working to make institutional commitments for oneself, business and management education can contribute to the creation of a more sustainable and socially responsible community for the achievement of the SDGs.



**HIGHLIGHT:**  
**PRME Working Group on Anti-Poverty**

**Responsible Management Education Research (RMER) Conferences** are opportunities for educators, administrators, professionals working in responsible management and students to come together for dialog. The 10th RMER Conference in Lisbon featured five students from Radford University who presented their year-long work on Wicked Problems to conference delegates. The student team, led by Tay Keong Tan, a long-standing Anti-poverty WG member, presented not only their solutions to three wicked problems (proliferation of autonomous weapons, prevention of pandemics arising from zoonotic outbreaks, and the management of speculative bubbles in cryptoassets), but also what wicked problems are and how they got interested in solving such problems. Conference delegates warmly applauded the students at the Festival's conclusion. Students were honored with individual certificates of achievement at the Conference. All five students remarked similarly: "I could never have imagined that when I began my studies, I would be presenting at an international conference – and in Lisbon, no less! I now have ideas for my current studies and motivation for graduate school."



# THE IMPACTFUL FIVE (i5)

In 2023, the PRME community celebrated the much-anticipated launch of the comprehensive i5 Playbook, marking a pivotal moment in our commitment to innovative pedagogy. Available in multiple languages, including English, Spanish, Portuguese, Hindi, Arabic, Russian, and French, this resource underscores our dedication to accessibility and global reach, ensuring educators worldwide can leverage its insights for impactful teaching. The i5 project developed the playbook in collaboration with the LEGO Foundation and Harvard's Project Zero, dedicated to research in playful and innovative pedagogies.

Throughout the year, we hosted i5 workshops, trainings, and dialogues that buzzed with energy, serving as vibrant hubs for knowledge exchange and skill development. These interactive sessions equipped educators with the tools to make learning meaningful, joyful, engaging, social, and iterative, and sparked dialogues on the complexities of teachings and pressing global challenges.

Our commitment to scaling the i5 project was mirrored in our research and conference endeavors. By aligning scaling efforts with the insights gleaned from i5 research and conferences

such as AOM, BAM, IAM, and ANZAM, we ensured that innovative pedagogical practices could proliferate on a global scale, reaching educators and students far and wide.

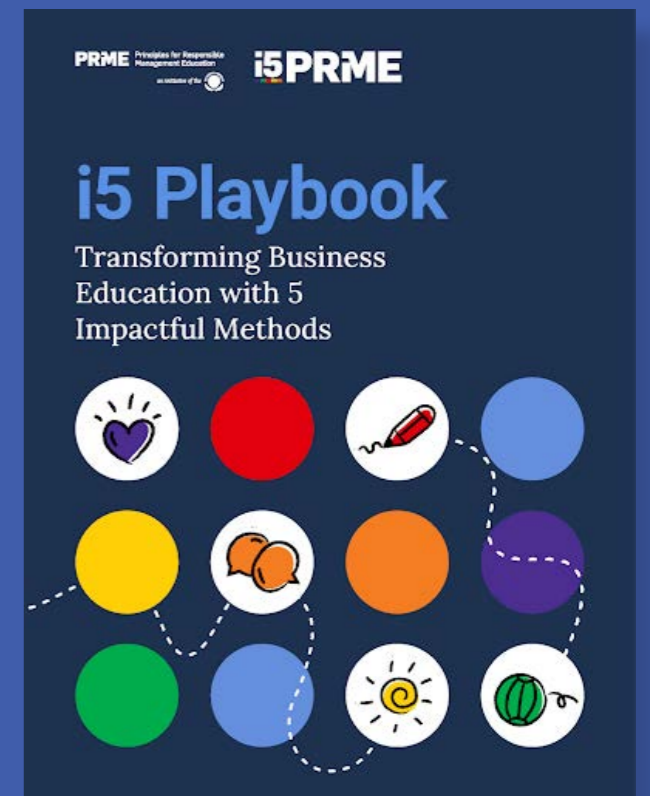
The i5 project collaborated with Sulitest which utilized assessment tools to foster community inclusion through two pioneering pilots. We also collaborated with Polygraph and Data face to develop a digital, playful and interactive version of the i5 Playbook throughout 2023. We look forward to the launch of the digital Playbook and the i5 Data Story in 2024! These initiatives not only fostered global relevance but also provided invaluable data on participant engagement, steering our collective efforts towards more inclusive and effective educational practices moving forward.

In 2023, the PRME community stood at the forefront of educational innovation, driven by a shared vision of equipping future leaders with the skills to tackle sustainable development challenges head-on. Through collective action and collaboration, we continue to push the boundaries of traditional teaching, ushering in a new era of transformative pedagogy.



## INTRODUCING THE i5 PLAYBOOK

The **i5 Playbook** launched during the Global Forum in June of 2023! Through collaboration with Project Zero at the Harvard Graduate School of Education, PRME analyzed the landmark "Learning through Play" research from The LEGO Foundation childhood and youth development research-spheres to create a pedagogy for the higher education business school context. These findings were translated into a Playbook for educators from the PRME community to utilize as a tool in their classroom and to better engage with the i5 characteristics of making learning meaningful, fostering joy and well-being, facilitating active engagement, developing supportive social interaction, and designing for iteration. The Playbook is not only a tool, but a call-to-action for business educators who believe in the power of Sustainable Development Goals (SDGs). Through i5, educators can unleash the potential of their students and develop a generation of responsible leaders who are committed to making a positive impact on the world.





**HIGHLIGHT:  
PRME Chapter ASEAN+**

PRME Chapter ASEAN+ organized the i5 Training and i5 Grant Competition for Innovative Pedagogy for the region's PRME signatory business schools from 12 April – 14 April 2023. The event began with a two-day training by the Steering Committee on the i5 framework. To bring the i5 program to fruition, PRME ASEAN+ created the i5 Grant Competition for Innovative Pedagogy. The competition saw 17 educators and 9 presentations from the ASEAN region compete for four grants worth USD 2430 each. The event showcased diverse teaching pedagogies by educators. Some focused on using social enterprise to develop innovative solutions to social challenges. Others utilized business game simulations to enhance core competencies among accounting undergraduates.

**HIGHLIGHT:  
PRME Chapter UK & Ireland**

The UK and Ireland Chapter Developing Pedagogy competition has run since 2020, initiated in recognition of the financial barriers that often exist preventing individuals and groups from putting their innovative teaching ideas into practice. In 2023, this competition included a specific Impactful Five (i5) strand to support educators looking to integrate ideas from the i5 project into their classrooms. Two projects were supported with funding: The team from Cork University Business School, led by Dr. Sean Tanner, used the funding for four interventions employing elements of simulative and competitive play. The project leads found 'Teach, Play, Lean, Repeat' had a fantastic impact on class dynamics, with students highlighting how they came to appreciate and learn from others' experiences and perspectives. The team from Royal Holloway University London, led by Dr. Lucy Gill-Simmen, collaborated with an artist for their 'Self-Portraiture – Empowering Students to Make a Difference' project. Students threw themselves into the creative work and commented how a non-judgmental creative space facilitated new understandings of fellow students and an opportunity to open up and connect, not only with their own self but with others too.



# WORLD TOUR RESEARCH PAPER DEVELOPMENT WORKSHOPS

THE PRME WORLD TOUR SUCCESSFULLY COMPLETED ITS SECOND OF A THREE-YEAR JOURNEY TO BRING PAPER DEVELOPMENT WORKSHOPS TO THE PRME CHAPTERS, WITH TWO ADDITIONAL WORKSHOPS HELD IN 2023.

The central idea of the World Tour is to support early-career as well as mid-career scholars in bringing research to publication, as part of the field's commitment to relevant and timely research insights that advance responsible management and sustainable development around the world. The PRME World Tour also has a more general ambition of supporting the professionalization of the scholarly field of responsible management research, by increasing the range of voices heard as authors and representing concerns too often marginalized or excluded from the most prestigious journals.

The PRME World Tour Organizing Committee, in collaboration with the PRME Chapters, produces local workshops throughout 2022-2024 for the regional networks. Concretely, the PRME World Tour aims to provide developmental advice and mentorship from senior scholars in a workshop mode.

The focus is on feedback toward success in the peer review process, not paper presentations. The ambition is to support the development of both empirical and conceptual work from PRME communities, especially those where publication has historically occurred in local, perhaps non-English language journals, and where accordingly international readership and recognition may have been limited.

The PRME World Tour Research Paper Development Program is made possible by the generous partnership of two of the world's leading international journals in the responsible management and business-in-society field: **Business & Society** and **Journal of Business Ethics**. The Organizing Committee is chaired by a former co-editor of **Business & Society** and includes senior scholars from both journals with research experience from different world geographies, in addition to senior scholars and mentors from other relevant journals

In 2023, the PRME World Tour Organizing Committee welcomed Prof. Collins Ntim, Professor of Accounting, Department of Accounting, Southampton Business School, University of Southampton, UK; Associate Editor, **Business & Society**. The Committee also suffered a tragic loss with the passing of Prof. Ivan Montiel. May he rest in peace.

## ORGANIZING COMMITTEE



**Andrew Crane**  
Chair of the Organizing Committee (UK)



**Kathleen Rehbein**  
Organizing Committee Member (USA)



**Collins Ntim**  
Organizing Committee Member (UK)



**Scott Taylor**  
Organizing Committee Member (UK)



**Ivan Montiel (In Memoriam)**  
Organizing Committee Member (USA)



**Premilla D'Cruz**  
Organizing Committee Member (India)

## 2023 WORKSHOPS



### 3 March: India

The PRME World Tour Paper Development Workshop India was held on 3 March 2023, organized and facilitated by Dr. Chandrika Parmar, Chair of PRME Chapter India. Additionally, Prof. Premilla D'Cruz, *Journal of Business Ethics*, Prof. Ernesto Noronha, *Journal of Business Ethics*, and Prof. Hari Bapuji, *Business & Society*, co-organized the workshop.

The event saw the participation of over 100 institutions from around the country and more from around the world. Over 50 papers were received out of which 41 were shortlisted for publication in internationally acclaimed management journals. The workshop welcomed 20 mentors from 17 business schools from around the world to provide their feedback on the papers.

Laura Spence, Professor of Business Ethics at Royal Holloway, delivered the keynote address.

### 29 November: Australia & New Zealand

The PRME World Tour Paper Development Workshop Australia & New Zealand (AUSNZ) was held in conjunction with the 13th Australian Business Ethics Network (ABEN) Conference at Macquarie University.

The event was executed in two parts, a closed paper development workshop for those that submitted papers for review, and an open-to-the-public editors panel. It was hosted and organized by the Chair of PRME Chapter AUSNZ, Dr. Rob Hales, Prof. Michelle Greenwood, *Journal of Business Ethics*, and Prof. Hari Bapuji, *Business & Society*, who co-organized the sessions with assistance from Tracy Wilcox.

## CLIMATE LITERACY TRAINING

Originally developed by the PRME Champions, with leadership from Nottingham Trent University in collaboration with **oikos International**, **The Carbon Literacy Project**, and the PRME Working Group on Climate Change and the Environment, the PRME Climate Literacy Training (CLT) leverages a “train-the-trainer” approach to help academics, students, and other participants become certified Carbon Literate. The programming encourages participants to adopt pragmatic climate solutions in their own life and work. Carbon Literacy Trainings through PRME are offered in a virtual format, increasing the reach and accessibility of these workshops.

Training typically takes place over four two-hour sessions - plus a session dedicated to reviewing the assessment form prior to submission - and includes the following topics:

- The basic science behind the climate crisis;
- The impact different sectors such as food have on our climate and vice versa;
- Climate Change mitigation tools for your discipline or/and function;
- Solutions with the highest impact;
- Strategies and skills for communicating and/or teaching climate actions; and
- Personal possibilities to take action privately and in your current/ future professional role.

In addition, participants who complete the training receive a full certificate issued by [The Carbon Literacy Trust](#) in Manchester, UK. In 2023, PRME offered two Carbon Literacy Trainings to the community, one in June/July and one in November/December, both led by Prof. Petra Mothlan-Hill, Co-Chair of the PRME Working Group on Climate Change and the Environment with colleagues from supporting organizations.

### AT THE PRME-LED TRAININGS THIS YEAR, WE SAW



### PRME IS PROUD TO OFFER THIS TRAINING TO THE COMMUNITY AND LOOKS FORWARD TO SCALING ITS IMPACT THROUGH EVEN MORE SESSIONS IN SUBSEQUENT YEARS



## SUSTAINABLE TRAVEL AND EVENTS GUIDANCE

PRME implements its mission through engaged reporting, sharing and developing resources, but also importantly, through local, chapter-based, and international convening and events. These events, at all scales and in each modality, are a vital means of fostering global collaboration, knowledge exchange, and understanding. However, it's critical to acknowledge the environmental, climatic, and equity implications of these convenings. These events inadvertently contribute to environmental degradation, climate change, and unequal access to information dissemination and networking opportunities. In response to these challenges, the PRME Working Group on Climate Change developed guidance for the PRME community to adopt sustainable travel and conference methodologies in alignment with the pressing need for climate action.

The [PRME Sustainable Travel and Events Guidance](#) focuses on five key fundamentals:

- Virtual First
- Geographic Flexibility
- Travel Methods
- Event Sustainability
- Continuous Enhancement

The Guidance has been developed as both a PDF for download as well as a website for accessibility and includes recommendations and best practices to increase engagement and equitable representation in authentic and meaningful exchange of experiences and solutions with the lowest environmental footprint possible. The Guidance was presented and well received during the 2023 PRME Global Forum. This resource directly ties into the Practice Principle of Responsible Management Education and will be a useful tool in planning PRME convenings.

# EXCHANGE KNOWLEDGE



PRME wholeheartedly endorses and champions the concept of *Exchange Knowledge* as a pivotal force in the transformation of business education for sustainable development.

To *Exchange Knowledge* is to support the spirit of collaboration. PRME firmly believes that the traditional approach to education, which often tends to be one-directional, must evolve to embrace a more interactive and participatory model. Beyond the context of the business school classroom, we seek to enable collaboration that empowers students, educators, and higher education leaders with a holistic view of the complex challenges our world faces where no single discipline or perspective can offer comprehensive solutions. It fosters an appreciation for diverse viewpoints, cultures, and ideas, nurturing cross-cultural competence and empathy – skills that are essential for responsible and sustainable leadership. In an increasingly interconnected world, a global perspective is invaluable.

PRME advocates for the widespread adoption of *Exchanging Knowledge* among business schools and institutions worldwide. We believe that by fostering a community of practice where PRME Signatories, educators, and all stakeholders can share best practices, challenges, and success stories, we can enrich the learning experiences of students. Some examples of our commitment to *Exchange Knowledge* include the SDG Integrations Repository, the collective work of PRME Champions, our robust PRME Global Students network, Working Groups, and the very act of reporting on business school activities related to the Principles for Responsible Management Education.

Through PRME's efforts to *Exchange Knowledge*, we seek to equip the next generation of business leaders with the skills and mindset needed to drive sustainable development, fostering a world where businesses and organizations prioritize not only profit but also their social and environmental impact.

## 2023 PRME CHAMPIONS

In 2013, PRME initiated a two-year pilot group of committed signatories to collaboratively address barriers to sustainability principles implementation. 10 years later the PRME Champions continues to be a group of engaged institutions willing to take their commitment to the PRME Principles to another level and collaborate to achieve the SDGs.

The 2023 cycle has been marked by inspiring initiatives and collaborative efforts among 47 institutions. There were five meetings during the year, with the return to in-person meetings as an important milestone in June.

The mission of the PRME Champions is to contribute to thought and action leadership on responsible management education in the context of the United Nations sustainable development agenda. To advance this mission in 2023, Champions developed a new repository on inspiring SDG Integrations into Curriculum, Research and Partnerships. This digital resource serves as an extension of the original Blueprint for SDG Integrations for educators worldwide.

Another important highlight of the cycle was the connection with the Impactful Five (i5) project. The Champions were invited to exclusive engagement opportunities to develop resources and tools for the wider community and strategize on the future of the project. In addition to the Playbook, the "Impactful Five (i5) Viewbook" highlighted examples of Champions schools integrating the i5 characteristics into their pedagogical practices. Champions participated in four exclusive introductory workshops between January and March and four i5 Coffee Chats between February and April.

Roundtable Discussions for Champion School Deans were offered in 2023 to better understand what challenges Deans currently face related to pedagogical development and how PRME can support pedagogical innovation for sustainable development at individual universities through opportunities, resources, and partnerships.



