



## PIR GLOBAL SUMMIT 2023

Accelerating Impact by Integrating Students

Fordham University, New York, June 12, 2023

### Summit Outcome Report



#### Session outcome

50+ participants contributed in an energized session led by students to an outcome statement that PIR and the students will translate into reality, by creating six PIR Working Groups [all PIR schools are invited to join](#).

**Integrate learning, research, and communications to accelerate change in business schools through transparency and collaboration with students.**



*The PIR Global Summit was led by student leader Lauriane Dietrich (VP oikos International), Katrin Muff (President PIR Association), and Thomas Dyllick (PIR Co-Founder & Member of the Supervisory Board of PIR).*

Link to all photos [here](#)

The session sought to establish new pathways of how business schools can effectively work with students to accelerate change to increase their societal impact. And it walked the talk: students led the dialogues and provided the session conclusions. These were reflected on by Deans and Directors from around the world.

Participants worked on six main topics that emerged from student comments in the [PIR 2023](#) survey (see box).

### Topics for working groups

1. Curriculum integration now
2. Bring in societal actors
3. Innovative learning methods
4. Engaged faculty & staff
5. Clean up your act
6. Stop unethical partnerships



### Agenda

11:00 – 11:30	Networking Welcome
11:30 – 11:45	Introduction & purpose – <b>Katrin Muff, PIR President</b>
11:35 – 11:40	Accelerating impact at business schools – <b>Thomas Dyllick, Member PIR Supervisory Board</b>
11:40 – 11:45	Students as engaged stakeholders – <b>Lauriane Dietrichs, Vice President oikos International</b>
11:45 – 12:30	Embracing key topics of student concern – <b>Working session led by students</b> <ul style="list-style-type: none"> <li>• <b>Adrianna Timmons, Sobey School of Business, Saint Mary's University</b></li> <li>• <b>Bianca Kwasiborski, Sprott School of Business, Carleton University (Canada)</b></li> <li>• <b>Deborah Kaut, Maastricht University School of Business and Economics</b></li> <li>• <b>Kelsey White, Gordon S. Lang School of Business and Economics, University of Guelph</b></li> <li>• <b>Marguerite Stoffel, Drake University Zimpleman College of Business</b></li> <li>• <b>Parker Woods, LeBow College of Business - Drexel University</b></li> <li>• <b>Verity Blackburn, St. Andrews University</b></li> </ul>
12:30 – 12:40	Collecting recommendations from working sessions - <b>Plenary</b>
12:40 – 12:55	Networking Coffee Break
12:55 – 13:20	Deans' panel on recommendations moderated by Katrin Muff: <ul style="list-style-type: none"> <li>• <b>Ajit Parulekar, Goa Institute of Management</b></li> <li>• <b>Cristina Gimenez Thomsen, ESADE Business School (excused)</b></li> <li>• <b>Jill Bogie, Gordon Institute of Business Science, University of Pretoria</b></li> <li>• <b>Vana Zervanos, The Haub School of Business, Saint Joseph's University</b></li> <li>• <b>Ruben Guevara, CENTRUM PUCP Business School</b></li> </ul>
13:20 – 13:30	Committing to a recommendation & celebratory group photo – <b>All participants</b>
13:30 – 14:30	Networking lunch

# 1. Curriculum integration now

## *PIR results*

- Responsibility and sustainability (R&S) relate to the **whole business curriculum** and students see the clear need to integrate them broadly into the curriculum, to show linkages between R&S and core courses like Finance, Accounting, Marketing, Procurement, Supply Chain Management, and Human Resources.
- RS should be addressed with **specialized courses** to achieve the necessary depth, but they should also be **integrated into the core** of the respective curriculum.
- R&S should be integrated on **both a Master's and a Bachelor's level**. Too often there are only specialized courses offered on the Master's level.
- Increasingly, students see a clear need to make these courses a **mandatory** part of their studies.

## *Roundtable discussion results*

*Student Leader: Adrianna Timmons, Sobey School of Business, Saint Mary's University (Canada) and Verity Blackburn, St. Andrews University (UK)*

- Using **language** that explicitly and clearly relates to sustainability in syllabi and curriculum
- Making sure **faculty** are **aware** of sustainability topics and **incentivized** to integrate them more into their courses
- Providing **resources and space** for **faculty development**
- Integrating sustainability into **course assessments** so that faculty can learn from students too
- Integrating **soft and hard skills** together into the curriculum and learning process



## 2. Bring in societal actors

### *PIR results*

- Students are aware of the complexities of current societal challenges and ask for **integrating societal actors into their learning process**.
- Students ask to bring in **experienced practitioners** from business, politics, and civil society.
- Students expect **first-hand insights** into solving complex societal challenges and hope for **attractive internship and employment possibilities**.

