

## The PIR Case Study Collection

Areas	Dimensions of impact
Energizing	Governance
	Culture
Educating	Programs
	Learning Methods
	Student Support
Engaging	Institution as a role model
	Public Engagement

The Case Study Collection features 33 schools from 18 countries across five continents. The PIR assesses seven dimensions across three areas of activities of a business school. The case studies are organized by these dimensions. In addition, the case collection features overarching insights from improvements across all dimensions of a school, from working with students, from top performing schools from the Global South, from how schools in the Global North integrated an impact orientation at their school, and from improving thru PIR:

Cases are color-coded according to year collected:

- [2020 case studies](#)
- [2021 case studies](#)
- [2022 case studies](#)
- [2023 case studies](#)

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## Governance

### *Gordon S. Lang School of Business and Economics, Canada<sup>1</sup>*

The LANG School of Business and Economics, led by founding dean Julia Christensen Hughes through a 10-year strategic process, transformed from a traditional academic college to a business school for a changing world. Setting a bold vision to develop leaders for a sustainable world, formally endorsed by faculty and staff, LANG embodies the concept of business as a force for good, reflected across our three pillars - transformational learning, research with impact, and community engagement. To realize our vision, we developed an integrated plan, with clear accountability. Critical to the operationalization of our values was a fundamental revisioning of the introduction to business course. Management 1000 is now a mechanism for "onboarding" all 800 of our first-year students to the concepts of ethics, integrity and leadership in a real-world setting.

Throughout the course, students work together in teams to conduct a macro analysis of a company, apply business theory, and research organizational factors. The culminating activity is The Great Ethical Dilemma case competition, whereby the teams act as the company's leadership, and must respond to a (fictitious) ethical issue requiring immediate resolution. Teams have 38 hours to examine the issue, develop an ethical solution, and prepare a presentation of their recommendation for an "executive board", including industry judges who assess the teams. Thus, students integrate ethical decision making, management theory, and considerations of sustainability, in their first term, and throughout their program.

This focus on leadership and ethics as essential skills for graduates in today's complex business environment led to our culminating achievement. In 2019, we received a transformative \$21 million gift from Stu and Kim Lang to name the Gordon S. Lang School of Business and Economics to honour Stu's father, founder of CCL Industries. A man of principle, Gordon S. Lang embodied the characteristics that make Guelph business students special: humble, hardworking, entrepreneurial and resilient. The words of our benefactor, Stu Lang, motivate us to continue our path forward.

### *Antwerp Management School, Belgium*

As a follow-up to the Positive Impact Rating 2020, Antwerp Management School (AMS) developed a sustainability strategy, together with its stakeholders, expressed in detail in the AMS' Sustainability Progress Report. The report showcases the sustainability initiatives that AMS has initiated with the goal to positively impact students, staff, partners, and the world.

AMS has strengthened its operations, programs, partnerships, and contributions to society by aligning its sustainability strategy with the SDGs. The **AMS Sustainability Framework** includes three pillars:

**Human Impact:** AMS focuses on human impact goals towards employee and student wellbeing, but also on transparency and communication, to ensure equal rights and equal opportunities for all.

**Environmental Impact:** AMS directs its environmental impact goals towards campus waste, climate action, sustainable building, travels, and circular economy. AMS has committed to be carbon neutral by 2030 and is a member of the Belgian Alliance for Climate Action.

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<sup>1</sup> Source: Stacia Elliot, interim Associate Dean, University of Guelph, The LANG School of Business and Economics, Canada

**Knowledge Impact:** Through its knowledge impact goals, AMS aims to develop sustainable mindsets and interdisciplinary collaboration. Through their research and sustainability projects the focus is on learning innovation, societal consciousness, and complete learning experience.

To integrate sustainability further, AMS involves all stakeholders in its sustainability initiatives, including industry and academic partners, research and valorization team, executive education and full-time master's teams, students, clients, facilities, and HR staff. By mapping the AMS impact and achievements, and by drawing on existing frameworks such as the 17 SDGs, the PRME initiative, and the PIR, AMS is committed to its Sustainability Framework as a foundation for the long-term strategy.

### ***CENTRUM PUCP Business School, Peru***

CENTRUM PUCP, the business school of the Pontifical Catholic University of Peru, has a clear vocation to social impact and sustainability. It recognizes the urgency for business schools to embrace a different role in society and has committed to incorporate in its governance model the PIR areas of energizing, educating, and engaging.

The school's governance considers the principles of ethics and social responsibility to develop a plural and tolerant academic community inspired by ethical, democratic, and Catholic principles of freedom of worship. CENTRUM PUCP is committed to active involvement in society, primarily through the students, alumni, faculty, research, and extension activities. It aims to develop alumni as citizens with a global perspective, fair in their actions, with a sense of competitiveness at the service of society, standing out for the integrity with which they operate in the business world.

CENTRUM PUCP adopted five UN SDGs as part of its sustainability and societal engagement. The SDGs also serve as a driving force for their educational model.

In 2018, CENTRUM PUCP established the Innovation and Sustainability Observatory in partnership with the Global Reporting Initiative (GRI). The Observatory research seeks to improve sustainable development in South American countries. Students and local entrepreneurs have access to training and information on sustainable practices while contributing to more sustainability data.

### ***Goa Institute of Management, India***

Goa Institute of Management (GIM) was founded in 1993 with a vision to nurture graduates who will be acknowledged as transformative leaders, focused on responsible, ethical, and sustainable business practices.

To achieve this, GIM prides itself on having a student-friendly campus. This is reflected in the way GIM integrates student feedback to innovate, improvise, and enhance the pedagogy, course material or campus facilities. In addition, the Director, Dean and Programme Chairs regularly meet with the student groups to seek suggestions and feedback on improvement. Students have a student advisory council, an elected apex body of various students' clubs at GIM, with a further interface between the students and the management.

This inclusive governance is also reflected by alumni representation in the governing bodies and the boards of studies of different programs. Engagement from alumni enables professors to maintain connections with business and keep their courses current.



*Workshop on Good Touch and Bad Touch for School Children by GIM students*

GIM's pedagogy helps to inculcate a sustainability mindset among students. This is achieved by enabling emphasis with stakeholders and nudging them to translate their knowledge into action. Students are encouraged to acquire critical thinking and engage with contemporary social and environmental issues. The Centre for Social Sensitivity and Action (CSSA) and the Centre for Excellence in Sustainable Development (CESD) together with student initiatives, create opportunities for students to engage in stakeholder dialogues, sharing and co-creating knowledge.

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Since its inception, GIM has implemented many initiatives to respond to the three pillars of sustainable development. The institute has prepared a unique biodiversity register of the campus, monitoring flora and fauna and conducting tree plantation drives to contribute towards environmental sustainability. To support economic sustainability, GIM creates meaningful employment opportunities for the local community. Social sustainability is promoted by GIM's diversity and inclusion strategies in the admission of students and recruitment of faculty and staff.

### ***Iscte Business School, Portugal***

Iscte has a mission "to co-create societal impact by providing close-to-practice high-quality education and research that promote responsible management". The school has achieved a year-by-year improvement of the PIR score, highlighting a growing recognition by students of the school's efforts. One example of such an effort is reflected in the school's desire to match academic assignments and societal challenges. This has been achieved by applying an externally-launched project challenge to the student evaluation method. This has enabled highlighting the impact of education on society for students..

The curricular unit 'Ethics, Corporate Responsibility and Sustainability' includes the SDGs and the 2030 Agenda in its syllabus. It provides students with a broad notion of sustainability concepts and the challenges of its integration into strategy. One group of students developed the business case for the project 'Fruta à Moda Antiga' [*Old fashioned fruit*] under the guidance of the course coordinator. The food-waste prevention project consists of rescuing fruit stock otherwise disposed of by retail businesses and creating versatile and delicious food. The fruits are cooked by elderly people in social institutions, engaging in a meaningful activity and valuing their generational insights and skills. The student won the externally-run contest promoted by GRACE Academy and serving SDG 9.

These kinds of projects and competitions contribute to the implementation and integration of the SDGs by Iscte Business School. Through SDG 4 and SDG 17, students enhance their initiative capacity and collaborative skills forming new partnerships. First, they created a partnership within the university across two different schools. Second, the project was based on partnerships between the corporate world and non-profit organisations.

## Culture

### *University of Vermont Grossman School of Business, USA<sup>2</sup>*

The mission of the Grossman School of Business is to cultivate the ability to create and manage sustainable businesses that address ethical, social, and environmental challenges and opportunities in the complex and dynamic global environment. We develop graduates who are professional, technically competent, and entrepreneurial. Our faculty create impact through teaching, research, and scholarship.

The Grossman Student Advisory Council is an organization compiled of motivated and passionate undergraduate students who work to enhance the student experience at the Grossman School of Business, working alongside students, faculty, and the Dean to identify areas that can better the student learning and professional experience at GSB. On the graduate level, there are two elected leaders of the MBA Student Council, who act as liaisons to the program leadership and work to improve the student experience during the intensive one-year MBA program. Importantly, Dean Sanjay Sharma, a world recognized expert in sustainable business practices, other faculty who are actively conducting research in sustainability, and the high visibility Sustainable Innovation MBA program have allowed us to attract faculty whose goals and values are closely aligned with the mission of the Grossman School of Business. This has facilitated faculty governance that has been effective in promoting and developing our programs.

### *Georgia Institute of Technology – Scheller College, USA<sup>3</sup>*

Our 2015-2020 Scheller College of Business strategic plan helped to set our direction by highlighting business analytics, entrepreneurship, innovation and technology, and sustainability as differentiating areas of the College and how these interconnect to create business value and social impact. Given these areas of emphasis, change and innovation are seamlessly woven into the backdrop of each Scheller student's experience. In terms of sustainability and societal engagement specifically, the Ray C. Anderson Center for Sustainable Business and the Institute for Leadership and Entrepreneurship have helped to facilitate a college-wide culture that heightens awareness of business impact and opportunity on the most pressing environmental and social challenges of the 21<sup>st</sup> century. We do this through a) a team of faculty whose research findings advance thinking and practice in corporate sustainability, b) sustainability coursework/cases that offer practical academic frameworks and experiential learning opportunities, c) extra-curricular activities (including our highly engaged Net Impact graduate and undergraduate chapters and MBA and Undergraduate Sustainability Fellows) that help to integrate sustainability into career and personal development experiences, d) staff involvement in sustainability through our Work Green initiative, and e) engagement with our business partners to assist them in the achievement of their corporate sustainability agendas.

While it is this holistic programming package that we believe underpins our rating in the "Culture" category, we are particularly proud of the experiential learning that we offer through a practicum course that teaches the students skills that are applied to actual, real-life corporate social responsibility challenges, a pro-bono consulting course and Board Fellows program to assist non-profits, and finally via our Carbon Reduction Challenge, where students on internships and coops work to identify a carbon-mitigation

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<sup>2</sup> Source: Sanjay Sharma, Dean, University of Vermont Grossman School of Business, United States

<sup>3</sup> Source: Maryam Alavi, Ph.D. Dean, Georgia Institute of Technology – Scheller College, United States

opportunity, develop recommendations, and highlight other co-benefits for their host companies' consideration.

### ***HHL Leipzig Graduate School of Management, Germany***

HHL Leipzig Graduate School of Management (HHL) calls itself "the personal business school." It emphasizes a campus culture of care. The whole business school community is approachable, knowing each other and committed to each other. Students at HHL come from more than 60 countries, which requires constant attention to diversity and inclusion.