Special thanks to the participating Deans and their contributions:

- Steve McGuire, Dean of the University of Sussex Business School
- Danica Purg, President of Bled School of Management
- Michelle Grimes, Executive Dean of School of Business Conestoga College
- Ajit Parulekar, Director at Goa Institute of Management
- Adoración Álvaro-Moya, Dean of the School of Business, Economics and Law, CUNEF Universidad
- Morris Altman, Dean of the University of Dundee School of Business
- Aron O'Cass, Dean of the La Trobe Business School
- See Kwong Goh, Deputy Head of School of Education, Monash University
- Reto Steiner, Dean at ZHAW School of Management and Law
- Baback Yazdani, Executive Dean of Nottingham Business School
- Kristina Genell, Dean of the Faculty of Business, Kristianstad University
- Lerzan Aksoy, Dean of Gabelli School of Business, Fordham University
- Vichita Ractham, Dean of College of Management, Mahidol University
- Segran Nair, Director of Milpark Business School
- Jorg Bley, Dean of International Business School Suzhou at Xi'an Jiaotong-Liverpool University
- David Park, Dean of Nottingham University Business School
- Amanda Pyman, Dean of Deakin Business School

A major output of the 2023 Champions cycle was a Manifesto calling PRME Champions and Signatory Members to reaffirm their commitment to SDG 4 and its associated targets through their institutions' research, education and advocacy. The Manifesto was developed as a direct result of the stocktake marking the halfway point in the 2030 Agenda and the Champions meeting in September in Lisbon, Portugal.

In 2023 Champions underwent a review process that included consultations with key community members, partners and the UN Global Compact to refine the program's value proposition, benefits to participating institutions and contribution to PRME's overall mission. Resulting changes include increasing the duration of participation cycles from one to two years, updating requirements for participation, project models and the return of in-person meetings.



## PARTICIPANTS IN 2023

- Almaty Management University Kazakhstan
- Audencia Business School France
- Birla Institute of Management Technology India
- Bucknell University Freeman College of Management United States
- Budapest Business School - University of Applied Sciences Hungary
- College of Management, Mahidol University Thailand
- Conestoga School of Business Canada
- Copenhagen Business School Denmark
- CUNEF Universidad Spain
- Deakin Business School Australia
- EGADE Business School, Tecnológico de Monterrey Mexico
- ESPAE, Graduate School of Management, ESPOL Ecuador
- Fachhochschule Graubünden (University of Applied Sciences of the Grisons) Switzerland
- Gabelli School of Business, Fordham University United States
- Glasgow Caledonian University, Glasgow School for Business & Society United Kingdom
- Goa Institute of Management India
- Gordon Institute of Business Science South Africa
- Gordon S. Lang School of Business and Economics Canada
- Hanken School of Economics Finland
- IEDC-Bled School of Management Slovenia
- International Business School Suzhou at Xi'an Jiaotong-Liverpool University China
- International Institute for Management Development (IMD) Switzerland
- Iscte Business School Portugal
- Kemmy Business School at University of Limerick Ireland
- Kristianstad University Sweden
- La Trobe Business School Australia
- Milpark Business School South Africa
- Newcastle Business School, Northumbria University United Kingdom
- Nottingham Business School, Nottingham Trent University United Kingdom
- Nottingham University Business School United Kingdom
- Nova School of Business and Economics Portugal
- Queen's Management School United Kingdom
- School of Business, Economics and Law at the University of Gothenburg Sweden
- School of Business, Monash University Malaysia Malaysia
- School of Business, University of Dundee United Kingdom
- School of Management Universidad Externado de Colombia Colombia
- Seattle Pacific University United States
- Sobey School of Business, Saint Mary's University Canada
- T A Pai Management Institute, Manipal Academy of Higher Education, Manipal India
- The Stockholm School of Economics Sweden
- UC Business School, University of Canterbury New Zealand
- University of Cape Town Graduate School of Business South Africa
- University of Plymouth United Kingdom
- University of Stirling United Kingdom
- University of Sussex United Kingdom
- Woxsen University India
- Zurich University of Applied Sciences (ZHAW) Switzerland














# SDG INTEGRATIONS REPOSITORY

Between 2018 and 2020, one of the PRME Champions group projects was the creation of the [SDG Blueprint](#), with the intention of providing concepts and frameworks to support business schools – both PRME Signatories and non-signatories – as they integrate the SDGs into their curricula, research and partnerships. It was also a way to bring a practical focus on this journey by offering examples of approaches already adopted by business schools. PRME acknowledges that integrating and/or mainstreaming the SDGs into the business school context is a dynamic process with no “one size fits all” solution.

In this spirit, the second phase of the process was to create a digital repository for publishing examples of SDG integration into Curriculum, Research and Partnership. In 2023, 200 examples were submitted from the PRME Champions, which were reviewed by a volunteer task force\* led by Alec Wersun (Glasgow Caledonian University) and Laura Steele (Queens Business School).

 <b>Laura Steele</b> Queen's Management, UK	 <b>Alec Wersun</b> Glasgow Caledonian, UK	 <b>Tess Onaji-Benson</b> GIBS, South Africa
 <b>Chimene Nukunah</b> Milpark, South Africa	 <b>Craig Anderson</b> University of Stirling, UK	 <b>Jorge Rodriguez Rodriguez</b> ESPOL, Ecuador
 <b>Gustavo Loiola</b> PRME Secretariat, Brazil	 <b>Jane mulatz</b> Sobey School of Business, Canadá	 <b>Shariq Sheikh</b> Glasgow Caledonian, UK

**The repository** presents concrete examples and best practices from PRME Champion schools around the world and offers actionable steps for integrating the SDGs across three key pillars:

**Curriculum:** The shared examples demonstrate various strategies for weaving sustainability themes into existing courses, developing dedicated SDG-focused courses, and fostering interdisciplinary learning. Resources like case studies, simulations, and project ideas equip educators with the tools to bring the SDGs to life in the classroom.

**Research:** The repository encourages research agendas that tackle pressing SDG challenges. It highlights successful university-industry research partnerships and showcases innovative

research projects addressing SDG-related issues, demonstrating the power of academic inquiry in driving sustainable solutions.

**Partnerships:** Recognizing the importance of collaboration, schools are presenting exemplary partnerships between business schools, community organizations, government agencies, and businesses. These partnerships leverage diverse expertise and resources, maximizing the impact of SDG initiatives.

To date, more than 100 examples have been collected from 47 PRME Champion schools and are being made available on PRME's website. Future plans include integrating the repository with PRME Commons.

## HIGHLIGHT: PRME Working Group on Sustainability Mindset

The University of Derby incorporated the Sustainability Mindset assessment in a new MSc programme for business leaders that was launched in March 2023. This MSc aligns to ESD pedagogical approaches with programme learning outcomes based on the eight sustainability competencies identified by UNESCO Education for Sustainable Development Goals (2017). The institution aims to give a reflexive focus on values and purpose exploration and the aforementioned sustainability competencies as learning outcomes.



# PRME GLOBAL STUDENTS

## YOUTH LEADERSHIP IN THE SUSTAINABLE DEVELOPMENT AGENDA

The PRME Global Students (PGS) initiative that engages students at Signatory Member institutions saw various programmatic achievements and governance innovations in 2023. To expand its governance network, PGS implemented a co-leadership model that includes two Regional Leaders leading each of the nine global regions, and two Co-Coordinator leading each of the five projects within the PGS Portfolio. One co-leader will now cycle out of leadership every six months to enable better leadership continuity in project management. Additionally, having like-minded individuals working side-by-side as partners has made the student journeys in PGS more meaningful and joyful, thus keeping their morale up throughout their co-leadership engagement.

In 2023, PGS experienced a significant increase in applications received to join our leadership teams, revealing a growing interest in joining PGS as well as greater awareness of PGS across the PRME global community. PRME Secretariat collected 326 applications from candidates worldwide, representing a 265% increase compared to 2022.

Among these applicants, 103 students representing 32 countries and 58 Signatory Members were selected as Regional Leaders and Task Force Coordinators and Members. Together, these students advanced PGS's three fundamental pillars - Awareness, Advocacy, and Collective Action - creatively, collaboratively, and impactfully.

## AWARENESS

Greater awareness of PGS' work and momentum was evidenced by not only more applicants but also the quality of connections between PGS Regional Leaders and PRME Chapters. Chapter Steering Committees were consistently in contact with their respective Regional Leaders to develop joint strategies to identify and reach out to local sustainability-oriented student organizations, and organize events, trainings, and other student-focused activities. Some Chapters even created a 'Head of Student Engagement' position in their Steering Committees to maintain a dedicated capacity to interact with PGS.

PGS' global influence also grew as a result of local and global interactions with other student-led networks such as **oikos International**, **Re\_Generation**, **HESI SAG**, and others. PGS experienced a significant expansion of social media followers and newsletter subscribers in 2023. The PGS Newsletter Taskforce remarkably increased their subscribers by 557% over 2022. The PGS Social Media Taskforce also produced an increase in followers across their channels. For instance, the PGS LinkedIn page saw a 72% increase in followers.



## ADVOCACY

In 2023, the PGS presence was felt amongst many existing advocacy arenas. In June, 10 selected students attended the PRME Global Forum in New York. These students were awarded a fully sponsored trip to New York as winners of the Conscious Capitalism Competition, organized in partnership with MarketPlace Simulations. During the PRME Global Forum, they not only brought the student perspective to various panel discussions and engaged in networking events, but also ran a live simulation of the Conscious Capitalism Competition with event participants.

### HIGHLIGHT: PRME Chapter DACH

PGS students from PRME Chapter DACH also had a presence at the 10th RME Research Conference in Lisbon, where they presented their projects from the DACH PGS Student Ambassador Program. These students from Germany, Austria, Switzerland, France, Netherlands, and Belgium also hosted a panel discussion that provided more information of the Program and developed joint ideas with faculty on how to push this initiative further. Chapter DACH received funding for 8 students to participate in Lisbon from **Global Compact Network Germany**.



As far as creating their own advocacy arenas, the 2023 PGS Annual Summit was successfully held virtually in October. In its second edition, the PGS Annual Summit showcased itself as a global arena for the purposeful exchange of local, regional, and international youth-led experiences in addressing the most relevant and pressing challenges our planet and society are currently facing. The event was divided into Eastern and Western blocks to accommodate worldwide time zones, and brought together 616 attendees from 61 countries and 36 speakers for 16 virtual sessions focusing on climate change, gender equality, inclusive economy, digital transition, and curriculum innovations.

**COLLECTIVE ACTION**

One of PGS's central objectives is to promote student skill sets and career development by connecting them to academics and professionals in various fields. In 2023, PGS pursued that goal by implementing different projects, such as the mentorship program developed by the PGS Careers Taskforce and the PGS Ambassador Programs.

PGS Careers implemented the first pilot of its mentorship program in 2023, which engaged 10 students and five mentors (faculty). Students filled out career assessments that identified their interest areas as well as strengths and weaknesses in employability skills. Students were paired with mentors for a two-month mentorship cycle to improve their employability skills and develop clearer career plans. The PGS Careers

Taskforce also developed a Skill Set Playlist to support this process by providing various resources for improving hard and soft skills. Feedback from this pilot was highly valuable, so both students and mentors contributed comprehensive feedback on the entire program for future improvements.

Students around the world had the opportunity to dream and plan for collective action addressing PRME Working Group issue areas in the PGS Ambassador Program. Through various workshops and conversations with PRME Working Group faculty, researchers, and business people over 10 weeks, students were equipped and challenged to develop solutions as final projects. In 2023, PGS graduated 37 students representing 22 Signatory Members in eight countries through two cohorts with Chapters DACH and Middle East.

Finally, as part of their academic and professional development, the PGS Core Team (Regional Leaders and Task Force Coordinators) was constantly encouraged to apply their knowledge and skills to improving PGS' operations, governance, recruitment, programmatic structure, branding and communications. In order to better organize its governance, the PGS Core Team established three Committees: a *Human Resources Committee*, *Programs and Impact Committee*, and *Branding and Communications*

*Committee*. The Committees work together to advance specific agendas, present their proposals, and validate strategies in monthly PGS Core Team meetings. This governance innovation leads not only to greater efficiency in our network's continuous development but also enables students to interact beyond their regular competencies and learn from each other through joyful and constructive connections.



**HIGHLIGHT:  
PRME Chapter Middle East**

In December, PGS was present at the PRME Chapter Middle East 10th Regional Forum, which took place alongside COP28 in Dubai. Dozens of students from the PGS Ambassador Program in the Middle East participated in a dedicated session to present their final projects, thus bringing creative solutions to address climate action, poverty alleviation, and sustainable finance at the local and regional levels.



## PRME WORKING GROUPS

PRME Working Groups aim to deepen collaboration in and across Higher Education Institutions by focusing on specific issues relevant to corporate sustainability and responsibility in line with the United Nations' 17 Sustainable Development Goals. By doing so, they facilitate collaborative opportunities for engagement and learning around teaching and research aimed at supporting PRME's vision to create a global movement to drive thoughtful leadership on responsible management education.

PRME currently has nine active Working Groups focused on specific issue areas, namely: *Anti-Corruption in Curriculum Change*, *Anti-Poverty*, *Business and Human Rights*, *Business for Peace*, *Climate Change and Environment*, *Gender Equality*, *Humanistic Management*, *Sustainability Mindset and Sustainable Finance*.

In 2023, the leadership of the Working Groups met three times (i.e. April, August, and November) not only to exchange knowledge about undertaken activities and practices but also to discuss potential collaborative efforts and interactions.

By showcasing selective examples of resources developed and activities led by Working Groups during 2023 throughout this report, it is hoped that readers will enjoy hearing about their contributions to advance PRME's mission through their diverse activities and efforts.

To align the existing Working Groups with its mission and the context in which it aspires to

make significant contributions, PRME began a refresh project for Working Groups in 2023.

The refresh's purpose is to reassess Working Groups' contributions as part of PRME's drive for continual improvement in meeting its strategic goals.

Thank you to all PRME Working Group Chairs for their involvement and continuous support, namely: Christian Hauser (Anti-Corruption in Curriculum Change), Milenko Gudic and Alfred Rosenbloom (Anti-Poverty), Dorothee Baumann-Pauly and Michael Posner (Business and Human Rights), Jason Miklian (Business for Peace), Petra Molthan-Hil and Alex Hope (Climate Change and Environment), Maureen Kilgour (Gender Equality), Michael Pirson (Humanistic Management), Isabel Rimanoczy and Mary Grace Neville (Sustainability Mindset) as well as Megan Kashner, Dave Chen, and Jaap Bos (Sustainable Finance).



### HIGHLIGHT: PRME Chapter Middle East & PRME Working Group on Anti-Corruption

A collaboration between academic researchers, business school instructors from around the world from PRME and **GBSN** networks, and labor rights experts from the **International Labour Organization (ILO)** has resulted in the development of open-source teaching resources on labor rights in business. All teaching resources are available as open-source and can be used as "plug-and-play" modules in class, including case studies, videos with topic experts, and adapted session outlines from instructors around the world.

## PRME CHAPTERS

PRME Chapters were more dedicated to advancing PRME's mission and vision than ever in 2023. The year was marked by impressive growth, both qualitatively and quantitatively, including new capacity-building resources, the scaled programmatic rollout of the PRME World Tour Research Paper Development Workshops, the Impactful Five (i5) project, numerous student and pedagogical competitions, and several Chapters celebrated a decade since their establishment.

As we become further removed from the heights of the COVID-19 pandemic, PRME was delighted to offer more opportunities for collaboration and connection for its members. 26 Chapter leadership members from 11 Chapters convened in person at the PRME Global Forum in June and made intentional connections and commitments to support one another. 94 Chapter Leadership members gathered virtually in October for the 4th Annual PRME Global Chapter Forum for sessions filled with helpful feedback, rich dialogue, and concrete commitments to the PRME movement.

For the first time in PRME's history, PRME Chapters were provided financial support, through the Impactful Five (i5) project and the new Chapter Development Fund to develop competitions, host research paper development

workshops, hire administrative support, and attend strategically important meetings and conferences, among other things.

The support of the PRME Global Chapter Council (GCC) was instrumental in the prosperity of Chapters over the past three years, and the 2021-2023 members' mandate was consummated by the launch of new PRME Chapter Fundraising and Collaboration Guidelines that will catalyze and align even greater efforts for Chapters in 2024 and beyond.

### HIGHLIGHT: PRME Working Group on Business and Human Rights

During 2023, Chapter Middle East Members of the PRME Working Group on Anti-Poverty contributed to the publication of a book titled 'Financial Freedom for All' in conjunction with Century Financial, a regional investment services provider. Targeting blue-collar workers in the Middle East region, the book launch took place at the PRME Chapter Middle East 10th Regional Forum.



# RESPONSIBLE MANAGEMENT EDUCATION WEEK & PRME GLOBAL FORUM

In 2023, PRME launched the first-ever Responsible Management Education (RME) Week. Hosted by Fordham University's Gabelli School of Business, in New York City 12–16 June 2023, which included the PRME Global Forum. The week encompassed various discussions, talks, workshops, and social gatherings brought forth by key partner organizations. Contributing organizations included the Sustainability Centres Community by the **Network for Business Sustainability** and **MIT Sloan Sustainability Initiative**, the **International Humanistic Management Association**, the **Wharton School of the University of Pennsylvania**, the **Tipping Point Fund on Impact Investing**, **Positive Impact Rating** and the **Financial Times**.