### *Roundtable discussion results*

*Student Leader: Kelsey White, Gordon S. Lang School of Business and Economics, University of Guelph (Canada)*

- Using a **sustainability lens** to give a sense of urgency and hope in learning
- Learning to **think globally and act locally with care and responsibility**
  - Widening the perspectives beyond research and theory
  - Engaging various actors in the sustainability field with business as a key actor
  - Developing different competencies and skills



### 3. Innovate learning methods

#### PIR results

- Students have been asking to innovate the learning methods **for a long time already**.
- New and different **problems** need new learning **methods**.
- Students want more **diverse, interactive, inclusive, experiential, and hybrid** learning formats.
- Students hope to gain more **breadth, depth, and excitement** in their learning, but also to contribute to their **personal development**.

#### Roundtable discussion results

*Student Leader: Deborah Kaut, Maastricht University School of Business and Economics (Netherlands)*

- Challenges:
  - faculty **engagement incentives** and how to make them aware of the need to make additional investment in teaching responsibility and sustainability
  - putting teaching **on par** with research
  - triggering **student motivation**
  - lack of flexibility in **course structures** and **faculty competencies**
  - innovation is **very slow** in many cases, for example use of disruptive technologies
- Recommendations:
  - changing the way competencies and skills are **measured**
  - measuring impact on **student learning and competencies**
  - increase research **in support** of learning and education
  - research and education need to be **in balance**



## 4. Engage faculty and staff

### *PIR results*

- The students ask their school to make sure the teaching faculty is open-minded with a clear commitment to the sustainability topic, its challenges, and ethical dilemmas.
- Sometimes this may be a question of seniority and age.
- Sometimes this may be a question of personal conviction or reflectivity.
- Students also ask for adequate incentives and support from school management for faculty development.

### *Roundtable discussion results*

*Student Leader: Parker Woods, Le Bow College of Business, Drexel University (USA)*

- Accepting differences in values across students and faculty
- Reframing values-based conversations around common language (e.g. SDGs)
- Opening an ongoing dialogue between students, faculty, and staff to develop a common understanding on most pressing challenges and collective action (research and actions)
- Faculty should act as mentors and enablers in the classroom and the joint learning process



## 5. Clean up your act

### PIR results

- Cleaning up the act for the students has many elements: it covers reducing waste and wasting resources related to **paper** (incl. paper exams), **plastic** (incl. PET bottles), **energy** (including leaving the light on overnight, having the A/C too low, overheating, using non-renewable energy source), **food** (both the offer of unhealthy food as well as food waste), and **transportation** (incl. to and from school, flying faculty and students around unnecessarily).
- The topic of “waste and resources” was mentioned **most frequently** by students and while not being the most important area of impact for a school, it should be considered as **basic homework** to be taken care of.
- A great number of students are greatly irritated by the school not doing these basic sustainability acts and a school’s **reputation** will suffer if this is not addressed effectively.

### Roundtable discussion results

*Student Leader: Marguerite Stoffel, Zimpelman College of Business, Drake University (USA)*

- Tracking and reporting on your school’s wasted resources through **benchmarking with other schools** and providing good examples to follow
- Using **peer pressure** to influence behavior at the school
- Provide internal and externally verified **data** to support action
- Use **communication** as a driver
- Make sure best practices are integrated into **the curriculum**
- Use your school as a **role model**
- Take advantage of **simple solutions**



## 6. Stop unethical partnerships

### *PIR results*

- Students urge schools to stop ignoring their **role model** responsibility and **to walk their talk** by stopping all attempts of **greenwashing**, pretending to be responsible and sustainable but in fact not
- Schools need to stop **unethical partnerships** and be careful, **whom to invite** on campus for presentations, case studies, events, recruitment or for **sponsorship**.
- School **investments** into problematic businesses or industries are another difficult field. This field may also pose great potential for conflict and needs a careful approach.

### *Roundtable discussion results*

*Student Leader: Bianca Kwasiorski, Sproull School of Business, Carleton University (Canada)*

- Challenges:
  - Where does the school and faculty get its money from?
  - Where does the school put its money?
  - How does the school select its students?
  - What employers are presented at career fairs?
- Recommendations:
  - be transparent about school partnerships and decision processes
  - get students involved in the decision making and reflections about the criteria used
  - integrate ethical decision making and the criteria used at the school into teaching and research
  - highlight cooperations and partnerships with ethical partners
  - create guidelines on where to get funding from and invest its money