The School has developed the "Leipzig Leadership Model," presenting the faculty's position on good leadership to promote a culture for educating entrepreneurial, responsible, and effective business leadership. HHL values self-leadership in curricular and extracurricular initiatives. The school recently founded '**Digital Space**,' a program supporting aspiring entrepreneurs to solve today's societal problems. The purpose- and strength-based career coaching "**New Leipzig Talents**" is offered to tailor the learning experience for students. HHL also enables the participation of students in initiatives such as the **Voice of Hope**, supporting refugee integration in Leipzig.

### ***St. Petersburg University Graduate School of Management, Russia***

St. Petersburg University Graduate School of Management (GSOM) was founded in 1993 and despite its rapid growth, it was able to maintain a warm, personal atmosphere, which is well captured by the concept of "**GSOM Family**". The concept of GSOM Family includes not only educational and celebratory events that bring together students, faculty, staff, alumni, and representatives of partner companies. More importantly, students actively participate in the development and implementation of the main strategic documents of the School.

The school traditionally puts great emphasis on stakeholder engagement and sustainability issues. They have become part of the GSOM Family's DNA. This reflects in the School's pioneering Ethical Code, which was developed in 2009 and emphasizes that "GSOM will serve its mission in the interests of its stakeholders" and that the School "respects human dignity of every GSOM student and works hard to meet his or her best expectations". In 2020, students and the entire GSOM Family, developed a new GSOM strategy for 2020 – 2025: "to create knowledge, develop leaders and change the world for the better." Responsible Leadership has been confirmed as one of the school's core values.

### ***HKUST Business School, Hong Kong - China***

The Hong Kong University of Science and Technology (HKUST) Business School has improved its score in each of the three editions of the PIR.

Participation in the PIR contributed to receiving funding from the government's Theme-based Research Scheme for a Green Finance Research Project in 2021. This project will expand academic knowledge of sustainability and green finance. At the same time, the cross-disciplinary nature of the study will also yield benefits to policymakers, academia, industries, and professionals in their studies and decision-making.



HKUST Business School launched the city's first BSc in Sustainable and Green Finance (SGFN) Program, reacting to the critical future role of the discipline. The Program gathers an interdisciplinary team of academic specialists in finance and investment, environmental science, and technology to equip students with professional knowledge and a global outlook. Designed to nurture leaders in Environmental, Social, and Governance (ESG) and related fields, the Program covers environment science, sustainability and green finance, risk management, and public policy.



*Students engaged in sustainable and low carbon producing cooking activities served in edible packaging. Source: HKUST Business School,*

Students and faculty are an integral part of HKUST's sustainability journey. The university offers different funding and programs to encourage them to develop innovative ideas to address real-life problems. Many have succeeded in developing practical solutions to various local and global issues.

Solutions include mobile apps that help users analyze and manage personal air pollution health risks. Students have also developed algorithms that analyze and predict the risks of climate change on corporations and propose sustainable business models. Innovations for upcycling bread waste into craft beer and award-winning vegan, biodegradable and edible cutlery have come from students.

HKUST has made great strides in embedding positive impact and sustainable culture into its curriculum and operations. It set ambitious energy reduction targets to meet the goal of becoming a net-zero carbon campus before 2050 and is building 8000 solar panels for Hong Kong's most extensive solar power system on campus. The University has also been working closely with governments to tackle the local and regional air pollution problems and pursue other sustainable development goals.

### **EAE Business School, Spain**

EAE Business School is committed to train responsible leaders and has developed a sustainability plan which is directly linked to SDGs. It consists of three pillars and has created a strong student recognition for the school's sustainability culture and efforts. A part of EAE's secret to success may lie in its strong women representation (53% of students and 40% of the faculty). The Women Initiative EAE celebrates the Top 10 Female Entrepreneurs in Catalonia to destroy the gender gap in leadership.

The 'People Impulse' pillar accelerates the positive drive of the EAE community which is a part of the school's DNA and present when dealing with all stakeholders. It builds on a strong diversity culture as a



*Synergy in Action: This inspiring team of people merges their talents and efforts to achieve goals, overcome challenges, and achieve extraordinary results.*

result of 70% international students from 103 countries, creating a multiplicity of ideas, origins and ways of life.

The 'Community Impact' pillar fosters the positive impact of the student talent within the school, first in the classroom and then as EAE Alumni. This includes promoting innovative ideas with a positive impact on society and the planet. EAE hosts the Impact Awards featuring more than 80 high-impact entrepreneurial ventures from 12 countries.

The pillar 'Positive Relations' strives to boost social discussion and the creation of synergies between the key social agents to drive positive



transformations. For example, at the 4YFN23, the school brought together our entrepreneurial alumni and students to showcase their talent in front of more than 88,000 attendees.

Implementing these three pillars includes ensuring that ESG criteria form an integral part of EAE's educational experience and feature prominently in all challenges, hands-on activities, courses and bachelor and master thesis. Sustainability in research is reflected by EAE leading the third edition of the Observatory of Sustainability in Ibero-America, tracking sustainability on both sides of the Atlantic.

### ***Saint Joseph's University Haub School of Business, USA***

The Haub School of Business is animated by Jesuit principles of ethics, sustainability, and societal impact. Since its inception, the Haub School has designed niche programs in key industry segments and leadership, ethics, and organizational sustainability. Many of the faculty have undergone *Ethics Across the Curriculum* training on how to incorporate ethics into their instruction so that business ethics is a comprehensive theme throughout the curriculum in both our undergraduate and graduate programs.

Apart from classroom experience, students test out their knowledge of best business practices in the real-world. In the Leadership Ethics and Organizational Leadership (LEO) program, students undertake a hands-on learning project with for-profit organizations to improve their triple bottom-line performances. Some of these businesses, as a result, are able to obtain a B-Corps Certification. LEO is grounded in the SDGs and has been recognized with AIM2Flourish Prizes and Finalists projects.



The Pedro Arrupe Center for Business Ethics, founded in 2005 is the school's life-force for business ethics. The Center provides fellowships to faculty who conduct research in business ethics, and sponsors lectures on real-time issues. The Arrupe Center is another source of thought leadership, student case competitions, case-writing, symposia, and our Net Impact student chapter.

The Haub School SDG Dashboard, an initiative in cooperation with the United Nations, has helped to build a culture around societal impact. The SDG Dashboard is a reporting, visualization, and data analytics tool used to provide shareable, robust resources to enhance schools and organizations' impact on fulfilling the SDGs. The SDG Dashboard is a conduit for collaboration between schools and organizations, that in working together, make a stronger impact on societal good. At Haub, the SDG Dashboard has inspired collaboration among faculty across disciplines, and has increased student engagement, knowledge, and advocacy around the SDGs.

## Programs

### *University of Vermont Grossman School of Business, USA<sup>4</sup>*

The University of Vermont's [Sustainable Innovation MBA](#) educates future leaders to create and manage successful businesses and use business as a tool for meaningful progress in addressing the world's major sustainability challenges. The one-year program incorporates sustainability and ethics throughout the curriculum, with courses such as Innovation Strategy, From CSR to Sustainable Value, Data Analytics and Sustainable Businesses, and Financing a Sustainable Venture. While traditional MBA education simply turns out people educated in business models, approaches, and ethics that are more a part of the problem than the solution, our mission is to prepare leaders to transform today's businesses and invent tomorrow's ventures through a lens of sustainability. The curriculum includes the full MBA toolkit, but also shows how the application of standard business tools can damage society's long-term interests.

The core sustainability curriculum is wrapped in a diverse, multi-faceted learning experiences including: *Innovators in Residence*:

Sustainable Entrepreneurs and C Suite Business Leaders; *Workshops*: Skills and Insights for Sustainability and Innovation; *Practicums*: 12-Week Engagements with Leading Sustainability-Focused Companies to Address Strategic Sustainable Business Challenges around the world; *The Leadership Seminar*: A Year-Long, Co-Curricular Roundtable Focusing on Personal Leadership Awareness, Understanding, and Application. The small cohort size and the one-year format allow for each year's programming to shift slightly to align with student interests. For example, if there is a strong interest in impact investing, the leadership team coordinates supplemental programming from practitioners and companies in that space.

The program has a strong "Changemaker Network" that includes all alumni, faculty, and students, as well as others in the global business community who are working to fundamentally change business in pursuit of a better world. We believe our students and alumni are uniquely prepared to be change agents and to lead within enterprises — or start new ones — that are solving the world's most pressing problems.

### *Audencia Business School, France*

In line with the School's mission to train responsible leaders, Audencia has integrated the principles of responsible management into all programs and courses by changing the content and developing innovative pedagogical methods. Audencia's new strategic plan, [ECOS 2025](#), further strengthens this commitment by creating Gaïa, a new school for ecological and social transition.

To do so, Audencia builds on a faculty that is strongly dedicated to responsible management. Two-thirds of the faculty have produced at least one intellectual contribution in this field. This commitment results from a 5-year recruitment policy that integrates expertise and interest in sustainability as a criterion for all new faculty members. Regular research seminars dedicated to responsible management helped developing all faculty members' expertise and skills.

Audencia has established strong and long-term partnerships with representatives of businesses and NGOs to integrate the principles of responsible management into all programs and courses. The partnerships help identify the key contents and skills that students need to develop to become leaders for positive impact. In particular, the strategic partnership with WWF France focuses on integrating environmental challenges into

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<sup>4</sup> Source: Sanjay Sharma, Dean, University of Vermont Grossman School of Business, United States

the curriculums of all programs. WWF representatives have a seat in School governance bodies, teach in different programs, and facilitate contacts with their network of business partners.

Students and alumni are critical drivers of the integration of responsible management in programs and courses. They are regularly consulted and via their clubs dedicated to responsible management.

### ***Luiss Business School, Italy***

Luiss Business School aims to prioritize responsible management in teaching and practices. Luiss has set up programs with a focus on Ethics, Responsibility and Sustainability (ERS) values. These include a Master in Social Entrepreneurship, and courses like Foundations of Responsible Enterprise or Project Management for Development Cooperation.

Laboratories in Ethics, Responsibility, and Sustainability are compulsory in every specialized Master at Luiss and span a wide variety of topics: from ethics applied to fashion, luxury, tourism to ethical finance; responsible cultivation of raw materials to food and wine as catalysts of social inclusion; humanism applied to technology and AI, responsible marketing; social responsibility of art; human-centered management of healthcare to social entrepreneurship. Through their ERS Labs, Luiss engages with external stakeholders and third sector actors to involve them in the learning experience of the students. These stakeholders include NGOs, social enterprises, for-profit companies with ethical purposes or nonprofit associations, but also big companies applying Corporate Social Responsibility.

Students are also offered opportunities for shadowing real leaders through GROW (Generating Real Opportunities for Women) and L4T (Leader for Talent) projects. Students engage with managers from different levels to learn how to translate academic knowledge into actions and develop the skills to create new opportunities in business. Students are invited to share their feedback and suggestions to the program to ensure continuous improvements. The feedback is gathered through the Center on Sustainability, Innovation, and Digitization.



*Students engaged in social impact-oriented program elements. Source: Luiss Business School (Italy)*

### ***Imperial College Business School, UK***

Imperial College Business School equips the leaders of today and tomorrow with the knowledge, skills and values they need to transform our world. The school focuses in particular on equipping students and executives with the methods, networks and skills to help business and society get to net zero, while also working to make our world more equitable.

The school's commitment to positive impact is reflected in our governance structures, including our Associate Dean of Equality, Diversity, and Inclusion (EDI) and Diversity Committee. It is also visible through our involvement in College initiatives such as 'WE Innovate', Imperial's female entrepreneurship programme, and the Institute for Deep Tech Entrepreneurship, which helps commercialise innovations that can tackle the world's grand challenges.

