

## A DEEP DIVE INTO PRME'S PROGRAMMES

*BREAKOUT SESSION: TEACH TRACK*

MODERATED BY



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**COMMUNITY AND COMMITMENT TO ADVANCE GLOBAL RESPONSIBILITY**

# A Deep Dive into PRME's Programmes

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# Welcome to the Game!

## *Color the Conversation: A Programmatic Deep Dive*

- In this session, you're not just listening—you're shaping the future of PRME's curriculum, pedagogy, research, and reporting work.
- We're here to collect your insights, experiences, and practical needs across these four streams.

You'll be building this conversation with your peers—one color at a time.

# How It Works

1. Choose a color-coded notecard that matches how you're thinking:

 Curriculum

 Pedagogy

 Commons & Reporting

 Research or Other

2. Write a short response—a sentence or two is great.

3. Turn to someone nearby and share—what did you write? What did they?

4. Drop your card in the color box on the table when you're done.

# What We're Looking For

- ✓ Specific ideas or examples
- ✓ Gaps or roadblocks you've encountered
- ✓ Tools or support that would actually help
- ✓ What's working that we should scale

This is not about theory—it's about what you know, what you need, and what you wish existed.

# Why it Matters

Everything you write feeds directly into PRME's programmatic strategy for 2025 and beyond.

Your responses will help shape:

- ✓ New curriculum resources
- ✓ Teaching support tools
- ✓ SIP/Commons reporting templates
- ✓ Research and publication priorities

No speeches. No pressure. Just your ideas—quietly captured.

Let's get started.

 Curriculum    Pedagogy    Reporting    Research   ( Other where needed)

# Question 1

*What's one lesson, assignment, or course topic you're currently teaching (or wish you could teach) that would benefit from stronger alignment with sustainability, ethics, or the SDGs?*

- 🟡 **Curriculum:** Our Financial Accounting course lacks any integration of climate-related disclosures or ESG reporting.
- 🟢 **Pedagogy:** I'd like to use a simulation on ethical dilemmas in supply chains, but I don't have the materials.
- 🟢 **Reporting:** We don't track how sustainability is integrated across course syllabi—hard to measure our progress.
- 🌸 **Research:** I read a great paper on systems thinking in marketing education—I'd love to build on that with classroom research.

## Question 2

***What is one tool, format, or teaching strategy you've used (or want to try) that helps students develop real-world responsible leadership skills?***

- 🟡 **Curriculum:** A case-based module in our strategy course on social enterprises really worked well.
- 🟢 **Pedagogy:** Role-playing negotiation exercises around community impact decisions have sparked great discussion.
- 🟢 **Reporting:** We could better document the leadership competencies developed in these courses for our SIP.
- 🌸 **Research:** I'd love to study how values-based leadership courses affect students' ethical reasoning over time.



# Question 3

***Where in your current curriculum or teaching do students seem least engaged—and what would help re-energize that topic or approach?***

- 🟡 **Curriculum:** Our economics modules don't currently address inequality or sustainability, which students care about.
- 🟢 **Pedagogy:** Lectures in our intro management class are outdated—it needs a flipped classroom model.
- 🟢 **Reporting:** It's hard to gather feedback at the course level to know where disengagement is happening.
- 🌸 **Research:** We need more published research on effective sustainability education in quantitative courses.

## Question 4

***What data, templates, or reporting guidance would make your job easier when documenting PRME-related work at your school?***

- 🟡 **Curriculum:** A checklist of SDG-aligned learning outcomes for each business discipline would be helpful.
- 🟢 **Pedagogy:** Rubrics for assessing responsible leadership learning outcomes would help me structure assessments.
- 🟢 **Reporting:** A dashboard tool for visualizing SIP data across departments would be amazing.
- 🌸 **Research:** Examples of how to write up teaching innovations as publishable research would help me contribute more.





## Question 5

*If PRME could build one new tool or resource to make your life easier in the next 6 months, what should it be—and who would it help?*

- **Curriculum:** A curated library of SDG-integrated syllabi across disciplines would save time and inspire ideas.
- **Pedagogy:** Short video explainers on how to teach complex ethical concepts would be great for new faculty.
- **Reporting:** An automated SIP outline generator based on Commons submissions would simplify reporting.
- **Other:** A PRME badge or micro-credential for faculty engagement would encourage recognition internally.

## Question 6

*What's one thing you wish your business school valued more when it comes to teaching, research, or service?*

-  **Curriculum:** Innovative interdisciplinary courses that don't fall neatly into a traditional department.
-  **Pedagogy:** Time-intensive teaching strategies like mentorship or experiential learning.
-  **Reporting:** Community engagement activities that aren't captured in formal metrics.
-  **Research:** Case writing and action research that supports curriculum innovation.

# Question 7

***Where do you see students most engaged with values like inclusion, sustainability, or ethics—and what are they responding to?***

- Curriculum: When we discuss real-time events in our Global Business course.
- Pedagogy: Hands-on projects that involve local community partners.
- Reporting: Student-led clubs and projects that don't appear in formal reporting but are vital.
- Research: Capstone projects exploring gender equity in the workplace are especially popular.

# Question 8

***What's one piece of institutional data you wish you had easier access to when preparing reports or proposals?***

- Curriculum: An inventory of all SDG-linked course content across departments.
- Pedagogy: Student evaluation data that links to learning outcomes, not just satisfaction.
- Reporting: A central database of faculty service and outreach contributions.
- 🌸 Research: A summary of which publications from our school are focused on sustainability topics.