RME Week provided educational players with the skills and inspiration needed to address important global concerns with the aim of transforming the business education landscape. Over a thousand participants from 75 countries, both in-person and online, connected to foster a joint commitment to balance economic and sustainability goals in education.



## 2023 PRME GLOBAL FORUM

The PRME Global Forum originated in 2008 as an event intended to bring together all of PRME's stakeholders: students, faculty, deans, board members, and others, in discussion about the latest innovations and challenges in responsible management education. This year was the 11th edition of the Forum and its first in-person iteration since 2017.

The 2023 PRME Global Forum's strategic vision was to accelerate and scale the global collective impact of responsible management education. It brought together stakeholders from business, academia, the United Nations, the public sector, and the PRME community to accelerate the positive impact responsible management and business education is making on the leaders of tomorrow.

The topics discussed in the 2023 Global Forum included:

- Current pedagogies need to be adapted to equip leaders with the holistic, thoughtful, and dynamic views the world needs.
- Climate education leadership has never been more important for tackling the climate crisis as learning gaps remain in preparing current and future leaders for current and future climate challenges.
- Digital innovation presents both tremendous opportunities and challenges for the business sphere. The digital revolution and the challenges we face will require us to embrace our core human values.

- We need to drive business toward humanistic leadership that acknowledges how human dignity plays an important role in impactful business.
- Advancing strategic partnerships for impact and amplification.

There were also key moments where new initiatives and projects were shared with the PRME community for the first time:

- The launch of PRME's Impactful Five (i5) project to the community, the i5 Playbook, as well as a full-day i5 workshop conducted in collaboration with **The LEGO Foundation**.
- An introduction to the upcoming PRME Commons which will replace the existing Sharing Information on Progress (SIP) reporting and instead present information from Signatories in dynamic and comparable ways.
- A collaboration with **Higher Education for Good's** YouthTalks to incorporate student voices into the discussion on Responsible Management Education.



### HIGHLIGHT: PRME Working Group on Humanistic Management

For Responsible Management Education Week, the Working Group on Humanistic Management received sponsorship pledges from Hopin, the Human Energy Project and Barry-Wehmiller for over two dozen faculty. These highly engaged working group members received scholarships to attend from many regions including locations across the US, Mexico, Canada, Peru, Belgium, Nigeria, the Hague, Spain and the Philippines. Humanistic Management organized two full days at the conference, including workshops, improvising music, and forming the next Humanistic Leadership Academy faculty cohort. In addition to a rich exchange of knowledge, it was the first time for many to gather in person on such a large scale since COVID; the energy and enthusiasm were palpable.

# MAKE MEASURABLE PROGRESS



In contrast to traditional comparison-centered benchmarks and rankings, PRME takes a distinctive approach through its Sharing Information on Progress (SIP) reports by prioritizing self-reporting by business schools. This approach, grounded in trust, accountability, and transparency, acknowledges the nuanced nature of the responsible management education journey. The PRME community comprehends the significance of contextualizing efforts within national and organizational contexts, considering their respective resource capacities. This approach aims not to compare dissimilar entities but to highlight best practices and identify areas requiring attention and improvement, thus ensuring a more holistic representation of sustainable practices.

Outcomes from SIP reporting have extensive implications for various stakeholders within business schools, encompassing academic and business leaders, staff members, and students, as well as the broader environments in which they operate. Through active participation in the bi-annual SIP reporting exercise, business schools contribute collectively to globally advancing responsible management education.

Refreshing the Principles for Responsible Management Education in 2023 allowed the wider community to come together to modernize the language of the Principles to today's age, align the Principles with SIP reporting, and add a Principle that speaks to Signatories' own operations.

PRME looks forward to advancing its commitment to making measurable progress through the development of the PRME Commons. This dynamic IT platform, which began development in 2023, will serve as a nexus for global business school collaboration starting in 2024, and enable self-reporting, evidence-sharing, and knowledge exchange. Aligned with the newly refreshed Seven Principles and SDGs, the platform will provide a structured way for PRME Signatories to track progress and contribute to responsible management education practices on a global scale.

# SHARING INFORMATION ON PROGRESS

Since the introduction of Sharing Information on Progress (SIP) reports in 2008, there have been over 2,800 reports submitted by business and management schools and made available on the PRME website. As the world and the very concept of sustainability have evolved over time, the importance of documenting the implementation of the Principles for Responsible Management Education and institutions' journeys has become apparent. SIP reports remain an invaluable tool for communicating progress to internal and external stakeholders and evidencing the commitment of the Signatories to responsible management education.

The RME ecosystem has seen different stakeholders collaborate for the evolution of sustainability and impact reporting, whether in the higher education environment or the business environment, yielding multiple frameworks and metrics of growing importance. The increased visibility of SDG and ESG metrics has highlighted the need for institutions to “walk the talk” in greater ways. This has prompted PRME to develop a new SIP reporting scheme to strengthen the convergence of responsible management education, impact and responsible business.

From January 2021 to June 2023, the PRME SIP Impact Sub-Committee, led by Wilfred Mijnhardt (Rotterdam School of Management), worked on the transition of PRME’s reporting mechanism to develop the SIP 2.0 - analyzing multiple frameworks, listening to different stakeholders in the responsible management education ecosystem and engaging the community in different consultative processes. This produced **Five Design Principles** that serve as foundational elements of Sharing Information on Progress that enable making measurable progress:

- 1. Beneficial to multiple users**  
SIP reporting creates value for individual faculty members and students, as well as center directors, deans, admissions/ placement/development officers, and the many external stakeholders who care about the state of business education in the world today (firms, NGOs/NFPs, government, media, prospective students, alumni, and donors).
- 2. Inspire for creativity & learning towards progress**  
Enable emulation, foster problem-solving, and encourage collaboration in pursuit of a better world.
- 3. Use the power of evidence-based strategic narratives**  
To leverage the power of story-telling, SIP reports capture narrative reports of a school’s work and add the counts and analytics of initiatives for quantitative assessments of impact.
- 4. Institutional learning journey**  
We want to hear about how schools plan and implement their initiatives, their successes, challenges, , challenges, failures, and of course, the impact of their work to enable members to learn from each other.
- 5. Inspired by open science values and smart technology**  
Explore the emerging (selectively open) knowledge base of stored information and analytics that will help business schools serve society by helping each member school best serve its own internal and external stakeholders.

## SIP 2.0 EARLY ADOPTERS

Between December 2022 and January 2023, Signatory Members were invited to pilot the new PRME reporting logic–SIP 2.0– via a new questionnaire. A group of 25 Signatory Members volunteered as early adopters and engaged in a 3-month process to provide recommendations for SIP 2.0’s new infrastructure for reporting. Early adopters’ biweekly contributions were pivotal to the progress and construction of the transition strategy.

The SIP 2.0 questionnaire facilitates knowledge sharing between business schools, promotes best practices, and streamlines the reporting process, leading to time and cost reductions for Signatory Members. It allows for flexibility in narrative writing while providing structure for each question, which enables a focused approach in both quantitative and qualitative data collection. It also establishes a clearer understanding of reporting requirements and promotes accountability within the PRME community. Utilizing a standardized format encourages collaboration and continuous improvement, while still allowing for unique institutional profiles.

We appreciate the work and commitment of the Early Adopter Signatory Members:

School	Member since	Country	Chapter
Gordon Institute of Business Science	2009	South Africa	AFRICA
Monash University Malaysia	2017	Malaysia	ASEAN+
De La Salle University - Dasmaringas	2012	Philippines	
Sasin School of Management	2019	Thailand	
Thammasat Business School	2008	Thailand	
Edith Cowan University School of Business and Law	2019	Australia	AUSNZ
Swinburne School of Business, Law and Entrepreneurship	2018	Australia	
Deakin Business School	2012	Australia	
Toulouse Business School	2008	France	BENELUX
ISAE Business School	2008	Brazil	BRAZIL
PUC São Paulo	2016	Brazil	
University of Pécs - Faculty of Business and Economics	2020	Hungary	CEE
Almaty Management University	2009	Kazakhstan	EURASIA
Nova SBE	2013	Portugal	IBERIA
ESADE	2008	Spain	
Goa Institute of Management	2011	India	INDIA
SDA Bocconi School of Management	2008	Italy	ITALY
Incae Business School	2008	Costa Rica	LAC
Cork University Business School	2021	Ireland	UKI
J E Cairnes School of Business & Economics	2021	Ireland	
Glasgow Caledonian University	2012	Scotland	
University of Dundee School of Business	2020	Scotland	
Edinburgh Business School Heriot-Watt University	2021	Scotland	
Kent Business School	2015	UK	
Queen's Management School	2017	UK	

# PRME COMMONS

The PRME Commons represents an innovative technological platform poised to contribute to responsible management education and sustainable development. The platform aims to facilitate global knowledge exchange among business schools, emphasizing responsible leadership and sustainable practices. It signifies a shift from traditional economic shareholder approaches to more inclusive stakeholder models, with the ultimate goal of societal betterment.

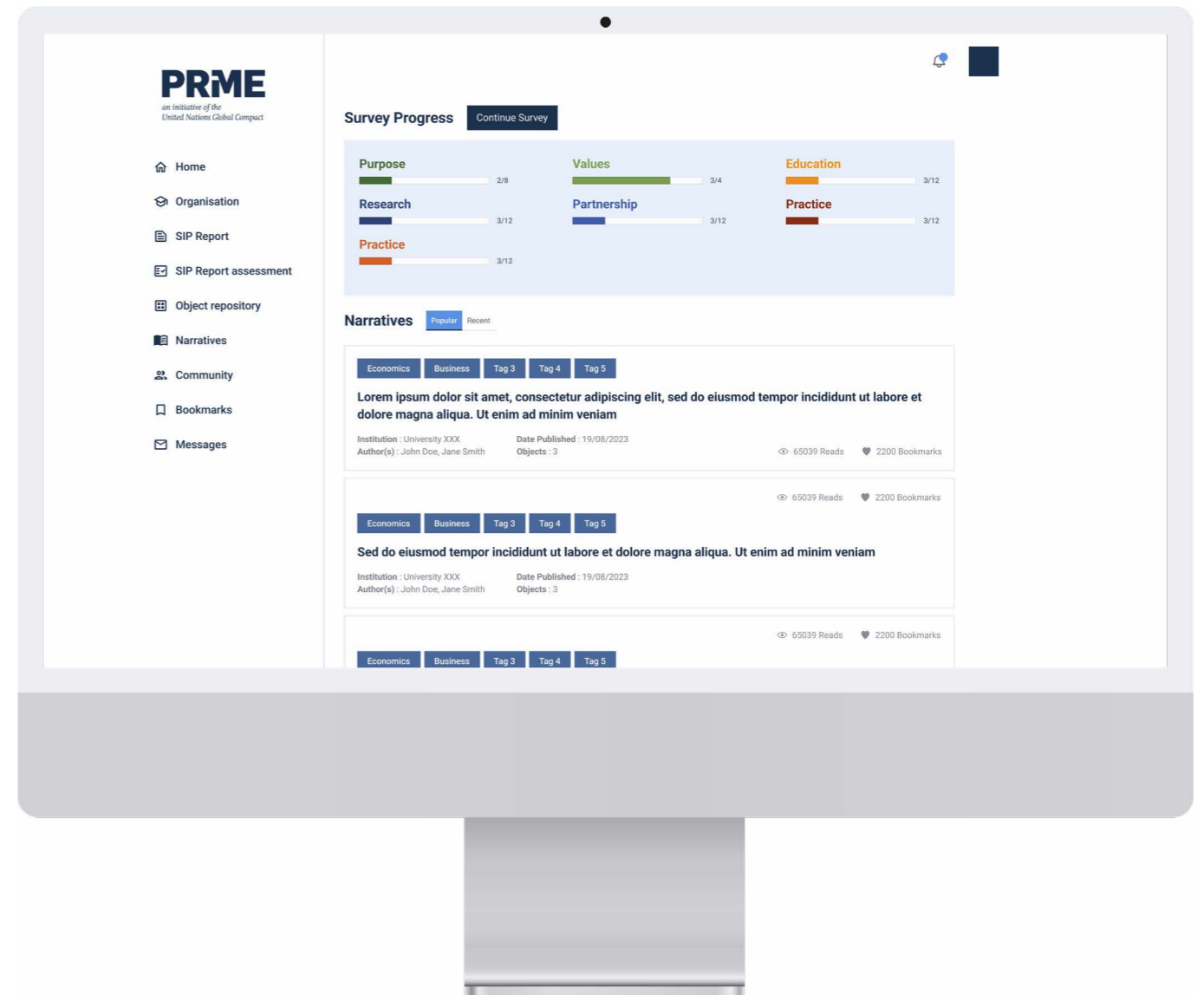
Comprising three progressive levels, PRME Commons is designed with distinct purposes to collectively enhance its impact. Level 1, set to replace PRME's current Sharing Information on Progress (SIP) reporting process, will serve as a dynamic self-reporting database. This repository empowers PRME Signatory Members to document their progress in implementing the Principles for Responsible Management Education while collectively providing evidence of their advancements.

Moving to Level 2, the Commons' focus extends beyond self-reported data. PRME plans to create data alliances with various providers, importing legacy data on responsible management education (RME) from diverse sources. This wealth of codified RME knowledge will be curated by actively engaged faculty members, fostering a collective memory of progress. Business schools will showcase best practices and narratives, fostering knowledge exchange, innovation, and industry-inspired narratives.

In Level 3, our emphasis broadens to advancing and scaling systemic change on responsible management education beyond the PRME ecosystem. This level will offer free public access to aggregated data on responsible management and RME practices, fostering transparency and knowledge dissemination.

Our achievements to date underscore the meticulous planning and strategic collaborations that have paved the way for the imminent launch. A robust governance system has been established, guiding the project team in informed and data-backed decision-making. Engaging with experts and organizations such as the **Center of Curriculum Redesign, Learning Economy Foundation**, and **Red Hat** has enriched the project with diverse perspectives and technical expertise.

Efforts are underway to integrate the SIP reporting process and the SDG Blueprint into the platform, ensuring a comprehensive solution to address global challenges in business management education. PRME is grateful for its partnership with the **Economics of Mutuality (EoM) Foundation** for their support in delivering the beta version of the PRME Commons. With the launch of Level 1 in 2024, we are confident that the PRME Commons will contribute significantly to responsible management education. It stands as a testament to collaborative innovation and our commitment to positive global change.





# THE RESPONSIBLE MANAGEMENT EDUCATION ECOSYSTEM



PRME is one piece of a larger ecosystem that works to advance responsible management education together. From the United Nations system to associations of professors and students and the media, there are many actors in the responsible management education ecosystem. We firmly believe that achieving the Sustainable Development Goals cannot be done by one person, government, or institution, but rather through strategic and collaborative efforts. We want to push sustainable development forward but avoid recreating the wheel, embracing our Principles, specifically Partner and Share, through the wider ecosystem of impact.

Thus in 2023, PRME sought collaboration opportunities that allowed for community expansion and new connections, while also finding ways to play to the strengths of those in the ecosystem. We contributed value through various United Nations fora, several business and management education conferences, and in conjunction with partners. At the same time, we aimed to create linkages between these spaces, embracing our role as the largest organized relationship between the United Nations and management-related higher education institutions.

We are delighted to share an ecosystem with so many movers and shakers and to embrace opportunities to connect and extend our work in a way that reaches faculty and students around the world. It is through these collaborative environments that we can more quickly and effectively develop the responsible business leaders of tomorrow.

# PRME BOARD

Since its establishment in June 2020, the PRME Board has advised on PRME's strategy, governance, annual budget, and decisions taken by the PRME Secretariat following its mission to advance PRME's strategy. Comprised of worldwide leaders from PRME Signatory Members, academic networks, student-focused organizations, businesses, the United Nations, and other key stakeholders, the PRME Board is organized into several bodies:

1. The full Board,
2. The Executive Leadership (Chair, Vice-Chair, and Head of PRME, with the support of the Manager of Strategy, Governance and Innovation in PRME Secretariat),
3. Three permanent Board Committees (Nominations and Governance; Finance and Risk; and Transformational Programs<sup>4</sup>), and
4. Temporary committees and task forces (e.g., PRME SIP Impact Sub-Committee; Chapter Review Sub-Committee; ; and PRME Principles Task Force).