A strong focus lies in offering Climate Innovation. This includes 'Accelerating to Net Zero Emissions', developed with Imperial's Grantham Institute, and implemented at Bain & Co. The Gandhi Centre for Inclusive Innovation's Social Impact Day brings together academics, entrepreneurs, students and industry experts to find ideas that can change a million lives.

The school offers a master's program on climate change from a management and finance standpoint, and the MBA has an ESG and stakeholder specialisation. Undergraduates follow a mandatory module that introduces them to the concepts and practices of sustainability across sectors and contexts. All students complete a 'Working in Diverse Organisations' module. The MBA 'Global Experience Week' exposes students to the challenges and opportunities of doing business in emerging markets, focussing on social and environmental impact.

The school's executive education programme on Sustainability Leadership won a 2023 Financial Times Responsible Business Education Award. It was developed with the Leonardo Centre on Business for Society, which is working with the Laidlaw Foundation to develop a leadership and mentorship program with focus on leading with integrity for selected College undergraduates.



*Students brainstorming ideas in an MBA elective workshop*

## Learning methods

### *Goa Institute of Management, India*

The Goa Institute of Management (GIM) commits to creating transformative leaders focused on responsible, ethical, and sustainable business practices. As a committed member of UN PRME, UN SDSN, and GBSN, the GIM contributes actively through teaching, research, and outreach activities to bring about transformative change and contribute towards meeting the SDGs locally.

GIM launched GIVE GOA, a compulsory service-learning course on social impact and experiential learning for future leaders. It consists of two parts: Reflection and Action.

The **Reflection** part comprises a module on Social Responsibility and Action (SRA), which introduces students to concepts of empathy, inclusivity, reflexivity, and social impact. SRA allows students to engage with ideas and frameworks related to community initiatives, gain knowledge about systems thinking and understand the interface between business and society. SRA enables students to interact with industry leaders to understand the real challenges of integrating SDGs in business and society and the need and value of a circular economy. The **Action** part allows students to immerse themselves within the community, interact with the local people and collaborate with them to improve their quality of life or public service delivery. The projects undertaken are aligned with the SDGs. They motivate the students of GIM to work towards creating an impact in local communities.



The GIM believes in a continuous process of learning. It provides students, faculty, and staff the conditions to broaden their knowledge about sustainability-related issues and practice responsible production and consumption within and beyond GIM.



*Experiential learning methods and approaches with a social impact focus. Source: Goa Institute of Management, India (top left) and XLRI Xavier School of Management, India (top right)*

### **EADA Business School, Spain**

EADA Business School has committed to being a teaching-oriented institution since its foundation in 1957. The vision of preparing professionals that would be able to engage with the world of business and help organizations develop is reflected in the school's mission to be "Where Business People Grow".

To ensure all programs accomplish the objective of including a practical development of managerial skills in line with social, social, environmental, and economic goals, the school has developed the EADA's Sustainable Leadership model. The model orients participants' development towards alignment with the UN Sustainable Development Goals.

This translates into a strong presence of companies and practitioners engaged in sustainability and societal engagement projects in the classroom. Program participants also need to demonstrate to corporate audiences their ability to turn theory, models, and concepts into practical proposals. All final projects are expected to have a real-life component, and all participants are expected to engage with the needs of management.

EADA has recently developed a strategic partnership with Ashoka Spain, an organization dedicated to building and cultivating a community of change leaders who see that the world now requires everyone to be a changemaker. This partnership allows participants to develop their final work with an Ashoka fellow and be evaluated by several stakeholders.

### **GIBS Gordon Institute of Business Science, South Africa**

GIBS believes that business can be a force for good. It is inspired by its purpose of making business healthier in society and the natural environment. This purpose is evidenced along dimensions of human-centred, digital- and climate-leadership. The school integrates the UN SDGs into its programs and course curricula, learning design, learning outcomes and international partnership. Students are confronted with business' responsibility to address the social, environmental, and digital challenges. Faculty are enabled to support students with input from the Centre for Business Ethics (CfBE), Centre for African Markets & Management (CAMM) and Centre for Leadership and Dialogues (CL&D), which collectively have a privileged access to key decision makers in business, civil society and government. This access is shared with students.

GIBS deploys multiple learning methods to achieve its learning outcomes. In particular, experiential learning methods are emphasised for their impact. For example, the Applied Business Project (ABP) uses experiential learning methods to achieve SDG-aligned outcomes, with students solving real-world challenges on a societal level by applying the theories and frameworks learnt in class. It is a mandatory course in GIBS' Post Graduate Diploma programme and represents a large-scale syndicate effort that runs for the duration of the program.



*A syndicate team site visit and observations in Alexandria Informal Settlement to gather data for their project focussed on SDG 2. The project aimed to determine ways to increase accessibility to food insecure urban areas through collaboration, transparency, and awareness. The research was focussed on non-profit organisations in the Alexandria informal settlement. The pictures show the GIBS students speaking with members of one non-profit organisation, the kitchen where they prepare food for children and the outside area where the children play.*

The ABP enables students to develop critical skills and competencies by tackling societal and environmental issues from a business perspective, and through evidence-based solutioning. Working in groups, students choose one of the SDGs to generate solutions that are compelling and implementable. Notable projects include food label innovations to prevent consumer food waste (SDG 12), incentive schemes to increase domestic recycling (SDG 13), and drone technology to reduce West Coast lobster poaching (SDG 14). The projects are purposefully complex and structured to ensure students grapple with the environmental, digital, and societal challenges in a multi-disciplinary and meaningful way.

A syndicate team site visit and observations in Alexandria Informal Settlement to gather data for their project focussed on SDG 2. The project aimed to determine ways to increase accessibility to food insecure urban areas through collaboration, transparency, and awareness. The research was focussed on non-profit organisations in the Alexandria informal settlement. The pictures show the GIBS students speaking with



members of one non-profit organisation, the kitchen where they prepare food for children and the outside area where the children play.

### **Monash Business School, Australia**

Monash Business School implements learning methods that provide opportunities for students to equip themselves for life, 'not solely for their own benefit but for the benefit of the whole community'. This is a challenge espoused by the University's namesake, Sir John Monash. Through their studies in a range of programs students apply their learning to business and societal challenges, and work closely with a range of for-profit and not-for-profit entities to assist them to implement solutions.



For example, accounting students learn about sustainability issues including integrity and inclusivity, ecology, human rights, and governance. In 2022, students studying 'Accounting for Sustainability' partnered with textile recovery and textile waste recycling company, Upparel, to organise a Textile Waste Day on campus which showcased the transformative power of accounting in facilitating real socio-ecological change to staff, students and the wider community. Organising the 'Textile Waste Day' required students to take an integrative approach, with students producing an

on-campus and virtual accounting narrative of textile waste, an impact statement, and a sustainability report for the industry partner. In the words of the subject leader Dr Annemarie Conrath-Hargreaves: "we are using authentic problem-based education to enhance and assess critical and creative thinking skills, aiming to provide learning experiences with impact."

Final year students worked for the 'Edgars Mission', a Melbourne-based not-for-profit organisation that rescues and protects animals in need, and provides education, outreach and advocacy. Contributing to the strategic effectiveness of Edgars Mission, students developed a performance measurement system that enabled the organisation to successfully communicate both financial and non-financial performance and achievements to external stakeholders, supporting application for government funding, donations and sponsorship to enable them to continue their important work. This example illustrates the school's holistic learning methods which are particularly appreciated and recognized by students.

## Student support

### *University of Vermont Grossman School of Business<sup>5</sup>, USA*

There's no such thing as a typical Sustainable Innovation MBA student. As an unconventional business program, we attract unconventional candidates. Many graduates tell us they would not have considered other MBA programs because they wanted a degree from a school aligned with their values. While backgrounds and experience are varied, all of our students share a drive to use business as a tool to change the world for the better. Students have opportunities to actively engage with societal stakeholders throughout their courses and program events, as well as through our broader "Changemaker Network" that spans the globe.

The "Innovator in Residence" speaker series brings in leaders from within and outside of Vermont to share stories of their career trajectory and to engage in conversation with students around the sustainability and ethical challenges they face in their business. We have a UVM Net Impact chapter, and a few members attend the Net Impact conference annually. Students are also funded to participate in local, national and international events that might allow them to engage with stakeholders in areas aligned with their career aspirations and interests.

Coursework incorporates the Sustainable Development Goals to familiarize students with this universal framework for societal challenges. They narrow down the goals and areas that interest them, and then build their job search around roles and companies that allow them to focus on the societal challenges inspiring them. There are numerous factors that go in to choosing an employer, and there is no formulaic way to select a place of work. Some students gravitate towards companies that are known for their leadership in the impact space, while others seek traditional roles that are rife with opportunity for innovation.

### *Fordham University Gabelli School of Business, USA*

Gabelli School of Business offers students an advising program on both the undergraduate and graduate levels. Advisors structure their advising plan to provide in-person, small, and large group meetings. In addition, Gabelli offers a wide range of special advising through student mentors, professional advising programs, honors programs, and unique advising for transfer/veteran/part-time students.

Even before the pandemic, Gabelli experienced a significant increase in stress, anxiety, and depression among the student population. The undergraduate program hired a clinically trained social worker to support student mental health. The advisor supports students at risk for increased anxiety and depression, like those returning from leaves of absence, demonstrating a shift in academic persistence, and those who just need additional one-on-one time to help manage emerging challenges.

Through Gabelli's Social Innovation Collaboratory, the School brings together a network of Fordham University students, faculty, administrators, alumni, and community members who collaborate to promote social innovation to achieve social justice, social entrepreneurship, and environmental sustainability.

The Ignite Scholars Program, one of Gabelli's two undergraduate honors programs, selects talented students with demonstrated leadership experience. It challenges and supports them to be agents for positive change in their communities, organizations, and the world. In their work as change agents, they learn in-class and outside of class through social innovation and applied learning. In its third year, the University Innovation Fellows program is designed to promote university-wide social innovation research,

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<sup>5</sup> Source: Sanjay Sharma, Dean, University of Vermont Grossman School of Business, United States

develop faculty-student research collaborations, and facilitate internal and external research partnerships in social innovation.

On the graduate level, MBA students are required to learn about sustainability, social impact, and humanistic leadership through consulting projects, co-curricular sessions, elective courses, weekly meetings, and in partnership with Gabelli's Responsible Business Coalition (RBC). Example consulting projects within the Full Time and Executive MBA Programs include working with a fully sustainable macadamia nuts producer in Rio de Janeiro on expansion opportunities in the US and establishing a responsible investing strategy within an internationally based financial institution.

### ***XLRI Xavier School of Management, India***

Since its foundation, XLRI Xavier School of Management's aim has been to stand out as an institution of repute for shaping responsible business leaders. XLRI's tagline, "for the greater good," elucidates the institute's mission to mold business leaders who think beyond the confines of corporations and organizations and to commit to what they feel is the school's duty to serve the society at large and contribute to the extent possible to make the world a better place.

XLRI has compulsory courses on sustainability and business ethics for all the students towards nurturing responsible business leaders. These courses help students to appreciate the importance of corporate sustainability and the need to adopt ethical behavior in the corporate world. In addition, the case studies give students insights into how big and small organizations drive a sustainable business environment, thereby providing a filtering yardstick vis-a-vis companies' ethical and sustainable dimensions when assessing employer attractiveness.

Academic courses are also coupled with practical exposure through various on-ground societal initiatives. **Student organization Sigma-oikos** of XLRI focuses on transformation and change in the social sector, works closely with various NGOs, and undertakes initiatives that contribute to the underserved sections of the society. Sigma-oikos also offers ways for students to participate and contribute to society in different ways. Initiatives such as **compulsory rural exposure** provide the students of XLRI with much-needed practical exposure to the realities of rural India and sensitizes them with a sense of responsibility towards the underserved sections of India.