## Question 9

***How do you decide what counts as a 'successful' course, and what support would make that easier to measure?***

- Curriculum: Success means students understand systems thinking—support: better assessments.
- Pedagogy: When students feel empowered to act—support: more co-teaching opportunities.
- Reporting: Courses that generate community impact—support: tools to measure long-term effects.
- Research: When student feedback inspires publishable classroom research.

# Question 10

***What are your biggest challenges when trying to publish or share work related to responsible management education?***

- Curriculum: Curriculum design work isn't always seen as research-worthy.
- Pedagogy: Pedagogical research isn't valued equally for tenure or promotion.
- Reporting: Lack of data from our own classrooms limits what I can publish.
- Research: There aren't enough outlets that prioritize socially impactful work.



# Question 11

***What do faculty at your institution need most in order to feel confident integrating the SDGs into their teaching?***

- 🟡 Curriculum: Sample modules that align SDGs to introductory business courses.
- 🟢 Pedagogy: Co-teaching opportunities with someone more familiar with sustainability.
- 🟢 Reporting: Guidelines on how to tag or code SDG content in course syllabi.
- 🌸 Research: Compilations of academic articles by discipline that link to SDG themes.

# Question 12

***What's one way your school could link research, teaching, and reporting more effectively?***

- Curriculum: Use faculty research to drive updates to course materials.
- Pedagogy: Embed reporting tools into student reflection assignments.
- Reporting: Build a shared repository of teaching + research outputs tied to SIP.
- 🌸 Research: Create incentives to publish teaching-related findings in peer-reviewed outlets.

# Question 13

***If you could get a small grant to support one SDG-aligned project at your institution, what would you do with it?***

- Curriculum: Develop a new course on regenerative economics.
- Pedagogy: Launch a faculty workshop on trauma-informed teaching.
- Reporting: Hire a student assistant to help analyze SIP data across departments.
- 🌸 Research: Fund a comparative study on circular economy models in emerging markets.

# Question 14

***What's one classroom activity that consistently creates meaningful conversations—and how did you develop or adapt it?***

- 🟡 Curriculum: Our debate on Universal Basic Income tied to SDG 1 always gets students thinking.
- 🟢 Pedagogy: I adapted an empathy mapping exercise from a design thinking workshop.
- 🟢 Reporting: We now document student-led dialogues as part of our engagement metrics.
- 🌸 Research: I use student reflections as data in qualitative ethics research.

# Question 15

***What institutional process (like accreditation, hiring, or budgeting) most needs to reflect PRME values better?***

- Curriculum: The course review board still treats sustainability as an elective add-on.
- Pedagogy: New teaching hires are not evaluated on inclusive or SDG-aligned methods.
- Reporting: There's no reporting mechanism for interdisciplinary or collaborative work.
- Research: Funding often goes to projects with corporate outcomes, not societal ones.

## Question 16

***Where could a stronger connection to global PRME resources make a local difference at your institution?***

- 🟡 Curriculum: Access to model syllabi in non-Western contexts.
- 🟢 Pedagogy: Peer exchanges with faculty tackling similar challenges elsewhere.
- 🟢 Reporting: Benchmarks for SIP performance across different school types.
- 🌸 Research: Access to multi-institution data for comparative studies.

# Question 17

***What's something you've done this year that you're proud of, but isn't recognized in formal evaluations?***

- 🟡 Curriculum: I revised an old course to integrate gender, race, and climate justice.
- 🟢 Pedagogy: I mentored a student team through a community-based project after hours.
- 🟢 Reporting: I led a working group on how we collect social impact data.
- 🌸 Research: I contributed to an open-access resource library for sustainability educators.

# Question 18

***What role do students play in shaping your course content—and what would help strengthen that collaboration?***

- 🟡 Curriculum: Students gave feedback that led me to add a module on ethical AI.
- 🟢 Pedagogy: I co-designed reflection assignments with students after mid-semester feedback.
- 🟢 Reporting: We started tracking how student proposals lead to actual curriculum updates.
- 🌸 Research: I'm collaborating with students on a paper about co-created learning spaces.



# Question 19

***What are some ways to make evidence collection and reporting more meaningful and less bureaucratic?***

- Curriculum: Link reporting directly to course revision cycles and faculty retreats.
- Pedagogy: Make classroom-based data collection part of reflective teaching practices.
- Reporting: Allow flexible formats like video or narrative reports in Commons.
- 🌸 Research: Use evidence gathering as a foundation for practitioner-focused publications.

## Question 20

***What would it look like if faculty development at your institution were truly aligned with PRME values?***

- Curriculum: Training on how to integrate global challenges into business fundamentals.
- Pedagogy: Workshops on teaching ethics and power in diverse classrooms.
- Reporting: Helping faculty understand the why and how of reporting their impact.
- Research: Mentorship on designing and publishing practice-based research.



# Thank you for playing & for sharing your insight

Each of your note cards will help us understand what the community actually needs to make this work stronger, smarter, and more supportive.

👁️ What you wrote today will:

- Be read, synthesized, and used to inform PRME's program development
- Help shape tools, training, and templates in curriculum, pedagogy, research, and reporting
- Inform what gets prioritized in the next round of resource development and community offers

# What Happens Next?





● We'll synthesize all responses and feed them into:

- 2025 curriculum design strategy
- Future improvements to PRME Commons
- Guidance for SIP reporting
- New faculty development resources and research opportunities

📧 Want to be part of follow-up efforts? Leave your name on a notecard or stop by after the session.

🤝 This isn't just consultation—it's co-creation.

# Keep the Conversation Going

-  Share your experience with colleagues
-  Reach out to the PRME Secretariat with questions or ideas
-  Explore the new PRME Curriculum Resources launching this week
-  Join a community of practice or research conversation via PRME Commons

This was one conversation—but not the last.

Thanks for being part of the future we're building together.