## BOARD RENEWAL

With the approach of the termination of its first three-year cycle (2020-23), the PRME Board initiated its renewal through an eight-month

comprehensive nomination process to select new PRME Board Members for the subsequent three-year term (2023-26). The Nominations and Governance Committee (NGC) led this diligent process, which included an initial membership assessment and an open call for nominations to the PRME community that garnered 63 nominations from 29 countries. Throughout the process, the NGC was committed to ensuring gender parity, diversity, and fair geographical distribution to represent our community and other stakeholders.

The ratification of the Board's new members took place during the 2023 PRME Global Forum in June and their statutory term as new PRME Board Members officially began on 1 July 2023. Finally, the Chair and Vice-Chair transition was also ratified as Dr. Ilian Mihov handed the Chair seat to Dr. Tima Bansal, who will lead the PRME Board alongside Dr. Andrew Karolyi (Vice-Chair) until June 2026. We would like to take this opportunity to thank Dr. Mihov and all outgoing Board Members (namely, Assylbek Kozhahmetov, Belinda Gibbons, Enase Okonedo, Haifeng Huang, Norman Arruda Filho, Ranjan Banerjee, and Sophie Charrois) for their remarkable contributions to PRME.



## THE BOARD IN 2023

In 2023, the PRME Board met three times (March, June, and October), including an in-person meeting in New York City during the 2023 PRME Global Forum in June. Board Members worked closely with the PRME Secretariat in various work streams and projects throughout the year to advance PRME's strategy framework with three foci: governance, identity, and growth.

### 1. Governance

With the departure of the Head of PRME, Mette Morsing, a PRME Board Member, John Goodwin, stepped into the role of Senior Advisor from September to December 2023.

As an outcome of comprehensive Board discussions, a new permanent Committee was established - the Transformational Programs Committee (TPC) - to enhance the steering of current (i5 and PRME Commons) and future transformational programs. This committee engages specific Board members' expertise for programs' strategic alignment and development. The TPC was ratified in October 2023. The Nominations and Governance (NGC) and Finance and Risk (FRC) committees were also renewed.

### 2. Identity

Established by the PRME Board in 2020 to review the SIP reporting system, the PRME SIP Impact Sub-Committee presented the final report for the Board during the June Board Meeting. The resulting SIP 2.0 Reporting logic will be at the heart of the upcoming PRME Commons, a new self-reporting platform for PRME Signatory Members that received continuous input from the Board throughout 2023. Over the year, the PRME Board also offered valuable input on the programmatic review of the PRME Champions and PRME Working Groups, two central offerings of PRME's identity.

Finally, one of the most significant contributions from the Board in 2023 was to the Principles Refresh process. Following recommendations from the 2015 and 2019 strategic reviews and the SIP Impact Sub-Committee, the wider PRME Board established the PRME Principles Task Force (PPTF) to refresh the Six Principles. The PPTF conducted comprehensive global consultations with the PRME community, UN Global Compact, PRME's Founding Partners, and external stakeholders. The final proposal of the refreshed Principles was presented by the PPTF and approved by the PRME Board during October's meeting. See more details about the Principles Refresh process and the Seven Principles of PRME on page 10.

### 3. Growth

In 2023, the PRME Board discussed several PRME growth strategies regarding membership expansion and revenue generation. The PRME Board also provided input to the PRME Champions' refresh process, aiming to enhance the program's value proposition and thus ensure their membership expansion, which represents a significant percentage of the resources raised through annual service fee collection.

With an expanded staff in 2023, the PRME Board encouraged the Secretariat to establish and leverage alliances with the United Nations, UN Global Compact, accreditation bodies, and other organizations related to responsible management and sustainable development. The Board was even instrumental in actualizing the first Responsible Management Education Week and aligning programming with parallel conferences of important stakeholders, thus enhancing PRME's ecosystem presence.

<sup>4</sup> The Transformational Programs Committee was established in October 2023 and became operational in January 2024.

# COP28 UN CLIMATE CHANGE CONFERENCE

**PRME CONTRIBUTED TO MULTIPLE SESSIONS AT COP28, HOSTED BY THE UNITED NATIONS FRAMEWORK CONVENTION ON CLIMATE CHANGE (UNFCCC) IN DUBAI, UAE. IN 2023, THE UAE MINISTRY OF EDUCATION AND UNESCO HOSTED THE GREENING EDUCATION HUB TO DEMONSTRATE A GREATER COMMITMENT TO LEVERAGING EDUCATION FOR THE SDGS, AND PRME HOSTED OR CO-HOSTED SEVERAL SESSIONS WITHIN THE HUB.**

## Business Schools for Climate Leadership Middle East

The Business Schools for Climate Leadership (BS4CL) initiative began in 2021 when a group of eight European business schools gathered to provide insight on what business schools can do to address the climate crisis. The original cohort included Saïd Business School, the University of Oxford, Cambridge Judge Business School, HEC Paris, IE Business School, IESE Business School, INSEAD, International Institute for Management Development (IMD) and London Business School.

Since its European launch during COP26 in Glasgow, BS4CL has expanded, through collaboration with the PRME network, to include two additional regional cohorts: BS4CL Africa, launched on the sidelines of COP27 at the American University in Cairo, and BS4CL Middle East, launched at COP28 in Dubai.

The roundtable session dedicated to the launch, hosted at COP28, presented a unique platform for business schools in the Middle East to stand at the forefront of climate leadership, promoting sustainable practices and driving impactful change within their communities and across their region. Panelists shared insights and success stories from their institutions, highlighting the importance of business academia in developing a roadmap for accelerating the Sustainable Development Goals (SDGs) and climate mitigation. The session also brought together representatives from the cohorts in Europe and Africa to discuss possibilities for collaboration and mutual support.



BS4CL Middle East, organized by PRME Chapter Middle East, included the University of Dubai, Canadian University Dubai, Zayed University, Hult International Business School, American University of Beirut, American University of Kuwait, Qatar University, and Sultan Qaboos University. The cohort resolved to develop a Carbon Literacy programme in the region to equip faculty, students, and the broader business community with the knowledge and resources to take bold climate action in their personal and professional contexts.

## The Accountable B-School: An Organization-Wide Approach to Climate Action

This session, organized by PRME, brought together business schools and different stakeholders to share the challenges in raising climate ambition at the organizational level of business schools and universities. Inspired by PRME's recent Principles refresh and the creation of a Principle dedicated to organizational practice, the session focused on pushing concrete actions from educational institutions.

This session took a deep dive into the 5 vectors of business school influence: 1) research and curriculum, 2) organizational practices, 3) student impact, 4) business collaboration, and 5) ecosystem and policy influence. The discussion featured representatives from the International Institute for Management Development (IMD), the Canadian University of Dubai, Columbia Business School, UN Global Compact, and the University of Wollongong in Dubai. Participants demonstrated the importance of implementing climate commitments at the business school level and influencing different stakeholders, including business, to increase collaboration. The session also revealed the importance of curriculum transition to teaching climate change challenges and opportunities and the urgency to shift from theory to practical application for business school students.

## Climate Leadership & Governance as an Enabler of Sustainable Growth

Continuing the conversations started during PRME Chapter Middle East's Annual Meeting, this session explored how sustainable corporate governance can help foster sustainability and long-term value creation. Industry experts, practitioners, policymakers, and faculty discussed 1) how business education systems are adapting to the shifting of skills needed professionally and, 2) the convergence of governance, business ethics and climate leadership to achieve long-term value and sustainable growth. Key topics included the roles of audit committees/internal audits, sustainability reporting, supply chain due diligence, and strengthening governance to accelerate ESG journeys and add societal and business value. The debates were aligned

with the current SIP 2.0 transition process with the creation of clearer reporting indicators and connected to the new Principle on organizational practice.

## Youth Engagement with #ClimateAction for a Just Transition

Organized by **UN Global Compact Network UAE**, this roundtable served as a platform for ongoing collaboration and action among stakeholders committed to empowering Arab youth for climate action. Understanding the role that businesses have in achieving a just transition by creating decent, green jobs and respecting the environments and communities in which they are working, the panelists inspired some concrete initiatives and partnerships that support the engagement of youth in addressing climate issues while speaking to common barriers like unemployment and skills mismatches. PRME Manager Gustavo Loiola, shared some successful initiatives from PRME Signatories that are preparing young climate leaders and the importance of skills development to face these challenges. In an open debate facilitated by Adele Guidot from the UN Global Compact, the discussions delved into the challenges young people face, such as skills mismatches, and how to empower them to lead in climate action. The aim was to foster cross-sectoral dialogue and partnerships for concrete actions and initiatives, addressing the employment needs of youth.





## UN HIGH-LEVEL POLITICAL FORUM

PRME welcomed participants into the UN Headquarters to discuss the urgent need for business schools to support sustainable student skill set development. The session, “Developing Responsible Business Leaders: Creative and Playful Pedagogies to Achieve SDG 4” contributed to the official 2023 High-Level Political Forum (HLPF) as a side event.

The event was opened by the UN Global Compact’s Chief of Staff Melissa Powell who presented the current state of the SDGs and emphasized the importance of PRME’s pedagogical work:

“We know that equipping students with cognitive, social, creative, emotional and physical skills can have exponential impacts, from classrooms to future boardrooms and beyond.”

With presentations and discussion between representatives from **Sulitest**, the **Sustainable Development Solutions Network (SDSN)**, PRME Chapters and Champions, Times Higher Education and PRME Secretariat, the case for implementing creative and playful pedagogies to address the crises society faces today was clearly made.

Panelists answered questions such as “Why haven’t we created the business leaders we need?” and “What would you remove from business schools?” which sparked debate amongst all in the room, including participants. There was consensus that business schools are adept at teaching for the old world, but that we need more innovative pedagogies for our current reality. Multiple participants explained how the i5 project has helped to bring in new teaching styles that challenge their students, while the Global Schools Program from **SDSN** presented the perspective from K-12 schools, highlighting that students are becoming conscious citizens at an early age.

The side event showcased a variety of perspectives from around the globe on how creative and playful pedagogies implemented by business schools can shape a new breed of responsible leaders - one who has the skills to lead more holistically. PRME was proud to contribute to HLPF and demonstrate its commitment to responsible management education, business leaders of the future, and the necessity of considering non-traditional educational efforts in achieving the SDGs.

## PRME IN ACTION

### 2023 AACSB Deans Conference

In February 2023, the city of San Antonio, Texas, USA welcomed over 800 business school deans and leadership staff from across the globe for the annual **AACSB** Deans Conference. The three-day event was filled with a dynamic blend of keynote addresses, interactive workshops, and networking opportunities. The participants explored pivotal themes like the rise of industry micro-credentials, the impact of new AACSB standards on business schools, and the critical role of deans in fostering societal impact.

PRME contributed to a discussion on The Role of Management Schools in Driving Societal Impact alongside Caryn Beck-Dudley (AACSB) and John North (GLRI). The panel provided an opportunity to showcase the Impactful Five (i5) project and its development of new skill sets for leadership education among business schools across AACSB’s vast network.



### 83rd Annual Meeting of the Academy of Management (AOM)

The 83rd Annual Meeting of the **Academy of Management (AOM)** took place in Boston, Massachusetts, USA in August. With over 18,000 members made up of professors and Ph.D. students in business schools at universities, this event was a perfect chance to connect with the overlapping PRME and AOM communities, reach new business schools, and expand the reach of the Impactful Five (i5) project.

PRME Secretariat’s presence at the event included hosting a booth in the exhibition hall to meet and greet with the thousands of educators in attendance as well as organizing and speaking at several sessions. The Head of PRME, Dr. Mette Morsing, and several members of the PRME community spoke in panels as part of symposiums that looked at peer-learning empowerment and how responsible management principles could be upheld to respond to and recover from adversity.

Additionally, the i5 project made a big splash by hosting three professional development workshops: one focused on introducing PRME and the i5 project and how i5 has been applied in the classroom; one that discussed the potential of play for innovative business education where participants actively experienced, explored, and discussed examples of i5 interventions; and another that dove into the process of integrating values of creativity into pedagogy and praxis. The i5 project also presented their research in a symposium at AOM’s Teaching and Learning Conference.



### The Irish Academy of Management and British Academy of Management

The Impactful Five (i5) project went on the road to the 2023 **Irish Academy of Management** Annual Conference hosted by the University of Galway in August. During the conference, PRME presented a paper titled, "Let's play! Enhancing responsible business education in the classroom through playful pedagogies." The presentation was followed by an engaging discussion and connections with Signatory Members across Ireland. In September, PRME

Secretariat participated in the **British Academy of Management** at the University of Sussex. During the conference, PRME presented a paper on "Developing Responsible Business Leaders: Engaging PRME Community Members in Creative and Playful Pedagogies for Sustainable Development." PRME community members came together to support the workshop "Creative Praxis in the Classroom: Using the Impactful Five (i5) Pedagogy with the PRME Community," a playful session featuring buttons, coloring, and engaging moments diving into the i5 characteristics.



### PRME & the Financial Times during the 2023 PRME Global Forum

Side event alongside the 2023 PRME Global Forum with the **Financial Times (FT)** at Fordham University was an interactive discussion where the FT sought insights on revising its rankings methodology and reporting criteria concerning responsible management education and sustainability. Chaired by Andrew Jack, Global Education Editor at FT, and Mette Morsing, Head of PRME, the discussion revolved around key aspects such as benchmarking teaching content, measuring employment outcomes, assessing carbon footprint, and evaluating academic research on sustainability.

Multiple participants from PRME's SIP 2.0 early adopters and SIP-Impact Sub-Committee members were in attendance and able to highlight the Blueprint for SDG Integration and PRME Commons as crucial initiatives that go beyond traditional academic publications. These PRME resources and initiatives were identified as spaces dedicated to collecting stories that showcase institutional strengths. Notably, FT expressed interest in broadening its information sources by exploring community and practitioner engagement. PRME, emphasizing a culture of friendly information sharing, discussed a strategic shift from mere comparability to contextualization. This shift included a newfound emphasis on the global south, recognizing the need for diverse perspectives in sustainability reporting. In response, FT expressed openness to exploring contextualization, signaling a willingness to embrace a more nuanced and informed comparison approach.

The discourse emphasized the need for reporting metrics to be both meaningful and feasible, ensuring they are quantifiable, comparable, and not overly resource-intensive to collect. During the event, FT engaged in a discussion about a potential shift in its ranking methodology towards outcome-oriented sustainability metrics, particularly in terms of graduates' access to or readiness for green jobs. The participants deliberated on the effectiveness of existing metrics in capturing these outcomes, acknowledging the challenges associated with universal data collection, and citing cultural differences and variations in local reporting norms as significant obstacles.

### HIGHLIGHT: PRME Working Group on Business for Peace

In September, leaders from the Business and Peace Working Group jointly held the first-ever global summit of Business and Peace scholars at the Kelley School of Business, Indiana University. 35 business and peace scholars from 12 countries united to share our research experiences and assess the state of the art for the first 20 years of B+P scholarship. Convening scholars were Business and Peace WG Chair Jason Miklian and John Katsos (AUS). We were led by the "godfather" of business and peace scholarship, Professor Tim Fort. The Working Group's main outcome will be a 25-article double special issue of Business Horizons in 2024, reflecting the field's state-of-the-art and challenges for the next decade across a global array of theoretical perspectives, cases, and applications.





### Second Annual Conference of the China Academic Committee for Responsible Management Education

Under the guidance of PRME, Changzhou University and Xi'an Jiaotong-Liverpool University collaborated and received support from the **Taihe Institute, Asia Education Beijing Forum, Macao Doctoral Think Tank, UNESCO HK Association, and the China Academic Committee for Responsible Management Education to host the Second Annual Conference of the China Academic Committee for Responsible Management Education.** More than 20 institutions, jointly organized the event with the participation of leaders, experts, and scholars from both domestic and international arenas, aiming to create a brighter future.