XLRI's thrust towards creating awareness and a sense of responsibility, coupled with opportunities to address societal challenges through multiple platforms, creates a conducive environment where students actively engage with business and societal stakeholders and leave a positive and lasting impact on society.



*Students engaged in exploring social-impact related career avenues. Source: INCAE Business School, Costa Rica*

### ***XLRI Xavier School of Management, India***

XLRI has aimed to nurture responsible global leaders from the start. XLRI's tagline "For The Greater Good" is a reminder how XLRI can be a force for greater common good in shaping management education and the community at large. Pursuit of academic excellence & fostering whole-person integral growth of students has been the hallmark of XLRI for over 7 decades.

The XLRI Community lives by the *Magis*, and examines how its choices affect others and guide them to make decisions for the greater good. The community is committed to spreading awareness and fostering a sense of responsibility amongst its students. And as an institution, XLRI provides students with opportunities to learn about several on-field challenges and to contribute to solving them in a meaningful & impactful manner by engaging with different businesses and societal stakeholders.

XLRI has compulsory courses on sustainability and business ethics for all students enabling them to understand how businesses can create a positive impact in society. Students are offered experiential learning opportunities such as internships, consulting projects, and field trips that focus on social and environmental impact. They also benefit from sessions with industry experts from the social and sustainability sectors that help them explore and understand sustainability challenges and opportunities. Thus, enabling the students to become agents of positive change in society.



*Rural Immersion program: Students exposure to rural*

XLRI's students are very engaged in social and sustainability-related student organizations. Through active volunteering, XLRI students provide immense support and guidance to the children, helping and nurturing them to develop essential skills for their future.

## **Role Model**

### ***INCAE Business School, Costa Rica***

INCAE values its students as the most important stakeholders and had listened to them traditionally in contexts such as class evaluations. However, INCAE has not integrated students into the institutional discussions on sustainability strategies and impact up to now.

The Positive Impact Rating (PIR) supported INCAE to bring the students' voice to the table, which was a game-changer for the school. As a result, INCAE decided to create a platform that promotes the dialogue of students and faculty. To do this, INCAE works on three levels:

1) INCAE has empowered students to participate in the school's discussions on sustainability strategies. It has positioned the PIR as a tool for making students central and increasing their involvement. The PIR provides INCAE with the basis for making strategic decisions. This resulted in the creation of a platform to promote dialogue between institutional decision-makers and students based on PIR outputs.

2) INCAE has brought impact projects of the school into the classroom. The school regularly designs and implements positive impact projects which aim for social progress in its community. This priority is driven by the extreme social inequality in the region and associated challenges. Because of PIR, INCAE monitors those projects and identifies those with the potential of creating value in the classroom. This strengthened a two-week block course in which students discuss with faculty global sustainability issues and INCAE's impact projects.

3) INCAE has created experience-based learning-teaching settings to involve students in answering the question of what impact means. All students took a consultant position for one of INCAE's impact projects, in which they got to know and assess the socioeconomic reality of entrepreneurs and institutions. Students and community leaders further discussed real-world cases in class, and students took part in a discussion between the global north and the global south with experts from both parts of the world.

### *Grenoble Ecole de Management, France*

Grenoble Ecole de Management (GEM) is the First French 'Grande Ecole' Business School to make a statutory commitment to become a benefit corporation (b-corp) in February 2021. GEM's Board of Directors unanimously voted in favor of this major change, confirming GEM's long-term societal engagement. A benefit corporation requires GEM to have a larger purpose. Its purpose is: "To provide responses, through training and research, to the major challenges of the ecological, societal and economic transition and to contribute to a more resilient, fairer, more peaceful and more responsible world."

This purpose has been defined as part of its new 2020-2025 strategic plan and the GEM Manifesto for a Sustainable Future with five strategic objectives, which are directly related to the UN SDGs. GEM is in the process of defining key performance indicators and operations to achieve these objectives. Their achievement will be evaluated by an impact committee and audited by an independent third-party body every two years.

GEM's sustainability initiatives and projects are growing and maturing from Zero Waste Ambition to the Student Sustainability Pathway to the development of research chairs that all have a "social" mission. The biggest and most important challenge is getting sustainability integrated transversally across all topics, courses, and programs. This is GEM's most important objective as an institution of higher education. The school has created a roadmap for accompanying and training faculty to transform their existing courses while building new specializations and programs and innovative pedagogical models and initiatives to complement this transformation.

GEM is a "Business Lab for Society", and engagement with society is its purpose since becoming a benefit corporation. It is at the heart of its strategy and governance. The lab for society is a space to encourage experimentations and creativity to find co-constructed solutions to complex issues. This is shared by developing partnerships locally, nationally, and internationally to impact collective actions and identify best practices.

GEM has a long history of engaging students in sustainability strategy. Student empowerment and engagement in the co-construction and deployment of GEM's sustainability strategy and governance is key to transforming organizational culture and curriculum to respond, contribute and innovate for a sustainable



future. To allow for effective student engagement GEM has developed a student engagement model and tools based on four pillars: Listening, Co-construction, Responsibility, Initiative.

*The PIR "gives us feedback and shows us how we are progressing on a continuum for greater social impact. We also like that it is not a ranking system, sustainability is not a competition. It makes no sense to be the best or get there first. The planet and humanity all lose if we don't reach our goals collectively.*

Loick Roche, Director of GEM

Once the 2021 results are available, GEM will share the PIR results internally and externally and use them as a KPI for measuring progress in sustainability and in its new status as a benefit corporation. In 2020 GEM was rated a "Progressing" school and is aiming to reach "Transforming" in 2021 (for a more comprehensive GEM case study see [here](#)).



Field visits with teachers sharing their social engagement. Source: SPJIMR, India

### **Woxsen University School of Business, India**

Woxsen University's mission and vision statement reflect a commitment to developing global professionals who are multicultural and inclusive, with Ethics, Responsibility, and Sustainability (ERS) being a core pillar of all administrative, academic, and social operations.

The school has taken on the moral responsibility to contribute to the betterment of society, focusing on three SDGs: SDG 3 (Good Health and Well-Being): the school conducts 'Heart-Unlocked & Human Library' sessions to enhance the mental health and well-being of the student community. They provide emotional support and a safe space for students to discuss their mental health concerns. SDG 4 (Quality Education): The Centre for Diversity, Equity and Inclusion at the School of Business, conceptualized 'Project Aspiration' to educate underprivileged female students through a rigorous training program for three weeks. SDG 7 (Affordable and Clean Energy): the School has pledged to be Carbon neutral by 2026.

ERS issues account for 20% of mandatory content and 10% of electives in the MBA. All students must submit a paper on an ERS topic with best papers published in the in-house magazine, Woxsen Business Review (WBR).





*The Woxsen University' students organized the sustainability week starting with a tree plantation as reflected in the image above, inviting them to connect*

The business school seeks to provide an extensive integration of ERS by operating a wide range of initiatives across the curriculum and the on-campus life, including sustainability-themed events, rural engagement and development projects. Students are engaged in project-based learning which account for 15% of module grades. The Rural Entrepreneurship Project is one of many hands-on projects where student teams work to identify key areas of concern in local communities.

Woxsen 'OneIndia Outreach Office' was set up in collaboration with student-led group 'Transforming

Rural Youth' (TRY) to nurture entrepreneurship and offer literacy sessions to uplift communities.

For a deep-dive into Woxsen's approach to integrate social impact transversally into its educational approach, please see the [article](#) in AACSB Impact. The Woxsen University' students organized the sustainability week starting with a tree plantation as reflected in the image above, inviting them to connect back to earth

## Public Engagement

### *S. P. Jain Institute of Management and Research, India*

S P Jain Institute of Management and Research (SPJIMR) prides itself on being a socially engaged and responsive member of the local and wider Indian society. It aims to make a clear contribution to society as a 'Beyond MBA' institution.

Social responsibilities are embedded in the curriculum and institutionalized via initiatives like the **Centre for Development of Corporate Citizenship (DoCC)**. Through the DoCC program, over 400 students of the MBA, Executive MBA, and MBA for Returning Women programs do rural internships. Students spend up to five weeks with grassroots organizations to listen, learn, and develop solutions. Over the last 25 years of DoCC, 700 NGOs have partnered with SPJIMR, including the Yunus foundation for projects in Bangladesh. SPJIMR has mapped the recent work across the SDGs, showing community impact in water and sanitation, health, environment, energy alternatives, disaster management, food, agriculture, empowerment, education, and social entrepreneurship.

The **Abhyudaya initiative** is a year-long mentorship program through which first-year MBA-students mentor underprivileged children from neighboring schools. The scheme has been running for ten years, and Abhyudaya supported 556 school and college students in 2020/2021 alone. Some 50% of the students are girls. The DoCC and Abhyudaya initiatives were conferred the Innovative Practices Award by UN Global Compact Network India in 2018 for quality education and partnerships. These and other initiatives at the institute create a strong sensitivity to social responsibility and sustainability issues.

S P JIMR also fosters community engagement through the Ehsaas platform for partner organizations from the social sector to showcase and sell their products. The school organizes Aasra, an inclusive sports and cultural event for differently abled individuals where participants from nonprofits and schools across Mumbai celebrate life through sports and cultural activities.

### ***Strathmore Business School, Kenya***

The Strathmore University Business School (SBS) mission is to develop ethical and influential leaders who positively impact society, through the generation and dissemination of business and management knowledge, research, and innovation, that leads to the development and growth of ethical, sustainable enterprises, organizations, and institutions in Africa.

Strathmore has embedded SDGs 4, 7, 13 and 17 within the institution. SBS adopted green buildings in the design and use of clean energy. It also embedded principles of sustainability within the academic curriculum, research, and extra-curricular activities to promote social and environmental awareness, which strengthens the student participation in sustainable development.

It is our responsibility to train and equip our current and future leaders with a strong understanding of and the solutions to the challenges we face around sustainable development.

Dr. George Njenga, Executive Dean, SBS

SBS established the Center for Sustainability Leadership (CSL) to support stakeholders in understanding and developing initiatives for the achievement of the SDGs. CSL carries out capacity building and research to develop innovative knowledge-based solutions for sustainable development in Africa. CSL runs the African Sustainability Executive Program and the Shared Value Executive Program; practical, executive courses aimed at skilling professionals and key decision-makers across various sectors on sustainability concepts and strategies. Major corporates have thus established sustainability strategies within their companies.

SBS supported the set-up of the Kenya Climate Innovation Center (KCIC), physically housed at the school, which incubated over 150 clean technology businesses resulting in creation of over 1,440 jobs and over 120,000 people using clean energy and green products.

### ***Indian Institute of Management Bangalore, India***

IIM Bangalore took part in the Global Climate Clock Assembly and Display event to celebrate Earth Day 2023. The IIMB community participated by building and displaying two Climate Clocks in the Bannerghatta Road campus to create awareness on the status of climate change and the need for immediate action by individuals, corporates and governments. One of them was built by the student community, led by the Environment & Sustainability Club, and the other one by IIMB faculty, staff and their children, led by IIMB's Sustainability Taskforce.

The Energy Swaraj Foundation, in collaboration with the Offices of the Government of India, organized the Global Climate Clock Assembly and Display event. All organizations, including academic institutions, corporate enterprises, start-ups, social organizations, firms and individuals, were invited to collaborate for the event. The Foundation had designed a simple, easy to assemble kit. The Climate Clock features the 1.5-degree Celsius goal. It takes into account the carbon budget remaining to reach the threshold, which at the current rate will take a little more than six years. It serves as a visual representation of the urgency of the climate crisis, highlighting the limited amount of time left to act, and the need for decisive action.