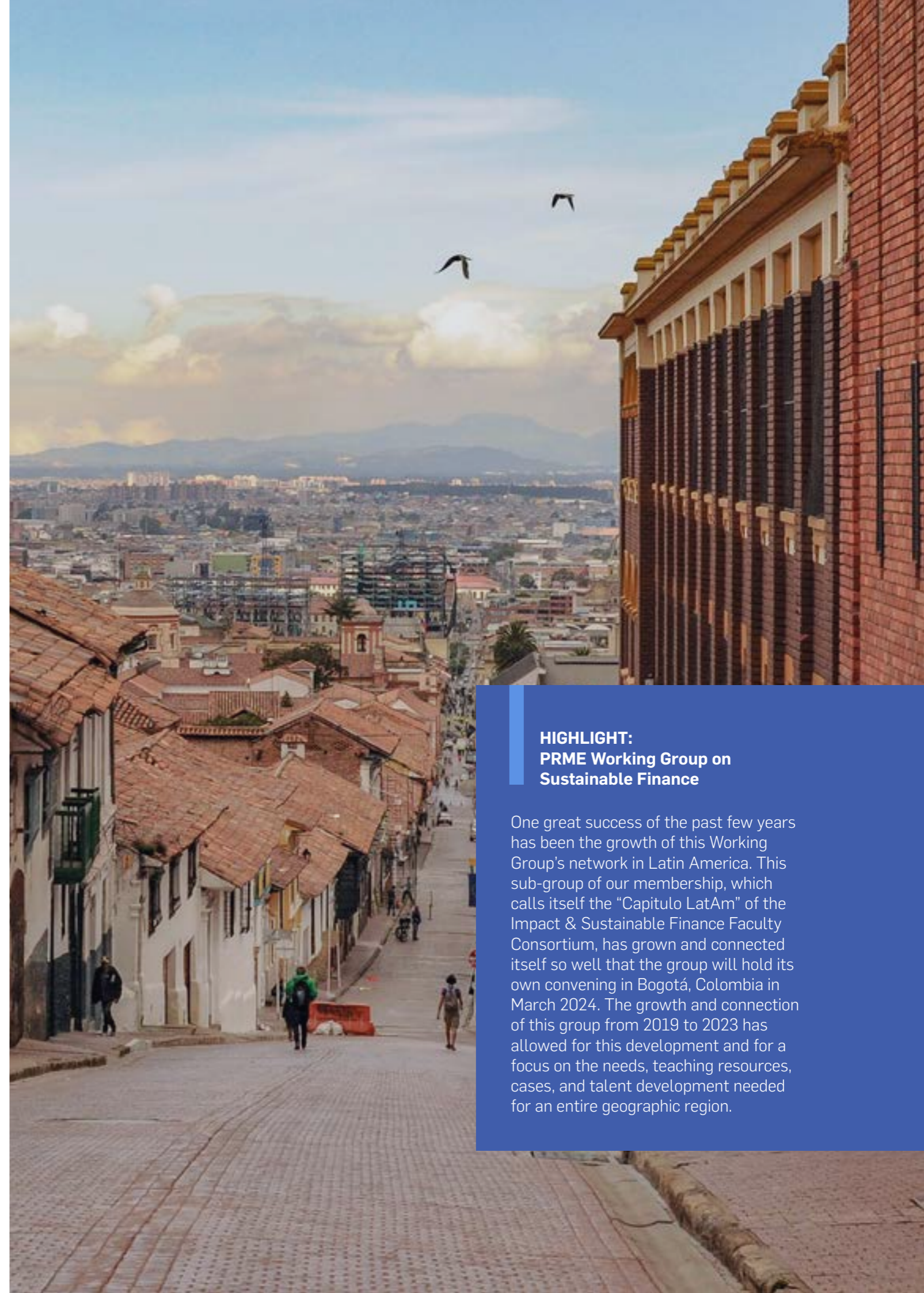
The conference featured keynote speeches, thematic speeches, deans' forums, interdisciplinary forums, youth forums, academic symposiums, and other activities focusing on responsible management education, responsible leadership, sustainable development, and the transformation of business management education. The event showcased the aspects of responsible leadership, including leadership, innovation, collaboration, learning, responsibility, and influence. During the



conference, the China Institute for Responsible Management Education and Sustainable Development was established.

Many academics from across China spoke on the need to fully promote active cooperation between Chinese universities and enterprises in the field of sustainable development in Chinese society, promoting China's achievement of the SDGs, and looking forward to working with government, companies and institutions to build an innovation platform for RME and sustainable development.

Dr. Mette Morsing, Head of PRME, said education is the top priority for transforming the SDGs. PRME hopes to achieve curriculum adjustment, improve personal skills, and practical operation through education so that more youth can have leadership and achieve sustainable and healthy global development. The most unforgettable event during the conference was the Youth Forum, where 20 students from more than ten universities announced their insightful and forward-looking academic perspectives through learning about sustainable development in university education, which received praise from participating experts.



### HIGHLIGHT: PRME Working Group on Sustainable Finance

One great success of the past few years has been the growth of this Working Group's network in Latin America. This sub-group of our membership, which calls itself the "Capitulo LatAm" of the Impact & Sustainable Finance Faculty Consortium, has grown and connected itself so well that the group will hold its own convening in Bogotá, Colombia in March 2024. The growth and connection of this group from 2019 to 2023 has allowed for this development and for a focus on the needs, teaching resources, cases, and talent development needed for an entire geographic region.

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# COMMUNITY & RESOURCES



When asked 'What is PRME?', many often refer to it as a vibrant community. Composed of dedicated faculty, visionary deans, passionate students, and forward-thinking business professionals, our community stands united by a shared commitment to embodying the Principles for Responsible Management Education and advancing the Sustainable Development Goals.

It is within the collaborative spirit of our Signatory Members that transformative initiatives are conceived and brought to fruition. Many individual volunteers invest their time, expertise, and energy to propel responsible management education forward, creating a powerful ripple effect that resonates far beyond our institutional borders. Taking a look back at 2023, we celebrate the individuals who breathe life into the Principles we champion, acknowledging their pivotal role in shaping a future where responsible management is not just an aspiration but an enduring reality. Together, we harness the collective strength of our community to cultivate positive change, fostering a legacy of sustainability, social responsibility, and meaningful impact.

# PRME SIGNATORY MEMBERS



## NEW SIGNATORIES BY REGION TOTAL: 63



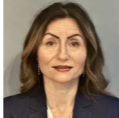





















# PEOPLE OF PRME


## PRME SECRETARIAT

- |   |  |   |
|---|--|---|
| <br><b>Mette Morsing</b><br>Head   | <br><b>Gustavo Loiola</b><br>Manager,<br>Impactful Five (i5) Project        | <br><b>Agnieszka Chidlow</b><br>Secondee, Research &<br>Working Groups          |
| <br><b>John Goodwin</b><br>Senior Advisor                                    | <br><b>Paulo Speroni</b><br>Manager, Strategy,<br>Governance & Innovation   | <br><b>Zein Ibrahim</b><br>Research Coordinator,<br>Impactful Five (i5) Project |
| <br><b>Meredith Storey</b><br>Senior Manager,<br>Impactful Five (i5) Project | <br><b>Alexander Brewer</b><br>IT Manager,<br>PRME Commons                  | <br><b>Ye Huang</b><br>Coordinator,<br>Leadership Development                   |
| <br><b>Cheyenne Maddox</b><br>Senior Manager,<br>Communications              | <br><b>Tung Tung Chan</b><br>Manager,<br>PRME Commons                       | <br><b>Adam Bowling</b><br>Intern   |
| <br><b>Luisa Murphy</b><br>Senior Manager,<br>Global Impact                  | <br><b>Sianne Powe</b><br>Coordinator,<br>Communications                    | <br><b>Jasmine Zhang</b><br>Intern  |
| <br><b>Sophie Kacki</b><br>Manager,<br>Engagement                            | <br><b>Samantha Thompson</b><br>Coordinator,<br>Impactful Five (i5) Project | <br><b>Silvia Rodriguez</b><br>Director,<br>2023 PRME Global Forum              |

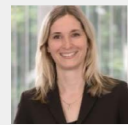
## PRME BOARD

### PRME Board Members

- |   |   |  |
|---|---|--|
| <br><b>Tima Bansal</b><br>Chair, PRME Board<br>Founder, Network for Business<br>Sustainability   | <br><b>Ann Harrison</b><br>Dean, Haas School of Business,<br>University of California,<br>Berkeley                 | <br><b>Sobhi Tawil</b><br>Director, Future of Learning and<br>Innovation, UNESCO  |
| <br><b>Ilian Mihov</b><br>Chair, PRME Board (2020-2023)<br>Dean, INSEAD  | <br><b>Ajit Parulekar</b><br>Director, Center For Social<br>Sensitivity and Action, Goa<br>Institute of Management | <br><b>Jim Walsh</b><br>Former President, Academy of<br>Management  |
| <br><b>Andrew Karolyi</b><br>Vice Chair, PRME Board Charles<br>Field Knight Dean, Cornell SC<br>Johnson College of Business,<br>Cornell University | <br><b>Paul Polman</b><br>Co-Author of "Net Positive",<br>CEO, Unilever (2009-19), Co-<br>Founder, IMAGINE         | <br><b>Veneta Stefanova<br/>Andonova Zuleta</b><br>Dean, Universidad de los Andes<br>School of Management                 |
| <br><b>Abdullahi Alim</b><br>Project Manager, The Davos<br>Lab, Global Shapers Community   | <br><b>Leisa Sargent</b><br>Dean, University of Sydney<br>Business School  | <br><b>Priya Sharma</b><br>Chair, PRME Chapter ASEAN+   |
| <br><b>John Goodwin</b><br>Executive Chairman, Learning<br>Economy Foundation   | <br><b>Andrew Main Wilson</b><br>CEO, AMBA & BGA  | <br><b>Assylbek Kozhahmetov</b><br>President and Founder, Almaty<br>University   |
| <br><b>Robyn Schryer Fehrman</b><br>Managing Partner Mindful,<br>Social Impact   | <br><b>Sophie Charrois</b><br>Co-President, oikos<br>International   | <br><b>Alex Hope</b><br>Co-Chair, PRME Working Group on<br>Climate Change and Environment,<br>Newcastle Business School |
| <br><b>Norman Arruda Filho</b><br>President, ISAE Brazilian  | <br><b>Urs Jäger</b><br>Associate Professor, INCAE<br>Business School; Executive<br>Director, VIVA Idea          | <br><b>Morris Mthombeni</b><br>Dean, Gordon Institute of<br>Business Science  |
| <br><b>Elisabeth Fröhlich</b><br>Professor of Strategic Supply<br>Management, CBS International<br>Business School                               | <br><b>Jikyong Kang</b><br>President and Dean, Asian<br>Institute of Management                                  | <br><b>Ranjan Banerjee</b><br>Dean, BITSOM  |
| <br><b>Haifeng Huang</b><br>Deputy Secretary-General, Asia<br>Education Forum  | <br><b>Belinda Gibbons</b><br>Senior Lecturer, University of<br>Wollongong                                       | <br><b>Enase Okonedo</b><br>Vice-Chancellor, Pan-Atlantic<br>University   |

 = Outgoing Chapter Chairs

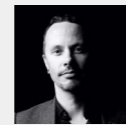
## PRME Nominations & Governance Committee



**Elisabeth Fröhlich**  
Professor of Strategic Supply Management, CBS International Business School



**Sophie Charrois**  
Co-President, oikos International



**Alex Hope\***  
Co-Chair, PRME Working Group on Climate Change and Environment, Newcastle Business School



**Haifeng Huang**  
Deputy Secretary-General, Asia Education Forum



**Urs Jäger**  
Associate Professor, INCAE Business School; Executive Director, VIVA Idea

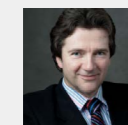


**Morris Mthombeni\***  
Dean, Gordon Institute of Business Science

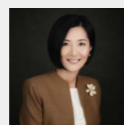


**Belinda Gibbons**  
Senior Lecturer, University of Wollongong

## PRME Finance and Risk Committee



**Andrew Main Wilson**  
CEO, AMBA & BGA



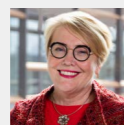
**Jikyeong Kang**  
President and Dean, Asian Institute of Management



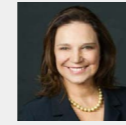
**Ranjan Banerjee**  
Dean, BITSOM



**Enase Okonedo**  
Vice-Chancellor, Pan-Atlantic University



**Leisa Sargent\***  
Dean, University of Sydney Business School

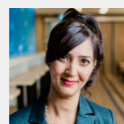


**Ann Harrison\***  
Dean, Haas School of Business, University of California, Berkeley

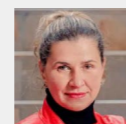
## PRME Transformational Programmes Committee



**John Goodwin**  
Executive Chairman, Learning Economy Foundation



**Priya Sharma**  
Chair, PRME Chapter ASEAN+



**Veneta Stefanova Andonova Zuleta**  
Dean, Universidad de los Andes School of Management



**Ajit Parulekar**  
Director, Center For Social Sensitivity and Action, Goa Institute of Management



**Robyn Schryer Fehrman**  
Managing Partner Mindful, Social Impact

= Outgoing Board Members as of October 2023

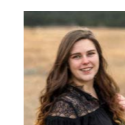
\* = joined committee in October 2023

## SUB-COMMITTEES

### PRME SIP Impact Sub-Committee



**Wilfred Mijnaardt**  
Policy Director, Rotterdam School of Management, Erasmus University



**Molly MacEachen**  
Sustainability Analyst, Sustainability & ESG Services, Deloitte Audit & Assurance, Deloitte & Touche LLP



**Jim Walsh**  
Former President, Academy of Management



**Katell Le Goulven**  
Executive Director, Hoffmann Global Institute for Business and Society at INSEAD



**Mette Morsing**  
Head of PRME, United Nations Global Compact



**Alec Wersun**  
PRME Global Chapter Council; Associate Professor, Glasgow School for Business & Society



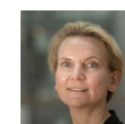
**Antonio Hautle**  
Executive Director, Global Compact Network Switzerland & Liechtenstein



**Dilip Mirchandani**  
Professor of Management, Rohrer College of Business, Rowan University



**Giselle Weybrecht**  
Consultant, Excellence in SIP Reporting Awards



**Dagmar Langeeggen**  
Director, Library and Learning Center at Norwegian Business School



**Heather Ranson**  
Associate Teaching Professor, Associate Director for the Centre for Social and Sustainable Innovation



**Louise Whittaker**  
Executive Director, Academic Programmes, The University of Pretoria's Gordon Institute of Business Science



**Divya Singhal**  
Professor of Management; Chairperson, Center for Social Sensitivity & Action, Goa Institute of Management

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**Robert Hales**  
Chapter Australia & New Zealand



**Mikołaj Pindelski**  
Chapter Central & Eastern Europe



**Agnieszka Domańska**  
Chapter Poland



**Matteo Mura PhD**  
Chapter Italy



**Caroline Aggestam Pontoppidan, PhD**  
Chapter Nordic



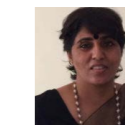
**Yaprak Anadol**  
Chapter Middle East



**Luis Veiga Martins**  
Chapter Iberia



**Elisabeth Fröhlich**  
Chapter DACH (Germany, Austria, Switzerland)



**Chandrika Parmar**  
Chapter India



**Flávio Hourneaux Jr.**  
Chapter Brazil



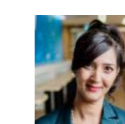
**Liz Collier**  
Chapter North America



**Jonathan Louw**  
Chapter UK & Ireland



**Gustavo A. Yepes López**  
Chapter Latin America & Caribbean



**Priya Sharma**  
Chapter ASEAN+



**Aigerim Kaumenova**  
Chapter Eurasia



**Sherwat Elwan Ibrahim**  
Chapter Africa



**Krista Finstad-Milion**  
Chapter France & BeNeLux

= Outgoing Board Members as of October 2023

## CHAPTER CHAIRS & STEERING COMMITTEES

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**Chair:** Prof. Sherwat Elwan Ibrahim, American University in Cairo  
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 Associate Prof. Nattavud Pimpa, Mahidol University

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 Sasha Maher, University of Auckland  
 Shahnaz Naughton, Victoria University  
 Chamila Perera, Swinburne University of

Technology  
 Mansi Mansi, University of Tasmania  
 Ranjit Voola  
 Joya Kemper, University of Canterbury  
 Giselle Weybrecht, Special Advisor of PRME

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**Vice-Chair:** Evgenia Pashkevich, Associate Professor, Director for International Programs, Ranepa (2019 - 2022)  
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 Svitlana KYRYLCHUK, PR and Partnership Manager, Lviv Business School of UCU  
 Irina SENNIKOVA, RISEBA University of Applied Sciences Rector and CEEMAN Vice – President  
 Olga VELIGURSKA, CEEMAN Director

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 Roman Mesicek, IMC  
 Alexander Herzner, Ostbayrische Technische Hochschule

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 Hermina Kooyman, Maastricht U  
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 Helena Jerónimo, ISEd - Universidade de Lisboa (Portugal)  
 Ana Simaens, ISCTE Business School (Portugal)  
 Susana Santos, NOVA School of Business Economics (Portugal)



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 Ishwar Haritas, TAPMI  
 Purnima Venkat, TAPMI  
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 Vineeta Roy, BIMTECH  
 Varun Chotia, Jaipuria Institute, Jaipur  
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**Co-chair:** Toloue Miandar, Bologna Business School  
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 Ca' Foscari University of Venice  
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**Co-Chair:** Gustavo Yepes López, Universidad Externado De Colombia  
*In Q4 2023, Victoria was voted in as the new Chair, and Gustavo became Co-Chair*  
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 Patricia Stuart, Universidad De Lima  
 Virginia Lasio, ESPOL  
 Felipe Pérez, INCAE  
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**Secretary:** Nada Naufal, American University of Beirut, Lebanon

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 Agata Stachowicz-Stanusch, Canadian University Dubai  
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 John Katsos, American University of Sharjah  
 Yusra Jamjoom, University of Business Technology  
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 Anders Sandoff Ph.D, University of Gothenburg  
 Samuel Petros Sebhatu Ph.D, Karlstad University  
 Caroline Ditlev-Simonsen Ph.D, BI Norwegian Business School  
 Nikodemus Solitander Ph.D, Hanken School of Economics  
 Jan Hermes D.Sc, Oulu University  
 Karin Alm Econ. Lic., Ph.D Candidate, Kristianstad University  
 Guénola Abord-Hugon Nonet Ph.D, Jönköping International Business School  
 Stefan Wendt Ph.D, Bifröst University

#### PRME Chapter North America

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**Vice-Chair:** Rumina Dhalla, University of Guelph  
**Steering Committee:**  
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 Margaret Goralski, Quinnipiac University  
 Janet Hale, Texas State University  
 Melissa Intindola, Bucknell University  
 Margaret McKee, St. Mary's University  
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 David Steingard, St. Joseph's University  
 Ali Taleb, MacEwan University  
 Vana Zervanos, St. Joseph's University  
 Kent Williams, Dalhousie University

#### PRME Chapter Poland

**Chair:** Agnieszka Domańska, Warsaw School of Economics (SGH)  
**Vice-Chair:** Prof. Dariusz Kietczewski, University of Białystok

#### Steering Committee:

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 Monika Sady, Ph.D., Cracow University of Economics  
 Prof. Dariusz Kietczewski, University of Białystok  
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 Dr. Maria Pietrzak, Warsaw School of Economics (SGH)  
 Prof. Ing. Joanna Ejdyś, Białystok University of Technology  
 Dr. inż. Mirosława Witkowska-Dąbrowska, University of Warmia and Mazury  
 Associate Prof. Wojciech Zysk, Cracow University of Economics  
 Associate Prof. Barbara Kryk, University of Szczecin

Barbara Pawłowska, PhD, D.Sc, University of Gdańsk  
 Beata Grobelna, Assoc. Prof., PhD D.Sc., University of Gdansk  
 Anna Moraczewska, PhD, Maria Curie-Skłodowska University  
 Prof. Bożena Ryszawska, Wrocław University of Economics  
 Associate Prof. Paweł Mielcarek, The Poznań University of Economics and Business

#### PRME Chapter UK & Ireland




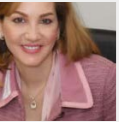
**Chair:** Dr Jonathan Louw, Oxford Brookes University  
**Vice-Chair:** Professor Natascha Radclyffe-Thomas, Glasgow Caledonian University  
**Treasurer:** Nishat Azmat, University of Birmingham  
**Steering Committee:**  
 Dr. Rachel Welton, Nottingham Trent University  
 Dr. Sheila Killian, University of Limerick  
 Dr. Steve Kenzie, Global Compact UK Network  
 Dr. Alex Hope, Northumbria University  
**Ex Officio Members:**  
 Steve Kenzie, UN Global Compact UK Network  
 Nathalie Ormrod - 2023 Conference Organiser - up to June 2023  
 Adrian Bailey - 2024 Conference Organiser - from June 2023





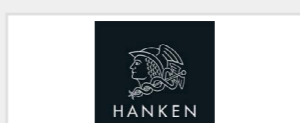







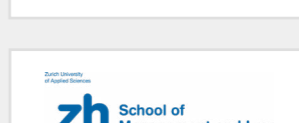
PRME WORKING GROUP CHAIRS

 <b>Dorothee Baumann-Pauly</b> Co-Chair, PRME Working Group on Business & Human Rights	 <b>Milenko Gudic</b> Co-Chair, PRME Working Group on Anti-Poverty	 <b>Megan Kashner</b> Co-Chair, PRME Working Group on Sustainable Finance
 <b>Michael Posner</b> Co-Chair, PRME Working Group on Business & Human Rights	 <b>Al Rosenbloom</b> Co-Chair, PRME Working Group on Anti-Poverty	 <b>Maureen Kilgour</b> Chair, PRME Working Group on Gender Equality
 <b>Jason Miklian</b> Chair, PRME Working Group on Business for Peace	 <b>Christian Hauser</b> Chair, PRME Working Group on Anti-Corruption	 <b>Michael Pirson</b> Chair, PRME Working Group on Humanistic Management
 <b>Alex Hope</b> Co-Chair, PRME Working Group on Climate Change and Environment	 <b>Jaap Bos</b> Co-Chair, PRME Working Group on Sustainable Finance	 <b>Mary Grace Neville</b> Co-Chair, PRME Working Group on Sustainability Mindset
 <b>Petra Molthan-Hill</b> Co-Chair, PRME Working Group on Climate Change and Environment	 <b>Dave Chen</b> Co-Chair, PRME Working Group on Sustainable Finance	 <b>Isabel Rimanoczy</b> Co-Chair, PRME Working Group on Sustainability Mindset

PRME GLOBAL CHAPTER COUNCIL (GCC)

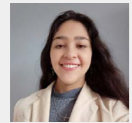
 <b>Morris Mthombeni</b> South Africa	 <b>Christiane Molina</b> Mexico	 <b>Alec Wersun</b> United Kingdom
 <b>Dima Jamali</b> United Arab Emirates		

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**Regional Leaders 2022-2023**



**Natalia Martínez Rugeles**  
Latin America



**Yu-Hao Hsu**  
East and Southeast Asia



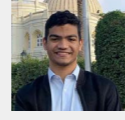
**Taqwa Elforjani**  
Europe



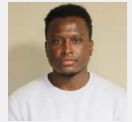
**Vinati Konda**  
North America



**Siddharth Chauhan**  
Central and South Asia



**Bassem Eliwa**  
Middle East



**Brendon Munashe Mahere**  
Africa

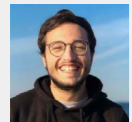


**Navruz Erkaev**  
Eurasia

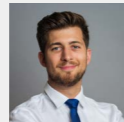


**John Lee Jun Yang**  
Oceania

**Regional Leaders 2023-2024**



**Bruno Couto**  
Latin America



**Lazar Tomasevic**  
Europe



**Harsh Mehta**  
Central and South Asia



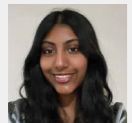
**Flavia Cruz Palma**  
Latin America



**Munouwarrah Abdurahman**  
Africa



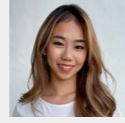
**Andrea Theresia**  
East and Southeast Asia



**Vinati Konda**  
North America



**Navruz Erkaev**  
Eurasia



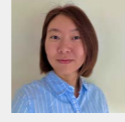
**Chong Ning Xin (Stella)**  
East and Southeast Asia



**Matthew Kendall**  
North America



**Salma Nagy Fathy**  
Middle East



**Chunshan Li**  
Oceania

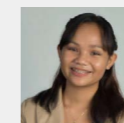


**Jan Brauch**  
Europe

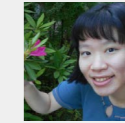
**Task Force Coordinators 2022-2023**



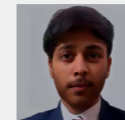
**Shivani Narvekar**  
Coordinator,  
Journey4Impact



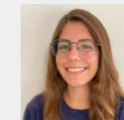
**Mary Besar**  
Coordinator,  
PGS Talks



**Satoko Hagino**  
Co-coordinator, Student Voice  
at the PRME Blog



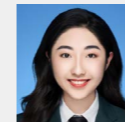
**Saiyam Jain**  
Coordinator,  
PGS Newsletter



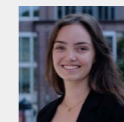
**Diana Rebelo Rodriguez**  
Co-coordinator, PGS  
Ambassador Program



**Emjay M. Brizuela**  
Co-coordinator, Student Voice  
at the PRME Blog



**Huijin Ju**  
Coordinator,  
PGS Careers

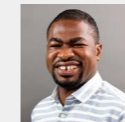


**Léa Hein**  
Co-coordinator, PGS  
Ambassador Program



**Nguyen Thi Phuong Thao**  
Coordinator, Social Media

**Task Force Coordinators 2023-2024**



**Kelvin Enumah**  
Co-Coordinator,  
PGS Careers



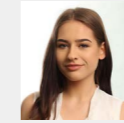
**Rodrigo Cortellazzi Colonna Romano**  
Co-Coordinator,  
PGS Talks



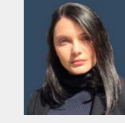
**Chiara Lisetto**  
Co-Coordinator,  
PGS Social Media



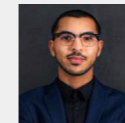
**Giulia Marri**  
Co-Coordinator,  
PGS Careers



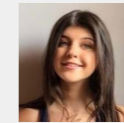
**Aleksandra Szlachcic**  
Co-Coordinator,  
PGS Talks



**Erjona Kabashi**  
Co-Coordinator,  
East and Southeast Asia



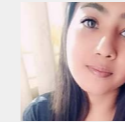
**Noureddine Manad**  
Co-Coordinator,  
PGS Newsletter



**Mey Westlake**  
Co-Coordinator,  
PGS Social Media



**Rakesh Kumar Panigrahi**  
Co-Coordinator,  
PGS Ambassador Program



**Hasti Trivedi**  
Co-Coordinator,  
PGS Newsletter

# AWARDS

## 2023 PRME FACULTY AWARD FOR EXCELLENCE IN SDG INTEGRATION

This award intends to recognize faculty across PRME's community for achievements in integrating the Sustainable Development Goals (SDGs) and Six Principles into business school activities between January 2022 to April 2023. Three winners were selected and presented their award during a ceremony in the Delegates Dining Room at the United Nations Headquarters as part of the PRME Global Forum reception on 14 June 2023.

### PRME/SDG Impact Core Team, The University of Sydney Business School

- Anna Young-Ferris, PhD, SFHEA; PRME, Academic Lead and Assistant Professor of Accounting, Governance and Regulation
- Betina Szkudlarek, PhD; Professor in Management
- Rachel Tuitama; Accreditation & Projects Officer

## Inspiring the Next Generation: SDG Advancement Through Collaborative International Learning (COIL)

- Ir. Amelia Naim Indrajaya, Ph.D.; Head of Center for Sustainability Mindset and Social Responsibility; IPMI International Business School, Jakarta, Indonesia
- Professor Isabel Rodriguez-Tejedo, Ph.D.; School of Economics and Business; University of Navarra, Pamplona, Spain
- Anjali Chaudhry, Ph.D.; Professor & Department Chair, Management, Marketing, and International Business; Dominican University, USA
- Ruben Burga, Ph.D., MBA, P.Eng.; Assistant Professor, Department of Management; Gordon S. Lang School of Business and Economics, University of Guelph, Canada

## Social Immersion Project - KCT Business School

- Dr. Mary Cherian; Head of the Department & Professor
- Vanitha N.; Assistant Professor IIMr
- Abhisekh R.; MBA Student

## 2023 PRME EXCELLENCE IN SIP REPORTING

The Sharing Information on Progress (SIP) Report is a pillar in the PRME community - a resource for storytelling, a tool for internal and external accountability, and a strategic document for many in their accreditation processes. To recognize the time put into compiling these reports and to honor the efforts in transparency from the community, the PRME Recognition for Excellence in SIP Reporting was created.

Continuing with the annual recognitions, we are pleased to publish the outstanding SIP Reports for 2023. Recipient institutions were recognized at the 2023 PRME Global Forum, during the reception on 14 June in the Delegates Dining Room at the UN Headquarters, with Global Forum attendees and special guest, Ms. Amina J. Mohammed, Deputy Secretary-General of the United Nations.

All reports submitted between 1 May 2022 - 1 May 2023 were considered.

### Excellence in Reporting - First Time Reporters

- Winner: [Conestoga School of Business, Conestoga College \(Canada\)](#)
- Winner: [Seneca Faculty of Business, Seneca College \(Canada\)](#)

### Excellence in Reporting - Emerging (2 - 4 Reports)

- Winner: [University of Queensland Business School, The University of Queensland \(Australia\)](#)
- Honorable Mention: [Loughborough Business School, Loughborough University \(United Kingdom\)](#)
- Honorable Mention: [University of Edinburgh Business School, University of Edinburgh \(United Kingdom\)](#)
- Honorable Mention: [BI Norwegian Business School \(Norway\)](#)

### Excellence in Reporting - Established (5+ Reports)

- Winner: [Monash Business School, Monash University \(Australia\)](#)
- Winner: [Hanken School of Economics \(Finland\)](#)

Sincere thanks to Giselle Weybrecht, lead on the Recognition for Excellence in SIP Reporting, and the committee of peer reviewers listed below.

- Belinda Gibbons, University of Wollongong (Australia)
- Jackie King, Federation University (Australia)
- Heather Ranson, Gustavson School of Business, University of Victoria (Canada)
- Bochuan Dai, Tsinghua SEM (China)
- Gustavo Adolfo Yepes Lopez, Universidad Externado de Colombia (Colombia)
- Hadia Fakhreldin, The British University in Egypt (Egypt)
- Laura Olkkonen, LUT Business School (Finland)
- Nikodemus Solitander, Hanken School of Economics (Finland)
- Adrian Tamariz Flores, INSEAD (France)
- Carole Decamps, HEC Paris (France)
- Divya Singhal, Goa Institute of Management (India)
- Abir Sinno, American University of Beirut (Lebanon)
- Peter Wersch, Maastricht University School of Business and Economics (Netherlands)
- Emilina R. Sarreal, Ramon V. del Rosario College of Business, De La Salle University Manila (Philippines)
- Nelson Guillen, Ramon V. del Rosario College of Business, De La Salle University Manila (Philippines)
- Nick Pisalyaput, Sasin School of Management (Thailand)
- Catherine Tilley, King's Business School (UK)
- Dilip Mirchandani, Rohrer College of Business, Rowan University (USA)



## 2023 STUDENT ORGANIZATION SUSTAINABILITY AWARDS

The purpose of the PRME Student Awards is to honor outstanding student-led initiatives within the PRME Community that demonstrate exceptional levels of innovation and impact in their actions toward the advancement of Responsible Management Education and the Sustainable Development Goals at local, national, and global levels.

The three-stage awarding process was led by the PRME Global Students (PGS) with the support of the PRME Secretariat. Beginning with the Nomination Stage, each of the nine PGS Regional Leaders nominated three outstanding sustainability-oriented student-led organizations in their respective continents and global sub-regions. Subsequently, in the Scoring Stage, a quantitative approach was used to narrow down the 27 nominations in nine top-listed candidates. Finally, during the Deliberation Stage, the PGS Regional Leaders met to discuss the shortlisted candidates to select three finalists and a winner, listed below:

### Winner: Net Impact Chapter from Texas State University (USA)

With 107 members, Texas State Net Impact has recently grown in active membership. Two of the research teams paired up with a business team of German students at Pforzheim University to complete the Net Impact Circular Plastics Challenge. This involved using innovation boards to share research & learn how the recycling process works in Germany. Four Texas State students studied AI and technology with different professors to better understand how people could efficiently use photographic and sensor technology to improve recycling in waste management systems. Net Impact Chapter also formed a relationship with the San Marcos Chamber of Commerce in hopes of bringing back free Energy Audits for businesses in the surrounding area.

Participants included:

- Landon Ash; Bachelor of Business Administration in Business Management Student
- Lettie Hastings; Bachelor of Science in Digital Media Innovation Student
- Katie Wu; Bachelor of Business Administration in Marketing Student
- Alex Tovar; Bachelor of Business Administration in Finance Student

### Runner-up: Sigma-oikos Team from XLRI Xavier School of Management (India)

SIGMA-oikos is a student-run body of XLRI that focuses on empowering the vulnerable sections of society through its many initiatives across the year. They organize 20+ events annually relating to rural education, sustainability, and social awareness, including Joy Of Giving week for the city of Jamshedpur, online and offline wish trees with wishes from NGOs such as People for Change and Cheshire Home, donations of clothes and books, Basic English Learning Program with the students of SOS Raipur, Masti ki Pathshaala, Sankalp, and People for Change, and more.

Participants included:

- Aman Verma; Bachelor of Science in Technology Student
- Aradhya Jain; Bachelor of Arts in History (Honors) Student
- Arjun Pandey; Bachelor of Science in Technology Student
- Dhananjay Kadam; Bachelor of Science in Technology Student
- Digvijay Deb; Bachelor of Science in Technology Student
- Karthika V J; Bachelor of Arts (Honors) in History Student
- Manisha Mandal; Bachelor of Science in Technology Student
- Mehak Sharma; Bachelor of Commerce (Honors) Student
- Paridhi Johari; Bachelor of Science in Technology Student
- Rashi Aggarwal; Bachelor of Science in Technology Student
- Utpanna Hota; Bachelor of Science in Technology Student
- Vedika MundHuman; Bachelor of Science in Statistics (Honors) Student

### Runner-up: SDG Legion Team from Almaty Management University (Kazakhstan)

SDG Legion is a student organization that promotes, disseminates and implements the ideas of the UN Sustainable Development Goals. They are actively planning the events for the Mission 2030 Business Game, the Youth Forum "Innovative Solutions and Leadership in ESG and the UN SDGs", Women's Forum "Girls are changing the world for the better", Model United Nations "ALMA MUN" and one charity event to collect things for the poor (ReUse). The members of SDG Legion demonstrate a commitment to promoting socially responsible education. Their proactive approach involves leveraging social media and research to empower and enlighten young generations.