Other public engagement activities of the school include interactive sessions on women's health, a workshop on water management and sustainable agriculture for State Government and a development program for SMEs (Fostering Growth through Good Governance). Students hosted an event 'Drishti 2022' to discuss the progress of India's sustainability goals for 2030. Professor Deepti Ganapathy authored a book 'Media and Climate Change: Making Sense of Press Narratives'. IIM Bangalore also launched a sustainability lab in collaboration with the Transport Corporation of India Ltd. (TCI Group) to focus on sustainable supply chain practices, dissemination and advocacy.

## Improving across multiple dimensions of the business school

### *Antwerp Management School, Belgium<sup>6</sup>*

"Opening Minds to Impact the World", that is the baseline of Antwerp Management School (AMS). To live up to this ambition, AMS has been on a consistent journey to demonstrate strategic insight and connect this to innovative change and bold action in research and education as well as campus and organizational management. At all times, AMS policy is grounded in its own and the University of Antwerp principles of sustainable development and societal engagement.

*Research* - Multiple Chairs on themes such as Sustainable Transformation and Creating Sustainable Careers not only enhance knowledge creation through a lens of sustainability, they also lead to tangible projects. The Chairs collaborate with local organizations and businesses to implement insights in real life, thus fostering awareness of the need for sustainable development and generating practical solutions.

*Education* - The flagship educational program of AMS is the interdisciplinary Global Leadership Skills (GLS) program. This unique, yearlong program equips students with a critical, global and sustainable mindset and develops them to become the responsible leaders of the future. While the advanced master students contribute to the SDGs through an Action Learning Project, the executive MBA students run mandatory community projects and apply acquired business skills to serve the community. AMS staff voluntarily mentor the students' projects while companies commit to co-creating solutions on SDG-related challenges with the students.

*Campus & Organizational Management* - Driving sustainable change is also demonstrated in an innovative, human-centered organization design, geared towards unleashing the agility, talents and ambitions of the AMS governing structures, faculty and staff in line with the AMS vision. Also, a brand new, low-energy campus was realized, including pioneering work in establishing circular contracts for e.g. audiovisual infrastructure and furniture. The new organization and campus allow faculty and students to interact seamlessly and stimulates collaboration with all stakeholders.

This integrated approach of sustainable development and societal engagement throughout research, education and organization & campus management, cultivates the ONE Sustainable Antwerp Management School culture and offers a stimulating, positive environment for both students and staff. A recent staff survey shows that no less than 96% of the staff say "My job makes sense!", a result to be particularly proud

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<sup>6</sup> Source: Anja Tys, Corporate Marketing Communication Manager, Antwerp Management School, Belgium

of as it clearly demonstrates the AMS culture and the school's societal commitment in close interaction with all its stakeholders.

### **University of California at Berkeley - Haas School of Business<sup>7</sup>, USA**

At Berkeley Haas, we believe that a fundamental step in redefining the business leader is to get our culture right, because this culture encourages students to develop the mindset and behaviors of innovative leaders. Berkeley Haas students, faculty, and alumni live our distinctive culture out loud by embracing our four Defining Leadership Principles:

*Question the Status Quo:* We thrive at the epicenter of innovation. We make progress by speaking our minds even when it challenges convention. We measure success not by incremental progress but by disruption of mindsets and markets. *Confidence Without Attitude:* We make decisions based on evidence and analysis, giving us the confidence to act without arrogance. We lead through trust and collaboration. *Students Always:* We are a community designed for curiosity and lifelong pursuit of personal and intellectual growth. This is not a place for those who feel they have learned all they need to learn. *Beyond Yourself:* We shape our world by leading ethically and responsibly. As stewards of our enterprises, we take the longer view in our decisions and actions. This often means putting larger interests above our own.

Our culture fosters new thinking and new tools to change careers—and markets. Across every dimension, Haas students, faculty, and staff are characterized by the high quality of their work, their exceptional talents and creativity, their diversity of experience, and their commitment to inclusiveness.

2020 marks the 10th anniversary since Berkeley Haas has codified these Defining Leadership Principles. However, the culture they exemplify has always been part of the school's DNA. Since the 1950s, our school has been a pioneer in conducting research, offering courses, and advancing the dialogue on the impact of business on society. Today the Defining Leadership Principles are at the core of Dean Ann Harrison's vision for our school: to forge entrepreneurial leaders who will rise, in the Berkeley spirit, to address society's biggest challenges: innovation, inclusion, and sustainability.

### **EADA Business School Barcelona, Spain<sup>8</sup>**

When asked, our stakeholders tell us there are two special things about EADA Business School. One is having leadership development as the backbone of all our programmes, and the second is the strength of the EADA community. Across all programmes participants take part in successive, full-immersion, leadership development modules to help them define their purpose, and to implement this when leading themselves, leading teams and leading in society. The classroom, however, is not the only learning space that helps them shape and develop that purpose. Through the EADA community we also make sure that there are curricular and extracurricular experiences related to social and environmental issues, mixing different programmes and nationalities and engaging with external stakeholders. Working throughout the year as a close-knit diverse community has a multiplier effect: it enriches each individual's views, challenges assumptions and generates accountability. In this process the how, the what and the why gain equal importance.

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<sup>7</sup> Source: Ute S. Frey, Executive Director of Communications, University of California at Berkeley - Haas School of Business

<sup>8</sup> Source: Jordi Diaz, Director of Programs, EADA Business School Barcelona, Spain

### *Kedge Business School, France*

KEDGE Business School has embedded the PIR as a monitoring tool for its 2020-2025 Strategic Plan for Sustainability, with the school's PIR level used as a KPI. The collaborative approach of the PIR is in line with the KEDGE strategy, and the school has set the objective of reaching Level 4 "Transforming" by 2025. To achieve this, the KEDGE plan follows five axes of an Excellence and Coherence framework: (1) Strategy and governance: integrating sustainable development into all of the school's activities; (2) Teaching and training: train responsible managers; (3) Research: invent the worlds of tomorrow; (4) Environmental management: acting for climate & biodiversity; and (5) Social policy: committing to an inclusive school.

### *Kozminski University, Poland*

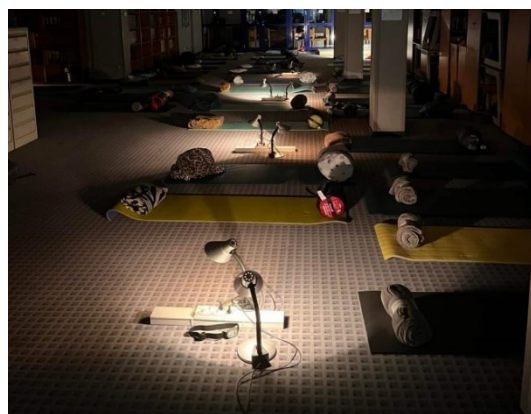
"The community of Kozminski University has, since day one of the war, expressed solidarity with and provided support to Ukraine and its citizens." Gregorz Mazurek, Dean, Kozminski Business School

On Friday, 25<sup>th</sup> February 2022, Kozminski University opened the University to incoming civilian refugees. Together with the Ukrainian House in Warsaw of the Our Choice Foundation (NGO), the school created the first 24-hour Support Point in Warsaw. Refugees received here initial humanitarian and legal support. The initiative welcomed 340 families, including 600 adults and almost 500 children, 1,336 volunteers registered, among them many students at Kozminski University. The University was able to offer 3,000 places of accommodation provided by the residents of Warsaw. Volunteers were involved in an ongoing information campaign on social media for Ukrainians crossing the border. The coordinators were highly efficient in managing the cars, drivers, volunteers, and accommodation database.

The university's action sparked a wave of kindness. Within a few days, local businesses and Warsaw residents delivered about 5 tons of food, hygiene products, blankets, clothes, products for children, and pet food to the university. The gifts exceeded the demand many times over, all surplus we sent back to Ukraine. With support from the school's graduates, Kozminski has provided over 2000 medical kits, 300 sleeping bags, and 500 pillows to the Ukrainian territorial defense. Soon, the University will also be donating a mobile operating table with battery-powered lamps, thanks to the commitment of the Getinge company.



*University hall transformed in temporary shelters to support first arrival of Ukrainian refugees*



*University classrooms transformed in temporary shelters to shelter Ukrainian refugees*

Closing part of the university, including a complete shutdown of the library, and reading area, where people stayed overnight and a kindergarten operated, was met with complete understanding from Kozminski's community. KU employees and students devoted a lot of personal time and energy to help.



After a week, the city authorities mobilized the aid on a larger scale. As a result, the university closed its receiving point and focused on other forms of support for Ukraine.

The school set up fundraising through the Kozminski Foundation, which provides funds to Kozminski students, graduates, employees, and their families affected by the war in Ukraine. The school also initiated a blood donation action for the injured and gathered supplies to help animals that suffered from the war.

Kozminski University decided to launch activities to support its Ukrainian partners. These include providing three refugee staff members who coordinate student and faculty work at Krok University (Kyiv) with space in Kozminski Library and establishing temporary offices for them. Ukrainian students, employees, and their families have been offered support from the Kozminski University Legal Office, particularly concerning the legalization process of their stay in Poland, as well as the support in personal well-being provided by the staff of the KU Wellbeing Office and qualified specialists from MindMed Institute of Psychotherapy.

Kozminski University has organized scientific conferences during which KU professors explain the unlawful actions of Russia and the possible consequences of war in the light of international law. Discussion includes scenarios of changes in the global economy caused by numerous crises ranging from humanitarian to migration, energy, and financial ones. In cooperation with the Institute for Social and Economic Enquiry (ISEE), New Europeans, and Media Dialogue, they organized the "New Dawn" initiative, a series of roundtable discussions on the European integration of Ukraine and its future reconstruction.

### ***CENTRUM PUCP Business School, Peru***

Over the years, CENTRUM PUCP's commitment to the Peruvian society has determined its vision and purpose, leading it to become the "School for Good Business". As part of this journey, the Responsible Business Conduct (RBC) competency has been incorporated into all degree programmes as of 2019. Today, all courses across the different curricula have at least one component on Sustainability and Social Responsibility, developing students as agents of change capable of making a positive impact for society.

COVID-19 with a uniquely long quarantine forced the school to innovate in its teaching methods, incorporating state-of-the-art technology. The school added business training programs for small business owners and entrepreneurs, serving more than 100'000 people. Initially, teachers and administrative staff were involved in providing these programs, in a second phase, students from the different degree programmes joined in.



*Socio-emotional accompaniment for members of the poorest communities in Lima*



The Positive Impact Rating framework has been a fundamental tool to maximize and measure the impact of the school's various social responsibility and sustainability initiatives. It has enabled the school to better direct its educational and research programs and to frame administrative and operational tasks. As a result, the CENTRUM PUCP community shows a high level of commitment to meet the challenges of Peruvian society. Students recognize this commitment, positioning CENTRUM PUCP among the leading pioneer PIR schools worldwide.

### **HKUST Business School, Hong Kong - China**

The Hong Kong University of Science and Technology (HKUST) has made great strides in embedding positive impact and a sustainable culture into its curriculum and operations. Fostering a culture of sustainability, the campus has been serving as an active resource for research, experimentation, and community engagement to improve its landscape and biodiversity. A framework for measuring the well-being of the campus community will be established. A new Sustainable Operations Executive Committee has been formed to oversee the implementation of the overall plan.

The "HKUST 2028 Sustainability Challenge" is central to the HKUST's continuing endeavour to transform the campus into a living laboratory for experiential learning, showcasing research and sustainable operations. It features four pillars: progress and performance, sustainability education, living lab, and building our community. This new sustainability master plan responds to Hong Kong's roadmap to carbon neutrality by 2050 and sets clear targets for Energy and GHG Emissions, Water Consumption, Waste to Landfill, Campus Landscape and Biodiversity, and Community Well-being.



*Interactive workshops to introduce the newly-launched "Incentive Scheme for Net-Zero Carbon Research Projects" on campus*

HKUST Business School has launched the first BSc in Sustainable and Green Finance Program in Hong Kong, bringing together an interdisciplinary team of academic specialists in finance and investment, environmental science and technology to equip students with professional knowledge and a global outlook. The School's Social Enterprise Internship Program offers undergraduate students internships with ESG-focused organizations or NGOs. Post-graduate students are encouraged to learn from case studies to examine situations in a real-world context.

The school seeks to create platforms for knowledge exchange and ongoing dialogue, and offers regular seminars on sustainable finance, collaborations with the business community, and many others. In addition, sharing the findings and results of the School's Green Finance Research Project further contributes to a vibrant sustainability community and the advancement of sustainability education.

### **S. P. Jain Institute of Management & Research, India**

SPJIMR has sought from the start to provide a framework to build responsible and socially-aware managers who can positively impact the world. The community of faculty, staff and students, the ethos and the curriculum are aligned with this vision. In recent years, SPJIMR has underpinned an SDGs awareness in its curriculum, and faculty members have illustrated where and how their curriculum aligns with SDGs. The

journey to build a socially-aware community starts from the admission process. The institute emphasizes on selecting participants who demonstrate a value framework that is aligned to its vision.

An important element is the pedagogical approach. The MBA curriculum has five out-of-classroom learning courses, each featuring a different sensitizing part of the curriculum. There is the Personal Growth Lab, and Science of Spirituality, a reflective course anchored in Eastern and Western wisdom traditions equipping participants to live with enhanced engagement. There is ADMAP where students work as members of committees with peers testing different leadership styles. Development of Corporate Citizenship takes students to communities where they live and work on issues of social relevance for a month. And Abhyudya has students to mentor school students living in impoverished urban neighborhoods for a year.

The formal curriculum is underpinned with several events like Social Impact Awards, which acknowledges and showcases work being done by social sector partners; *Sahyog* which is a case study competition for business schools based on a social problem. The case study is based on live projects which are implemented by social sector organizations. Another event *Aasra* is a sports and cultural fest for PwDs which is executed in partnership with the SPRINT the sport festival for the institute and many more such activities. The students are both facilitators and participants in these events.

## Working with students to accelerate change at the school

### *Audencia Business School, France*

Audencia Business School has a longstanding commitment to responsible management education. An essential part of this commitment is creating a positive impact with the various stakeholders. Audencia, in a continuous improvement process, engages these stakeholders and builds on their expectations and contributions. The yearly renewal of the student body offers challenges and opportunities to integrate them into this process.

Audencia uses the PIR to collect feedback from students on the school's ecological and social impact and measure its progress in this area. PIR thus helped Audencia strengthen its links with students' associations committed to sustainability and responsible management. As part of the continuous improvement cycle, the school's CSR Team and the students' associations cooperate closely to use the results of the previous PIR edition to identify areas of progress and build a concrete action plan. This action plan emphasizes students' role and involvement in its realization and communicates the results of this plan to the whole community of students.

Last year, the school's CSR Team, IS Team, and students worked together to co-create a carbon footprint calculator for digital activities. They also launched



*Waste collection in Audencia during the "ALLIANCE Days". Source: Audencia, France*

a related communication campaign for all new students. As a result, more than 1800 students used this calculator in the six first months after its launch.

This year, the calculator will be enriched to include the carbon footprint related to food, and for next year, Audencia plans to add the footprint of transport. In line with the PIR spirit, students were heavily involved in every step, ensuring that the tool met their needs and was peer-promoted.

### *Esade Business School, Spain*

Esade business school in Barcelona has formed a joint student and staff committee to review and analyze sustainability content and coverage in curricula. Esade's Identity and Mission team, which is leading the sustainability transformation at the school, supported oikos Barcelona, the student association for sustainability, in collecting its fellow students' voices and invited the student association to participate in the Curricular Review Committee.

Esade has made the collaboration between faculty and students a key aspect of the design and implementation of its Sustainability Action Plan, launched in September 2020. For example, the student community, led by oikos, has increasingly been more informed and concerned about the challenges of the 21<sup>st</sup> century.

The first and second editions of the PIR had over 1000 students expressing their wish for Esade to embed more sustainability and philanthropy topics into existing courses.

Working together has allowed the team to redefine and orientate its goals and plans to improve the impact of the Esade community. Several students of oikos have helped and worked together with faculty to analyze the existing syllabus and subjects in the light of sustainability challenges and assess to which extent they could be more inclusive and extensive.

The student involvement in the curriculum review initiative has created a Think Tank of Sustainable Finance, coordinated by a finance professor and oikos Barcelona. Students are offered the opportunity to participate in 4 seminars to discuss solutions and ways to conciliate sustainable and financial decisions. At the same time, they can apply what they have learned in a trading challenge using a platform that simulates the U.S. stock market.

### *Grenoble Ecole de Management, France*

Grenoble Ecole de Management (GEM) has a long history of engaging students in sustainability strategy transversally, dating back to their participation in its first sustainability committee in 2009 and creating the first student association for sustainability in 2006.

Like many higher-education organizations, GEM has struggled to maintain links and awareness of initiatives and policies that nurture and mature sustainability projects from one year to the next, especially with the student body. The school often found itself starting from scratch or "reinventing the wheel" each academic year due to the natural turnover of students or gaps in perception and visibility of what the school is doing to integrate sustainability transversally.

Analyzing the qualitative feedback received from the Positive Impact Rating allows the school mapping of the critical areas impacted and has helped identify the gaps between reality and students' perception of what the school should stop or start doing. The process has helped GEM better communicate with the students on 1) what it has been doing but has not been "perceived", 2) what can't be done yet because of

financial or other constraints, 3) to identify priorities that the Sustainability Committee should be focusing on in the coming year, especially in the task force on sustainability teaching and research.

The Sustainability Hub ensures the smooth transfer of knowledge and projects from one year to the next by signing annual partnership agreements with the newly elected ImpACT administrative officers. For example, the deployment of the Positive Impact Rating, the back-to-school Sustainability integration training workshops for the CRS representatives of the 22 school associations, or the co-chairing of the Sustainability Committee are all key projects involving close collaboration between students and staff consolidated long-term through the partnership agreement.

### *ICHEC Brussels Management School, Belgium*

In 2020, ICHEC launched an internal and in-depth strategic reflection on sustainability issues. The guiding principle was the co-construction of a strategy based on collective intelligence gathered from internal and external stakeholders.

The feedback received through the PIR has been a crucial tool to gather the student opinions to include them in future projects. As a result, in October 2021, the first 17 projects were launched around four priority axes.

Each project is led by a volunteer project team, composed with the intent to represent the diversity of the institution by including faculty members alongside administrative, teaching, and technical staff and students. ICHEC considers this movement as still evolving but already successful in creating new sources of collective energy.

The team is working together toward the further inclusion of sustainability in subjects and teaching methods (axis 1), infrastructures and operational modes (axis 2), territorial ecosystems (axis 3), and governance (axis 4). The PIR survey results gave birth to a key project: optimizing indoor and outdoor spaces to increase physical and mental well-being and environmental sustainability within the facilities.

The enthusiasm for this movement has spread beyond these axes and 17 projects, particularly among the student associations. During the year, students decided, with the support of the sustainable development unit, to create a "charter towards more sustainability" to ensure continuity and follow-up on their sustainability commitments.

The voice of the students at ICHEC is important. To ensure this, ICHEC students' also hold several seats on the sustainability council, a decision-making body on the evolution of sustainability projects. Projects are reviewed according to the school's priorities and the PIR results, which are considered a powerful tool to ensure that the school meets its students' expectations.



*Students engaged in extra-curricular activities and inviting sustainable associations to present. Source: ICHEC Brussels Management School, Belgium*

### *IESEG School of Management, France*

IESEG has improved its PIR score across three Editions, perhaps explained by a focused strengthening and acceleration of its commitment to sustainability since 2019. The school underwent several essential steps that have helped to increase its positive impact.

The school has substantially increased its engagement with stakeholders – notably students, staff, faculty, and alumni – on an ongoing basis. The school uses tools such as a materiality analysis, one-on-one meetings with the different services, departments, and student associations, Professional Advisory Boards, and thematic working groups composed of mixed populations. These working groups allowed for students, staff, faculty, and alumni to interact and collaborate on projects and ideas and helped build a stronger relationship among these groups.

IESEG has continued embedding sustainability into all programs by creating new mandatory courses on sustainability, a mandatory serious game on climate change for all first-year students, and new interdisciplinary projects such as the ‘People-Planet-Profit’ project for second-year students.

The PIR has helped provide IESEG with updated and relevant information on how students perceive the school efforts and identifying areas to increase positive impact. Previous results of its PIR indicated an interest of students to see their sustainability engagement considered.

The school dug deeper into this by consulting with students. It launched the ‘Sustainability Certificate’, which is given to students who demonstrate engagement in all aspects of the student experience at IESEG (academic, associative, events, thesis, etc.).

The PIR has also allowed IESEG to dialogue closer with the student association that leads the PIR campaign. Additionally, its PIR score is communicated internally and externally through presentations, reports, and accreditations. The PIR has become an important element of IESEG’s strategic development and has served as a guide to improve impact in the past three years.

### *INCAE Business School, Costa Rica*

INCAE Business School is a sustainability leader in the Latin America and Caribbean region. It is recognized by the students from different parts of the world attracted to study in the area of sustainable development. To improve as a leader in sustainability, in 2020, INCAE joined the Positive Impact Rating for Business Schools (PIR).

Learning from our year one PIR rating, INCAE students and faculty realized that we could make more significant strides toward involving the student body to become a more sustainable institution and foster sustainable development in the region. At the students’ suggestion, INCAE faculty began to share information regarding key INCAE initiatives on sustainable development more widely. These actions led to an improved PIR score in year two, which the administration could use for accreditation purposes. Meanwhile, COVID was well on its way toward initiating widespread change. Along with other adjustments spurred by this global crisis, INCAE launched a Master’s program in Analytics, Innovation, and Technology (MAIT). While the MAIT earned us a plus for technology, it received a minus in sustainability. Hearing the requests from our fellow students for additional courses on sustainability, the core student PIR team negotiated with INCAE faculty to add sustainability to the second run of the MAIT curriculum.

INCAE is committed to in-depth explorations of sustainability in all its programs. INCAE students, faculty, and administration are working hard to improve the internal processes and the organizational culture this year. In the PIR area of Energizing, sustainability is a key component of our institution, from pedagogy to campus design. In Educating, INCAE ensures that sustainability remains integral to its learning-teaching



approach. The core student PIR team works to incorporate sustainability across all programs and learning methods. This work includes “sustainability trips,” where students can experience first-hand the global opportunities and challenges of environmental, social, and governance issues. And in the area of Engaging, the school is working with the Sustainability Club to develop an institutional strategy fed by students’ perspectives.

The PIR is helping to build stronger relationships between INCAE students, faculty, and administrators to strengthen our student body’s voice.