Participants include:

- Dinmukhamed Sabyrbek Talgatuly; Leader of SDG Legion
- Atayeva Menli; Project manager
- Chernyaeva Ekaterina
- Nurbekova Sabina
- Kosmagambetova Aisha
- Manengazy Malika
- Token Kurman
- Aubekirov Alikhan
- Karatayeva Dilnaza
- Baimbetova Aidana

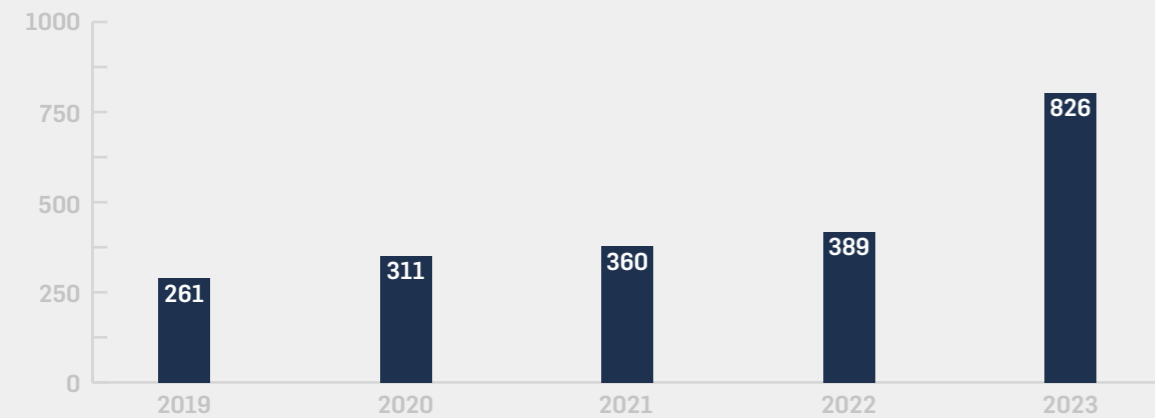
## HIGHLIGHT: PRME Chapter Africa

PRME Chapter Africa collaborates closely with PGS and other student-led organizations within member schools, aiming to empower students and facilitate transformative initiatives from the grassroots level. For example, the Africa edition of the PRME Global Students Sustainability Awards which is an annual acknowledgment of influential student-led initiatives that adhere to the PRME Principles and contribute to the advancement of the SDGs took place in January as part of Chapter Africa's Annual Meeting. The awards acknowledged students' leadership in responsible management education and sustainable development, and encouraged ongoing involvement with PGS.

# COMMUNICATIONS

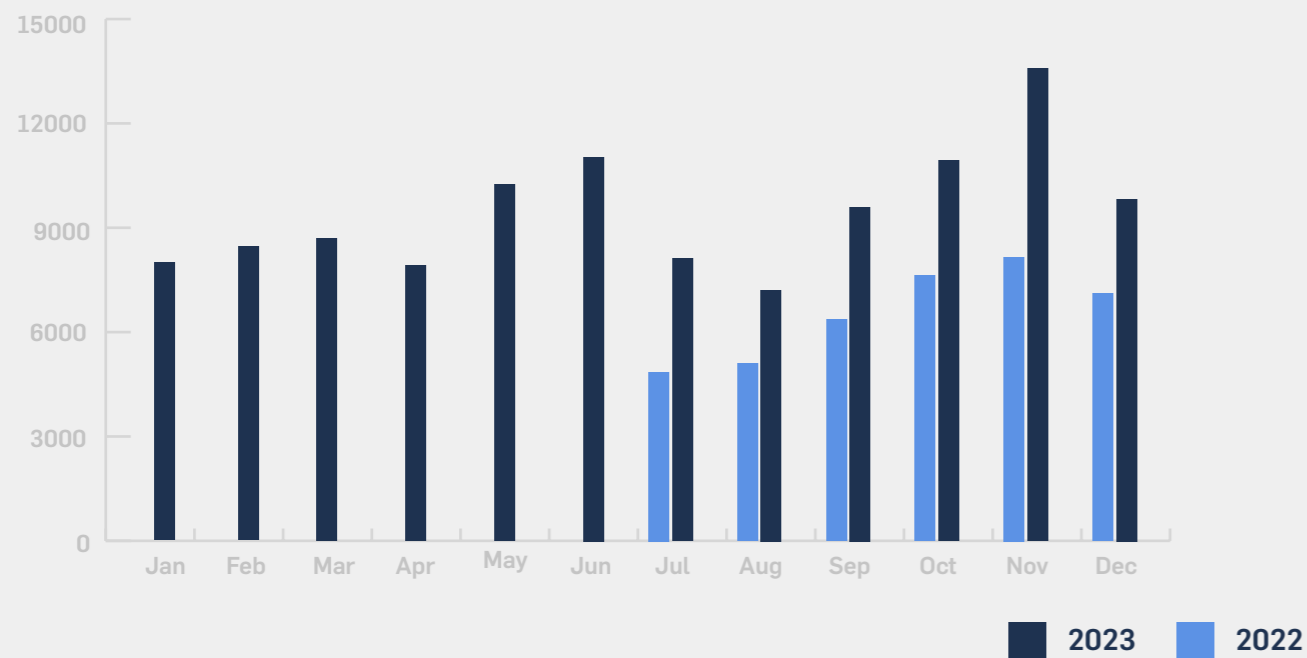
In tandem with the Principles Refresh, 2023 marked a period of revitalization for PRME's visual identity. The iconic colors and symbols representing our Principles underwent a refresh, breathing new life into our brand identity. Additionally, promotional tool kits were updated to ensure consistency and resonance across all communication channels, enabling Signatory Members to communicate their commitments and impact related to the Principles for Responsible Management Education. This, alongside partnerships, contributed to increased mentions of PRME across media outlets globally.

## Total Media Mentions



A significant milestone in our digital presence was the introduction of new webpages on the PRME website. These included the SIP Search and Signatory Search functionalities, providing enhanced accessibility and transparency for stakeholders seeking information on Signatories and their sustainability journeys. Moreover, the revamped homepage and the addition of a web page highlighting opportunities available to Signatory Members enriched users' experience, facilitating seamless navigation and engagement with PRME initiatives and collaborations.

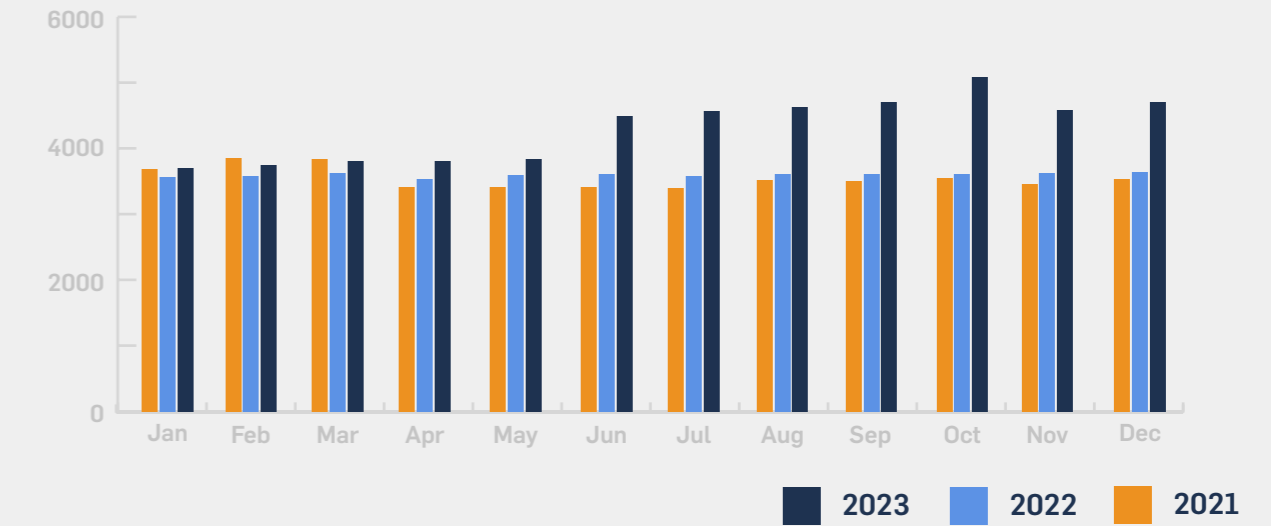
## Unique Website Users



To further bolster our communication efforts, we welcomed a dedicated Communications Senior Manager, Cheyenne Maddox, to the PRME Secretariat. With a robust communications team and a strategic direction, we are poised to amplify our impact and reach, driving greater awareness and engagement with PRME's mission and values.

Recognizing the importance of tailored communication, our newsletter underwent a comprehensive redesign. The introduction of a preference center empowered subscribers to further customize the content they receive from PRME according to their interests and priorities. This personalized approach enhances user engagement and strengthens connections within the PRME community.

## Newsletter Subscribers

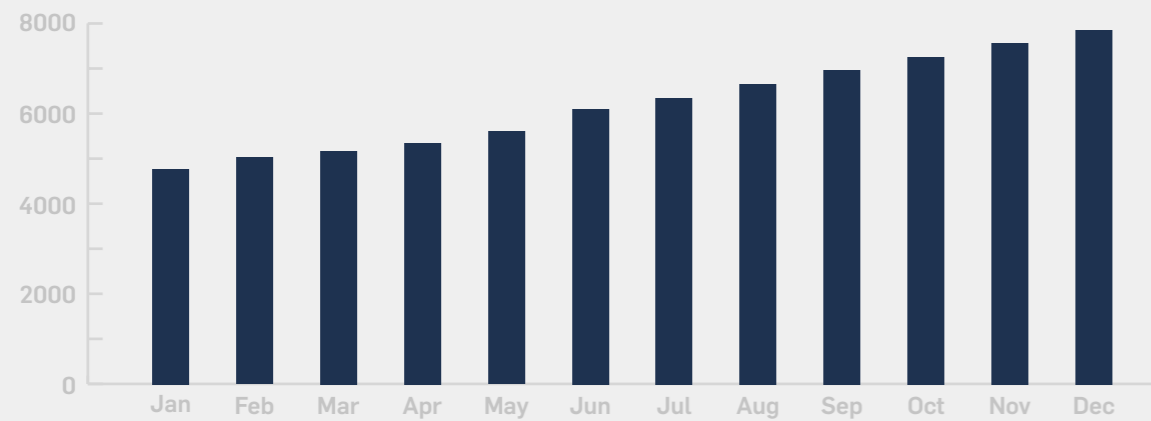




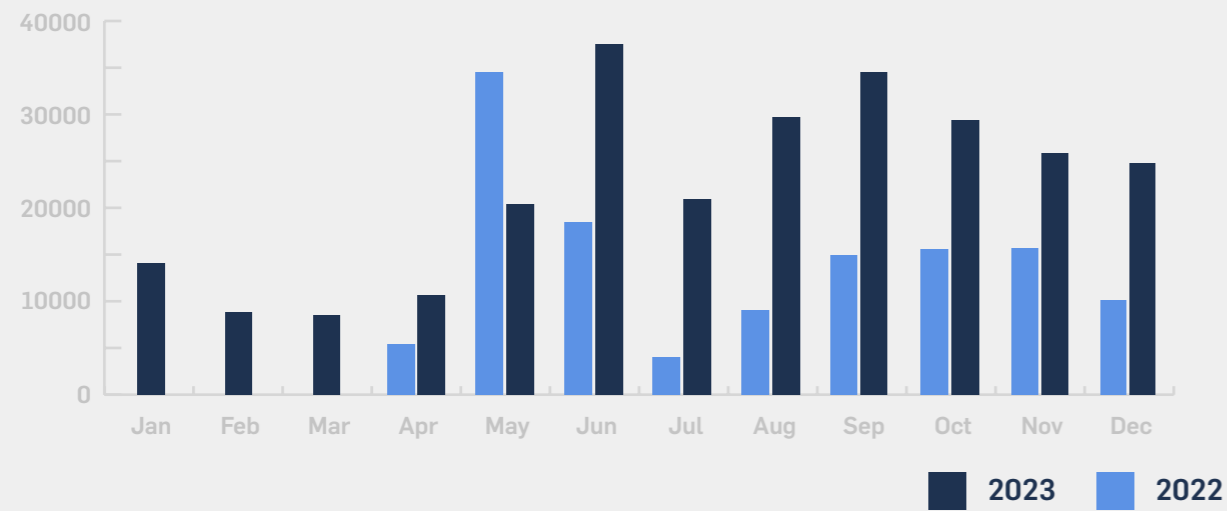
In 2023, our communication initiatives evolved to reflect our commitment to transparency, accessibility, and relevance. Through strategic enhancements to our visual identity, digital platforms, team expansion, and personalized communication channels, we are better positioned to advance our mission of transforming management education for a sustainable future.

As a result of these and additional efforts, PRME saw increases in reach and influence on multiple notable channels throughout 2023: namely LinkedIn, YouTube, and PRME's website and newsletter. A growing audience on LinkedIn has enabled PRME's programming to further penetrate Signatory Members' faculty and student communities. In addition, PRME's YouTube channel featured more content from webinars, workshops, and events than ever before, making responsible management education even more accessible globally.

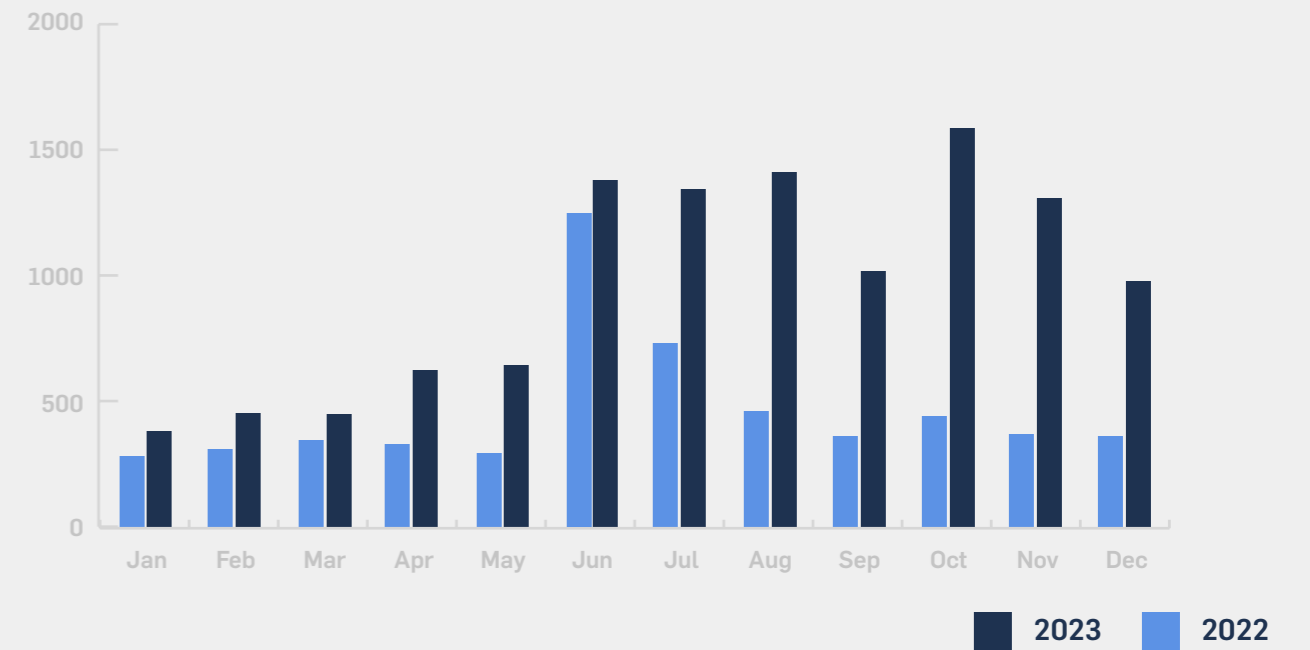
**LinkedIn Followers Growth – Monthly**



**LinkedIn Impressions**



**Youtube Monthly Video Views**



# FINANCES

INCOME	
PRME Signatory Member Service Fee (excl. Champions)	548,948
PRME Champion Administrative Fee	126,276
PRME Champion Service Fee (highest tier)	87,956
<b>Total Contributions (Sig. &amp; Champions)</b>	<b>763,180</b>
Sponsorships	152,174
PRME Administrative Overhead (income from LEGO)	150,000
PRME Administrative Overhead (income from EoM)	7,500
<b>PRME Core Income</b>	<b>1,072,854</b>
EXPENSES	
Personnel (FGC Employees, UN Staff, + Consultants and ICs)	450,000
Sub-Contractors	170,000
<b>Total Salaries</b>	<b>620,000</b>
Events & Conference Services	287,400
Travel	20,000
Occupancy & Office	-
Marketing, IT & Telecomms	32,736
Communications & Outreach	10,000
Headhunter Fee	13,333
Administrative Fees	2,000
Chapter Development Fund (10%)	43,115
Miscellaneous/Other Expenses	35,000
<b>PRME Core Expenses</b>	<b>1,064,848</b>
<b>PRME Budget Operating Surplus/(Deficit)</b>	<b>\$9,269.96</b>
Reserve at beginning of year	604,811
<b>Cash Reserve at end of year</b>	<b>614,081</b>