The INCAE Sustainability Club: Maria Fernanda Camacho, Mariana Araya, Priscilla Agreda, Josue Herrera, Danie

## Insights from level 5 schools of the Global South

### *XLRI Xavier School of Management, India*

XLRI has been founded by Jesuits and is defined by the tagline “for the greater good”. The entire XLRI community lives by it. XLRI encourages its students to contribute to uplifting underprivileged people. The student initiatives SIGMA-oikos, Samarthya, PEACE, and CII-YI testify to this commitment. These initiatives engage with different organizations to address social issues in or around the XLRI community.

Participation in PIR has influenced XLRI to further emphasize sustainability and business ethics courses in its academic curricula to shape virtuous leaders who would incorporate ethical and sustainable business



*Students engaged in social impact-oriented program elements. Source: XLRI Xavier School of Management*

practices in their vision of work. XLRI has introduced a compulsory course on Sustainable Development and Corporate Sustainability in its flagship programs. Further, as ethics is an institutional value of XLRI, and ethical issues are pervasive in their scope, “Ethical Conduct” has been added as a Learning Outcome for all XLRI programs.

XLRI has made a long stride toward becoming a carbon-neutral campus by taking steps such as setting up a biogas plant, installing solar panels on buildings, and providing bicycles for students and staff to commute. It encourages students to use eBooks instead of paper books. For many courses, physical study materials have been replaced by e-course materials.

Further, XLRI has introduced the 5S concept to promote, set up, develop, and sustain the culture of orderliness, cleanliness, hygiene, efficiency, work quality, and safety among the members of the XLRI

community to develop practical sustainability competencies among its members.



Going forward, XLRI continues teaching its core values of sustainability and ethical conduct to the larger society through its staff, students & alumni.

### *S. P. Jain Institute of Management and Research (SPJIMR), India*

“The PIR survey provides a student-centric lens to see how we are doing on our short-term and long-term goals and helps us identify where we could go next.” Varun Nagaraj, Dean, SPJIMR

SPJIMR uses the PIR survey as a mirror of how its students (SPJIMR calls them participants) see the institution’s activities; it is in part a validation of what the school is doing right, and it points it in the direction where it can do better.

Some of the suggestions received in the earlier editions of the PIR indicated that initiatives like *Abhyudaya* and *Development of Corporate Citizenship (DoCC)*, which are mandatory and essential to the SPJIMR curriculum, are seen as valuable and life-changing experiences by students. *Abhyudaya*, which means “growing together”, is an initiative where MBA participants mentor school students living in impoverished urban neighborhoods. *DoCC* is a five-week social internship program for SPJIMR participants to work with grassroots organizations in remote regions on social and ecological justice issues.

SPJIMR engages with the community through events such as *Ehsaas* and *Aasra*. *Ehsaas* is a platform for partner organizations, including small social entrepreneurs and women self-help groups, to showcase, market, and sell products from their organizations. *Aasra* is an inclusive sport and cultural fest for people with disabilities, where over 100 participants from 11 non-profits and schools across Mumbai celebrate life through sports and cultural activities. The PIR survey indicates that these activities positively impact SPJIMR students and society.

While SPJIMR has been using its platform to address community challenges for some time, the PIR survey highlighted to the school the need to raise its game on environmental policies and actions and further empower students. It provided insight into a generation of students demanding a more enterprising partnership with the school on issues like reducing carbon footprint and managing waste on campus. As a result, the school will incorporate Environmental, Social & Governance (ESG) criteria into the decision-making and daily activities of 20 student committees that run various school activities and events. ESG criteria are also driven into academic courses across curricula. SPJIMR sees PIR feedback as instrumental in reinforcing its belief in involving participants in the governance process in various school activities.



*Experiential learning methods and approaches with a social impact focus. Source: SPJIMR, India*

### **CENTRUM PUCP Business School, Peru**

Centrum PUCP uses the PIR to improve its relationship with students and communicate its social impact. The school sees improving stakeholder engagement as fundamental for the school's improvement and a valued aspect for all accreditation bodies. The school feels that the student voice and opinions are particularly powerful for measuring and demonstrating the efforts made by Centrum PUCP to generate a positive impact.

The students' assessment and feedback are critical to identifying strengths and opportunities to improve impact. An example of this is the positive impact of 12 large social responsibility projects executed between 2020 and 2021 that benefited thousands of SMEs, school students, women entrepreneurs, and other stakeholders. Centrum PUCP students were also engaged and actively contributed to these projects' success. At the same time, the PIR survey made the school realize the opportunity of involving more students in these projects as they are keen on contributing to the generation of positive impact. These ultimately translate into Centrum PUCP being "the school for good business", which means having students focus their learning on generating business models with a positive impact on society.

PIR results allow Centrum PUCP to reinforce the communication addressed to all stakeholders, including students, faculty, companies, alumni, and boards, regarding the positive impact generated. As a result, the school is valued as an outstanding contributor to positive impact in their ecosystems. The staff and students have gladly joined this effort of "redefining good business", a vision that companies should not be measured only by their financial results but also by their positive impact on society. In the words of Sandro Sanchez, Director of MBA Programs, *"Our purpose of 'redefining good business' is 100% aligned with PIR's mission and dimensions, permeating the school's culture, and allowing stakeholders to see us as a positive impact generator. This work serves to generate awareness about our achievements"*.



*Story-telling for children and beach cleaning by CENTRUM PUCP students. Source: CENTRUM PUCP*

### **Indian Institute of Management Bangalore, India**

Given that education is an important pillar for socio-economic growth, the Indian law mandates the affirmative action of reserving 49,5% of seats in government-owned or controlled educational institutions for applicants from Schedules Castes, Scheduled Tribes, and other Backward Classes or from low-income groups. Being an Institute of National Importance, IIMB acknowledges its responsibility to be a role model and a change agent in the field of ethics, social responsibility, and sustainability. Its vision statement includes aims to demonstrate exemplary values, encourage diversity, and create a significant positive impact. Integrity, inclusiveness, and contribution to society are some of the core practices of the Institute.

All IIMB's programs are designed for students to understand the implications of managerial decisions and actions concerning ethics, responsibility, and sustainability (ERS). Through classroom courses, internships, and other diverse means, students are educated and motivated to internalize ethical and socially responsible practices in varied and cross-cultural managerial settings. The Institute signals the importance

of ethics with a briefing session in student orientation, supplemented by workshops and seminars on ethical and responsible behavior by faculty members and industry practitioners. In addition, IIMB offers several elective courses about corporate governance, social responsibility, sustainability, and inclusive growth. Courses in Leadership include modules on ethics, values, and building trust in relationships.

IIMB MOOCs have provided more than 1 million Indian and international students with free access to management education making a broad social impact. For example, the MOOC “Do Your Venture” is a mandatory part of the NSRCEL Women Startup Program. This MOOC was delivered to meet the program’s goal to support early-stage, women-led ventures from across the country by offering free education in entrepreneurship. Nearly 20,000 women have had access to the MOOC and could develop their business ideas into working businesses. The women who completed the MOOC were also chosen for further mentoring and training, and IIMB selected top performers for incubation at NSRCEL.

IIMB students recognize their social responsibility and are eager to contribute to the betterment of society. They are organized in many student clubs and groups.

### *Woxsen University School of Business, India*

Ethics, responsibility, and sustainability (ESR) are an integral part of the School of Business at Woxsen University’s mission and values, with each program created for high societal impact.

Woxsen’s motto is to drive research and student activities to create societal impact through meaningful engagement with the community. KPIs carefully monitor ERS every six months, including the number of internal awareness events on ERS, scholarships, and student and staff hours per year on noncurricular ERS activities. These KPIs mandate faculty and students to participate in events and initiatives that foster social capital. The aim is to create an environment where school values are cherished and nurtured and shape a generation of socially sensitive managers.

Woxsen’s strategy is based on adhering to the UN SDGs and is built on two constituent processes. The first is teaching, research contributions, case studies, and conferences. A three-credit compulsory course on Business Ethics and Philosophy enables students to make business decisions and be responsible for society and environmental sustainability. Across most modules, a minimum of one capstone project has a social orientation in ESR, including a rural area-based project where social impact carries 15% of the module weight.

The school organized the Global Impact Summit in April 2022, where senior academics and corporate professionals discussed social impact. In-house magazine “Woxsen Business Review” (WBR) maintains a sub-section for Sustainability and the SDGs to create awareness among students about companies’ integration of sustainability and social responsibility practices.

The second process is Student activities contributing to social causes. A collaboration with US-based Monmouth University initiated a six-month Social Impact Project, “Woxsen-Monmouth Elevate Program”, to teach the underprivileged school students of Telangana State with a vision to uplift the weaker sections of the society. The school hosts a chapter of “Street Cause”, a nationwide organization that focuses on socially uplifting India’s rural areas. Over 100 Woxsen students contribute with donations, goods, or time. In addition, a Rotaract club focuses on Net Zero initiatives, clean energy, and gender equity and ensures the cleanliness and maintenance of the campus.

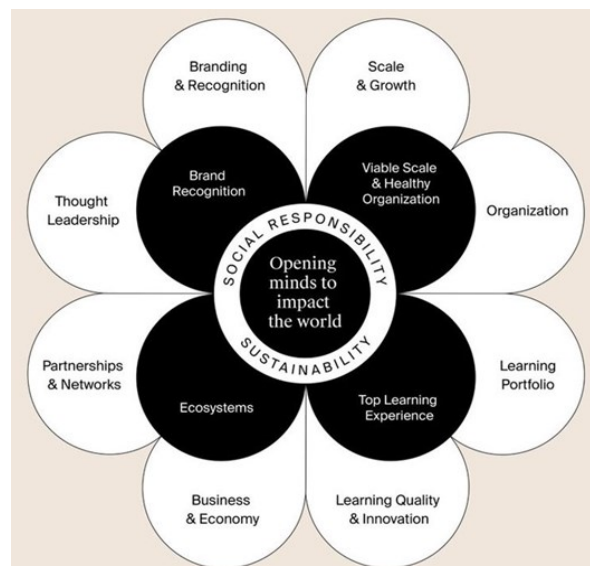
## Insights embedding social impact from the Global North

### *Antwerp Management School, Belgium*

Antwerp Management School (AMS) co-created “the Impact Flower” with stakeholders to map, measure, and tell the story of the school's impact. This flower shows all the internal and external dimensions where the school wants to demonstrate a positive impact, with the ‘social responsibility & sustainability’ dimension at its center. This central dimension drives AMS’s integrated approach towards positive impact, to which all other dimensions contribute.

AMS creates impact on the personal ‘social responsibility and sustainability’ dimension through the ‘Global Leadership Skills’ course, built around the three AMS mission pillars: Self-Awareness, Global Perspective, and Societal Consciousness. Through a mixture of in-class and cross-program sessions, the course challenges the way students look at the world and develops new skills and vision for integrating sustainability into their future work and career. Sustainability competencies such as knowledge of global societal risk and innovation, reflective capacity and awareness of value-driven behaviors, and skills to think systemically, critically, and long-term are sharpened. Within the course, students actively participate in a cross-cultural team-based “Action Learning Project” to create societal impact by contributing to one of the SDGs.

Ever since AMS first received a Positive Impact Rating in 2020, the PIR has played a pivotal role in communicating the school’s impact. Accreditation bodies such as AACSB and EFMD greatly appreciate the student-driven approach of the rating, which has contributed substantially to its credibility. Moreover, many students' enthusiasm and voluntary involvement have also turned the PIR into a yearly creative platform for discussion between the school, faculty, and students. This includes asking: how can the school make improvements? How can AMS energize and involve its stakeholders? How can AMS communicate better about positive (and less positive) results?



*“The Impact Flower” created to guide and share the positive impact achieve. Source: Antwerp Management School, Belgium*

### ***EADA Business School, Spain***

EADA's efforts in the past year sought to improve the school's internal capabilities and increase its focus on the "multiplier effect" the school's actions have through education. EADA has trained key staff members to embed further sustainability in daily activities. Faculty recruitment policy encourages the attraction of researchers and professors with a proven track record or an interest in sustainability-related fields. The school has continued to deploy its Sustainable Leadership pedagogical model in its programs. The model sets out a series of eight Institutional Learning Goals that all EADA's degree programs should deliver.

EADA provides more hands-on experiences inside and outside the classroom to prepare students for organizations' current challenges in sustainability. This includes intensifying action learning consulting projects for students via collaboration with companies and associations. A partnership with Ashoka Spain allows students to tackle real business sustainability problems as part of their final degree project. EADA fosters the B Impact Teams, student-consultant teams from all master programs that support actual companies by delivering a baseline impact report and action plan based on the B Corp framework and Impact Assessment Tool.

Program management of the International Master in Sustainable Business & Innovation led a participative initiative that involved various stakeholders, including students, to redesign its specializations to align them further with the needs and challenges that companies are facing in the transition towards sustainability.

EADA is the strategic academic partner of Barcelona+B, part of the global initiative *Cities can B*. The aim is to turn companies and citizens into agents of change in Barcelona. The initiative will launch a series of participatory activities to contribute to Barcelona's transition to a sustainable, inclusive, and prosperous city under the 2030 agenda SDGs.

### ***University of Vermont Grossman School of Business, USA***

Societal impact is a central strategic focus of the Grossman School of Business (GSB) mission, programs, curriculum, learning goals and competencies, and students' experiential learning. Sustainable Business is one of the core themes in the BA curriculum, the Sustainable Innovation MBA program has sustainability - social, environmental, and ethical - integrated into each topic, course, and case, and in the practicums that all students complete. The Masters of Accountancy program includes a course in Social/Environmental/Sustainability accounting that incorporates the SASB standards and ESG Reporting with access to the Datamaran disclosure database. GSB's courses are also included in UVM's list of courses required general education requirement.

The Sustainable Innovation MBA (SIMBA) students have demonstrated practical impact by winning the 2019 First Total Impact Portfolio (social, environmental, and economic) Competition beating the top 47 MBA programs in the US. They were finalists in the 2020 Second Total Impact Portfolio Competition. The SIMBA students won the 2021 First Solid Waste Management Case Competition against the top 50 MBA programs in the US and the world. The SIMBA students manage a live Total Impact Portfolio, the Catamount Investment Fund to create a portfolio that has a high social, environmental, and economic return. As a result, the SIMBA graduates are in great demand for positions in ESG and Impact Investing in top financial services firms and other firms focused on sustainable innovation and companies with a sustainable mission and focus including B Corps.

The societal impact of SIMBA students goes beyond helping companies achieve success in current operations. GSB graduates help businesses as intrapreneurs to initiate disruptive innovation in companies; as consultants for sustainability-driven innovation; and as entrepreneurs of environmentally sustainable and socially inclusive businesses.



Diversity is a core value of GSB and the school maintains an Inclusive Excellence Action Plan with four components of inclusive excellence: academics, community, environment, and internal/external communications. Examples include a required privilege/bias workshop for SIMBA students; a Diversity Faculty Fellow; coordination of diversity initiatives in student recruitment, advising, and retention; Women in Business and Diversity in Business clubs; and student participation in Women in Business and Diversity in Business case competitions.

### *Glasgow Caledonian New York College, USA*

Glasgow Caledonian New York College (GCNYC) is uniquely dedicated to social impact and sustainability in business. Founded by Glasgow Caledonian University (GCU) in 2017 to address the challenges of the 21st century, GCNYC put forth a disruptive mission to educate business leaders who will work to protect a safe and sustainable planet and ensure fair and just working conditions across the globe.

The school's curriculum weaves sustainability and social impact into every class, preparing students to transform business practice for the benefit of people and planet. Inspired by the UN SDGs, the GCNYC's master's degree curriculum teaches its students a pragmatic approach to sustainable business, focused on applied research and leadership skills.

GCNYC has two master's degree programs, *Business for Social Impact* and *Sustainability & Sustainable Fashion*, where students learn to re-imagine business in line with the SDGs, balancing profitability with the well-being of communities and the environment. And a key element of their learning at GCNYC is through student projects based on practical applications.

This begins in courses such as *Business Strategy for the Common Good*, where student-consultants partner with organizations on applied learning projects. One student group recently worked with a German-based sustainable fashion brand to recommend a strategic reorientation and brand positioning that capitalized on students' professional and academic experience.

The students' recommendations included detailed suggestions for sourcing textiles sustainably and led the company to take its next steps as a sustainable brand. Further, all GCNYC students produce a unique research thesis on sustainable strategy or corporate social responsibility, and many use this project to develop a social business plan. The social ventures launched by GCNYC graduates include a regenerative farm in the Philippines growing sustainable fibers and a platform to assess workforce practices in a supply chain. GCNYC students graduate ready to drive positive social impact and becoming transformative forces in their workplace.



*Students advocating for climate justice and cleaner supply chains in fashion. Source: Glasgow Caledonian New York College, U.S.*

## Insights from schools moving from level 3 to level 4

### *Esade Business School, Spain*

At Esade, it is the President of a student organization, Ingrid Campi - President of oikos Pedralbes, who reports on how the improvement was accomplished:

In recent years, Esade has experienced many inspiring changes, including making our campuses greener. Students have played a vital role in this process since we have been demanding and hardworking, and the first edition of the PIR has been the optimal tool to capture our voices and accelerate positive change. However, what explains the jump from Level 3 to 4 in just one year is Esade's commitment to sustainability. Of particular importance was implementing a transversal and long-term Sustainability Plan to raise awareness about sustainability and define a roadmap to identify the steps to take. As an educational institution, curricula have been the turning point, and new contents are being generated and added to existing subjects in light of the challenges of the 21st century.

### *Audencia Business School, France*

For many years, Audencia had insisted that accreditations and rankings must pay more attention to business schools' social and environmental impact. Thus, the School welcomed the creation of the Positive Impact Rating and took part in its first edition. After receiving the results of the first edition of PIR, Audencia integrated the feedback and the examples of the better-ranked schools into its new strategic plan, "Ecos 2025". The plan puts sustainability and positive impact at its heart and contains precise targets regarding teaching, research, partnerships, and management.

The strategic plan was developed by involving all stakeholders, in particular students and alumni, strengthening their awareness about the School's actions and ambitions in this field. As part of the new strategic plan, Audencia will create a new school called Gaïa that will entirely focus on developing knowledge and skills related to sustainability. Gaïa will adopt a cross-disciplinary approach and immersive pedagogy in partnership with other academic institutions, businesses, and other stakeholders, such as the school's strategic partner WWF. All Audencia students will follow mandatory and optional courses at Gaïa, chosen according to their professional project, but Gaïa will also offer courses to external students and faculty.



*Students engaged in local societal activities: planting tree to offset CO2 for a sports event (top left), and helping an athlete to the starting line of the handicap triathlon (top right). Source: Audencia Business School (France)*

### ***Fordham University Gabelli School of Business, USA***

Over the past year, at the undergraduate level, a mandatory year-one course curriculum was revised to include the environmental, social, and governance aspects of industries.

The school also introduced a new Sustainability Reporting track for all accounting majors. Students who take these courses can hear and learn from leaders of the Sustainable Accounting Standards Board.

This past year, Gabelli School also launched the Responsible Business Coalition (RBC), a network of executives, educators, researchers, and nonprofit leaders who collectively redesign business as a compassionate and regenerative force for prosperity. Currently, in the fashion space, the RBC works with 46 CEOs representing 275 brands, including some of the largest fashion companies in the world. This industry connectivity is then brought back to the classroom through speakers, consulting projects, competitions, and internship opportunities in the responsible business area.

On the graduate level, Full Time MBA students are required to learn about sustainability and apply this knowledge to consulting projects with either leaders of global NGOs or with industry coalition leaders focused on sustainable business impact. For the capstone experience, both full time and Executive MBA students engage with a global firm for a student consulting project that focuses on growth, enhancing sustainability, and other strategic initiatives.

### ***Kozminski University, Poland***

The school reports that its success is mostly about consistently building awareness and cultivating openness for collaboration. Prof. Grzegorz Mazurek, PhD, Rector of Kozminski University explains:

First, we communicate our program of striving for sustainable development for 2020-2030 to our stakeholders. And then, our focus on positive impact had an internal effect too. Our faculty knows that the PIR measurement of the impact of our actions and our student's opinions is crucial. We are proud to see that the projects incorporated into our strategy are carried out not only by university offices but also by our students. The experienced team of the **Green Kozminski** organization supports our sustainable efforts and raises awareness among their peers. They were the ones who were mainly responsible for the dissemination of the PIR survey.

The Impact of Kozminski University is about showing **trust and responsibility**. It has made it possible to integrate the Positive Impact Rating perspective in the heart of the Kozminski c

ommunity. We've seen a lot of energy and plenty of ideas and initiatives materializing in the last few months; I'd say they even gained momentum because of the Covid-19 pandemic.

And even though we faced many challenges and constraints due to the pandemic, it wasn't that difficult to promote KU's sustainable values by starting various initiatives. For instance, to support the mental health of our students and employees, we launched well-being consultations. As for our business environment, Kozminski provided entrepreneurs with online consultation sessions. And we offered extensive support to local NGOs.

### ***HKUST Business School, Hong Kong - China***

Since the PIR 2020 Edition, Hong Kong University of Science and Technology (HKUST) has successfully wrapped up its first-ever sustainability master plan, "HKUST 2020 Sustainability Challenge", which acted as a driver of sustainability in four areas:

**Sustainability Education:** building an educational and research framework that ensures students understand sustainability concepts and graduate with the capacity and commitment to solving problems locally and globally. For example, introducing stimulating ideas about sustainability, ESG, and CSR through different events and undergraduate and postgraduate courses.

**Operations:** through a combination of reductions and streamlining efforts to reduce energy, greenhouse gases, and landfill waste systemically. HKUST identified specific operations targets to reduce waste to the landfill by 50% and reduce energy consumption by 10% using 2014-15 as the baseline year.

**Engaging the Campus Community:** creating a core social backbone to support and advance sustainability actions and policies across departments, schools, and the campus. Campus-wide programs such as “Sustainable Smart Campus Leadership Program”, “Green Team”, “Sustainability Education Community” and “Sustainability Network” were formed to engage staff, students, and campus residences to support and advance sustainability actions and policies.

**Research and Demonstration:** developing visible on-site demonstration projects and research that contribute to campus sustainability goals and solving global sustainability challenges. The HKD50 million “Sustainable Smart Campus as a Living Lab” initiative provides funding support for university members to use the campus as a platform to devise and demonstrate new ideas and innovations for wider application in the future.

HKUST has already started working on the next five-year challenge. The new targets will be broader and more ambitious to consolidate HKUST’s position as a sustainability leader in Hong Kong.

### ***IESEG School of Management, France***

The school has taken several steps in the past year to help increase its impact. Programs have been modified to promote more interdisciplinary learning and the Master's level mandatory sustainability course has been boosted to make it a big 6 ECTS course. In addition, the school performed its first carbon footprint and has taken actions to reduce plastic and waste on campus. But more importantly, throughout the last year, the school has made it a priority to promote student engagement and provide spaces for students to be part of the sustainability journey of the school. Via the Responsible Leaders program, or through student associations, several new initiatives and events saw the light in the last year.

The school is very proud of its student involvement, particularly considering the challenging context. The progress is largely due to the students' willingness to collaborate with the school administration, pushing it to be more ambitious.