LEGO Foundation's (i5) Grant	
LEGO Foundation's (i5) Grant	1,171,903
<i>Rollover from 2022</i>	682,636
<b>Total (i5) Income</b>	<b>1,854,539</b>
(i5) Personnel (including Consultants & ICs @ PRME Sec.)	445,000
(i5) Sub-Contractors	753,600
(i5) Travel	65,751
(i5) Events & Conferences	200,000
(i5) Equipment & Materials	75,672
Foundation for the Global Compact Administrative Overhead	100,000
PRME Administrative Overhead	150,000
<b>Total (i5) Expenses</b>	<b>1,790,023</b>
<b>i5 Budget Surplus/(Deficit)</b>	<b>64,516</b>

Economics of Mutuality Grant	
Economics of Mutuality Grant	330,000
<b>Total EoM Income</b>	<b>330,000</b>
EoM Personnel (SM, IT Manager)	120,000
EoM Sub-Contractors (RSM & Jr. Dev, Full Stack Dev, Designer)	40,800
EoM IT (Hardware, Software, etc.)	2,835
Consultant Travel	4,093
Foundation for the Global Compact Administrative Overhead	7,500
PRME Administrative Overhead	7,500
<b>Total EoM Expenses</b>	<b>182,728</b>
<b>Core PRME Budget Operating Surplus/(Deficit)</b>	<b>147,272.11</b>

## PAYMENTS BY SIGNATORIES

Please note that fluctuations in payment amounts across Signatory Members are due to pro-rated amounts offered in 2023, exchange rates or transactions fees.

CHAMPIONS	
Institution	Amount (USD)
Woxsen University	3180
Queen's Business School	3182
ESPAE-ESPOL	3190
Newcastle Business School, University of Northumbria	3200
University of Stirling Management School	3200
School of Business, Government, and Economics - Seattle Pacific University	3200
University of Dundee School of Business	3200
Birla Institute of Management Technology	3200
Externado School of Management	3200
T A PAI Management Institute	3200
GOA Institute of Management	3200
International Business School Suzhou, Xi'an Jiaotong-Liverpool University	3200
Freeman College of Management - Bucknell University	3200
Almaty Management University	3200
Milpark Business School	3200
Gordon Institute of Business Science (GIBS)	4780
University of Cape Town Graduate School of Business	4800
Nova School of Business and Economics	4800
ISCTE Business School	4800
Gordon S. Lang School of Business and Economics	4800
Kemmy Business School	4800
EGADE, Graduate School of Business Administration and Leadership	4800
UC Business School	4800
Sobey School of Business	4800
School of Business and Economics, Vrije Universiteit Amsterdam	5475
Stockholm School of Economics	6170
The School of Business, Economics and Law at University of Gothenburg	6180
Department of Business Administration and Work Science - Kristianstad University	6180
IMD-International Institute for Management Development	6180
Glasgow Caledonian University	6180
Copenhagen Business School	6180
University of Applied Sciences of the Grisons (FHGR)	6182

CHAMPIONS	
Institution	Amount (USD)
ZHAW School of Management and Law	6182
Hanken School of Economics	6191
Budapest Business University	6200
Audencia Nantes School of Management	6200
University of Plymouth	6200
Nottingham Business School	6200
La Trobe Business School	6200
Deakin University, Faculty of Business and Law	6200
Conestoga School of Business	6200
University of Sussex Business School	6200
CUNEF Universidad	6200
Gabelli School of Business	6200

BENEFACTOR	
Institution	Amount (USD)
Munster Technological University	2079
IPAG Business School	2100
HEC Paris	2177
Edinburgh Business School	2180
Amsterdam Business School	2483

SPONSOR	
Institution	Amount (USD)
Universidad Cesar Vallejo SAC	1399
Cranfield School of Management	1881
UTPL - Universidad Técnica Particular de Loja	1899
Daniels College of Business	1899
ESSCA School of Management	1916
UBT - University for Business and Technology	1928
IESE Business School	1950
Wroclaw University of Economics and Business	1966
INCAE Business School	1974
Reykjavik University	1974
School of Events, Tourism and Hospitality Management - Leeds Beckett University	1974
Westminster Business School	1974
S P Jain Institute of Management & Research	1974
WU - Wirtschaftsuniversitaet Wien / Vienna University of Economics and Business	1977

SPONSOR	
Institution	Amount (USD)
ESCP Europe	1979
SKEMA Business School	1979
Birmingham Business School	1979
University of Southampton	1979
Maastricht University School of Business and Economics	1979
Rennes School of Business	1979
School of Business, Kwantlen Polytechnic University	1979
Faculty of Business and Law, Coventry University	1979
Groupe ESC Dijon Bourgogne - Burgundy School of Business	1979
University of Vaasa	1979
Lund University School of Economics and Management (LUSEM)	1979
Portsmouth Business School	1979
Excelia Business School	1979
Lancaster University	1979
De Montfort University, Faculty of Business and Law	1981
Cardiff Metropolitan University	1981
University of Mannheim	1984
Paris School of Business	1984
Faculty of Economics and Business, University of Groningen	1984
KEDGE Business School	1989
Association Léonard de Vinci	1989
EDHEC Business School	1989
University of St. Gallen	1991
Adelaide Business School	1996
Opus College of Business	1999
Johns Hopkins Carey Business School	1999
University of Business and Technology	1999
Smith School of Business	1999
Martin Tuchman School of Management	1999
NEOMA Business School	1999
Faculty of Business, University of Wollongong in Dubai	1999
ESSEC Business School	1999
Ted Rogers School of Management	1999
Grenoble Ecole de Management	1999
Faculty of Business, Law and Arts, Southern Cross University	1999
Trinity Business School	1999
Widener University	1999

SPONSOR	
Institution	Amount (USD)
Bryant University	1999
Babson College	1999
Toulouse Business School (TBS)	1999
Strathclyde Business School	1999
Escola de Administracao de Empresas de Sao Paulo (EAESP/FGV)	1999
Alliance Manchester Business School	1999
School of Business and Management - Queen Mary University of London	1999
Rotterdam School of Management	1999
George Mason University School of Business	1999
Surrey Business School	1999
Rotman School of Management, University of Toronto	1999
Royal Roads University School of Business	1999
Universidad Loyola	1999
University of Queensland Business School	1999
University of Auckland Business School	1999
Mendoza College of Business	1999
The Peter J. Tobin College of Business	1999
Monash Business School	1999
Sabancı University	1999
Lee Shau Kee School of Business and Administration	1999
American University of the Middle East	1999
INSEAD	1999
System Federation of Industries of the State of Parana (FIEP)	1999
IU International University of Applied Sciences	1999
Faculty of Business, Law and Tourism, University of Sunderland	1999
Questrom School of Business, Boston University	1999
The University of Sydney Business School	1999
Aston University	1999
Desautels Faculty of Management, McGill University	1999
School of Business, Siena College	1999
Católica Lisbon School of Business and Economics	1999
Pforzheim University Business School	1999
Cheung Kong Graduate School of Business	1999
Faculty of Management, Economics and Social Sciences - University of Cologne	1999
Curtin University	1999
FSA ULaval	1999
Sheffield University Management School	1999

SPONSOR	
Institution	Amount (USD)
Cardiff Business School	1999
Faculty of Business & Economics and Melbourne Business School	1999
UNSW Business School	1999
Bentley University	1999
The Hong Kong Polytechnic University Faculty of Business	1999
Seneca Faculty of Business	1999
ESADE	1999
UTS Business School, University of Technology Sydney	1999
Manchester Metropolitan University Business School	1999
The Faculty of Business and Law, The Open University	1999
WHU - Otto Beisheim School of Management	1999
University of the Sunshine Coast	1999
HKUST Business School	1999
Reutlingen University	1999
College of Business and Economics, University of Tasmania	1999
Birmingham City Business School	1999
UCD College of Business	1999
Henley Business School	1999
King's Business School	1999
Leuphana University Lüneburg	1999
Cornell SC Johnson College of Business	1999
Leeds University Business School	1999
Universidad de Lima	1999
School of Management, Ritsumeikan Asia Pacific University	1999
John Molson School of Business	1999
Fundacao Dom Cabral (FDC)	1999
Durham Business School	1999
Swinburne School of Business, Law and Entrepreneurship	1999
Oxford Brookes Business School	1999
Lazaridis School of Business & Economics	1999
RMIT University: College of Business and Law	1999
Villanova School of Business (VSB)	1999
Edith Cowan University School of Business and Law	1999
College of Business, Colorado State University	1999
Ivey Business School	1999
UWE Bristol	1999
Tippie College of Business	1999
Thunderbird School of Global Management	1999

SPONSOR	
Institution	Amount (USD)
Peter T. Paul College of Business and Economics	1999
Haskayne School of Business	1999
Kogod School of Business	2000
UniSA Business	2000
Weatherhead School of Management	2000
Hult International Business School	2000

SUPPORTER	
Institution	Amount (USD)
School of Economics and Management, University of Porto	960
Kühne Logistics University	964
Antwerp Management School	971
International School of Management	977
European Business School (EBS)	977
Prin. L.N. Welingkar Institute of Management Development and Research	978
International School, Vietnam National University	978
University of Nicosia	978
Institute of Business, Industry and Leadership, University of Cumbria	979
University of Greenwich Business School	979
Norwich Business School	979
EADA (Fundacio Privada Universitaria EADA)	979
Oerebro University School of Business	979
Karlstad Business School	979
Turku School of Economics	979
Umeå School of Business, Economics and Statistics, USBE	979
Groupe ESC Clermont	979
EU Business School	979
University of Edinburgh Business School	981
TIAS School for Business and Society	981
School of Business and Economics of the University of Münster	982
Geneva School of Economics and Management	984
CBS International Business School	985
UOC School of Business and Economics	987
Barcelona School of Management	987
EM Strasbourg	989
ICHEC Brussels Management School	989

SUPPORTER	
Institution	Amount (USD)
LUT University	989
IAE Toulouse School of Management	989
Aalto University, School of Business	990
XLRI Jamshedpur School of Business & Human Resources	999
Haub School of Business	999
Universidad Simón Bolívar	999
College of Business, Law and Social Sciences, University of Derby	999
College of Business Administration, Loyola Marymount University	999
School of Management Fribourg (HEG-FR)	999
MCI - Management Center Innsbruck	999
Jyväskylä University School of Business and Economics	999
Pepperdine Graziadio School of Business	999
Sunway Business School	999
stinye Üniversitesi	999
KIMEP University	999
University College of the Cayman Islands	999
Institute of Management Technology, Ghaziabad, Delhi NCR (IMTG)	999
Gustavson School of Business	999
International University of Monaco	999
Murdoch University	999
Taylor's Business School	999
Department Business Economics, Health and Social Care, University of Applied Sciences of Southern Switzerland	999
University of Huddersfield Business School	999
Albers School of Business and Economics	999
Rowe School of Business - Dalhousie University	999
ESDES (Ecole Supérieure de Développement Économique et Social)	999
Jack H. Brown College of Business & Public Administration	999
School of Business Management, NMIMS	999
Unicaf University	999
Vistula University	999
McCoy College of Business Administration	999
ILR School, Cornell University	999
Macquarie Business School	999
Auckland University of Technology Business School	999
Robins School of Business	999
Griffith Business School	999
CESA - Colegio de Estudios Superiores de Administración	999

SUPPORTER	
Institution	Amount (USD)
Brunel University London	999
Penn State Great Valley	999
School of Economics and Business, University of Ljubljana	999
Frank G. Zarb School of Business, Hofstra University	999
Richard A. Chaifetz School of Business	999
Quinlan School of Business	999
Suliman S. Olayan School of Business, The American University of Beirut	999
Universität Hamburg	999
iaelyon School of Management	999
The School of Management - Swansea University	999
Neapolis University Pafos	999
University of Warsaw	999
TUM School of Management	999
York St John Business School	999
Inspur	999
School of Business, University of Leicester	999
University of Western Australia Business School	999
University of Economics in Bratislava	999
University of Dayton School of Business Administration	999
Bond University Faculty of Business	999
Dhillon School of Business	999
Essex Business School	999
ISEG	999
Edinburgh Napier University Business School	999
University of Connecticut	999
Bournemouth University Business School	999
Inter American University of Puerto Rico	999
College of Business Administration, California Polytechnic State University Pomona	999
FIA - Fundacao Instituto de Administracao	999
FH Wien University of Applied Sciences	999
HEC-Management School, Liege	999
Sasin School of Management	999
TalTech School of Business and Governance	999
Victoria University Business School	999
Grossman School of Business	999
Politecnico di Milano School of Management	999
Beedie School of Business	999

SUPPORTER	
Institution	Amount (USD)
Adam Smith Business School	999
Illinois State University, College of Business	999
Ambassador Crawford College of Business and Entrepreneurship, Kent State University	999
Brandeis International Business School	999
Faculty of Business and IT, Ontario Tech University	999
Loughborough Business School	999
Feliciano School of Business	999
Seidman College of Business, Grand Valley State University	999

CONTRIBUTOR	
Institution	Amount (USD)
International Institute In Geneva (IIG)	109
GL Bajaj Institute of Management & Research.PGDM Institute	120
ICFAI Business School, Hyderabad	124
Fundacion Universitaria del Area Andina	399
Dublin City University Business School	449
Facultad de Ciencias Empresariales - Universidad Pablo de Olavide	452
Porto Business School	453
Bologna Business School	458
University for the Creative Arts, UK	461
Faculty of Behavioral, Management and Social Sciences - University of Twente	464
CUOA Business School, Fondazione CUOA	469
Louvain School of Management	471
IMC University of Applied Sciences Krems	472
ESCI Escola Superior de Comerc Internacional	473
Rome Business School	474
Kozminski University	474
TSIBA Business School	474
Nigerian British University	474
IMI New Delhi	474
University of Pécs, Faculty of Business and Economics	474
Faculty of Economics and Finance, University of Bialystok	474
Danube Business School	474
Maynooth University, School of Business	474
European School of Business and Management SE	474
Business Institut EDU a.s.	474

CONTRIBUTOR	
Institution	Amount (USD)
Cambridge Business School	474
Richmond American International University in London	475
Ingolstadt School of Management	477
ICBS Thessaloniki Business College	478
Ostfalia University of Applied Sciences (engaged by ZWIRN - Center for Scientific Interdisciplinary Risk and Sustainability Management)	479
Faculty of Business and Law, University of Northampton	479
Faculty of Business and Management, University of Wales Trinity Saint David	479
Hull University Business School	479
College of Economics and Political Science, Sultan Qaboos University	479
Faculty of Economics, Josip Juraj Strossmayer University	479
Universidad Intercontinental de la Empresa (UIE)	479
School of Economics and Business, University of Sarajevo	479
ISTUD SRL	479
University of Hertfordshire Business School	479
London College of Fashion	479
School of Economics and Management - University of Minho	479
Dr Hasan Murad School of Management	479
Faculty of Business Studies and Economics, Rheinland-Pfälzische Technische Universität Kaiserslautern-Landau (RPTU)	479
Miami Herbert Business School	479
IEDC-Bled School of Management	479
Stockholm Business School	479
Swedish University of Agricultural Sciences	479
ICN Business School	479
Oulu Business School	479
International Business School, Zuyd University of Applied Sciences	479
Qassim University College of Business and Economics	479
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British University in Dubai	479
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American University of Central Asia	481
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Vilnius University Business School	481
Alberta College	481
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Amsterdam School of International Business	482
HEC Lausanne	483

CONTRIBUTOR	
Institution	Amount (USD)
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TSM Business School	484
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ICD Business School	484
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Ostbayerische Technische Hochschule (OTH) Amberg-Weiden	487
Facultad de Contaduria Publica y Administracion	487
Riga International School of Economics and Business Administration (RISEBA)	488
emlyon business school	489
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School of Business, Changzhou University	500
Business Science Institute	506

