

PRME Global Forum 2025

Reporting with Purpose: Learnings from SLP with the PRME Champions

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On behalf of the PRME Champions Group “SLP 2.0” Project Team

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Background

- It was widely acknowledged that the previous **SIP** reporting process required reform to be fit for purpose in an increasingly complex, fast paced, and data-driven world.
- As a result, the PRME **SIP Impact Sub-Committee** was formed in 2020. They developed a new SIP reporting '**logic**', which was subject to extensive consultation.
- A pilot took place in 2023, with the new SIP reporting process formally launched in 2024.
- Signatories now submit via the **PRME Commons** platform (rather than upload a static PDF).
- In 2024, **352 SIPs were submitted** (130 of these were “late”). Note: Not all Signatories were required to submit a SIP, for example, new joiners.
- A group of **PRME Champions** schools decided to work in collaboration to analyse the content of these reports.
- **But first, we would like YOUR views...**

Background

Submissions by Chapter

Chapter	No.
Africa	22
Australia & New Zealand	26
Brazil	9
CEE	21
DACH	26
Eurasia	2
France & Benelux	30
Iberia	15
India	14

Chapter	No.
Italy	4
LAC	18
Middle East	7
Nordic	13
North America	64
Poland	7
United Kingdom & Ireland	63
N/A	11

Background

Submissions by Country

Country	No.
Argentina	1
Australia	23
Austria	3
Belgium	6
Brazil	9
Bulgaria	1
Canada	19
China	7
Colombia	7
Croatia	3
Czechia	3
Denmark	1
Dominican Republic	1
Egypt	4
Finland	6
France	17

Country	No.
Germany	17
Hungary	2
India	14
Indonesia	1
Ireland	8
Italy	4
Kazakhstan	1
Kenya	1
Kuwait	1
Latvia	3
Lebanon	1
Lithuania	1
Luxembourg	1
Malaysia	2
Mexico	3
Morocco	1

Country	No.
Netherlands	5
New Zealand	3
Nigeria	1
Norway	1
Oman	1
Pakistan	2
Peru	5
Philippines	2
Poland	7
Portugal	6
Russia	3
Saudi Arabia	1
Singapore	2
Slovenia	1
South Africa	3
South Korea	1

Country	No.
Spain	9
Sri Lanka	1
Sweden	5
Switzerland	7
Thailand	3
Tunisia	1
Türkiye	3
Ukraine	1
United Arab Emirates	3
United Kingdom	55
United States	45
Uruguay	1
Uzbekistan	1

Context

Sustainability Reporting

- **Organisational (including university) sustainability reporting initially emerged as a voluntary practice, supported by initiatives offering standardised and sector-specific disclosure frameworks (e.g. GRI, UN Global Compact).**
- **While the extent of disclosure has increased considerably over time, concerns about the quality of reporting have persisted.**
- More recently, regulatory initiatives—introduced through national legislation, accounting standards, and listing or accreditation requirements—have aimed to strengthen reporting practices. However, early research evidence remains inconclusive as to whether these aims have been achieved.
- **The Sustainable Development Goals (SDGs) have introduced a relatively new framework for understanding and communicating related impacts, though this does not yet appear to be fully integrated into corporate and broader organisational discourse.**

Your Views on SIP Reporting...

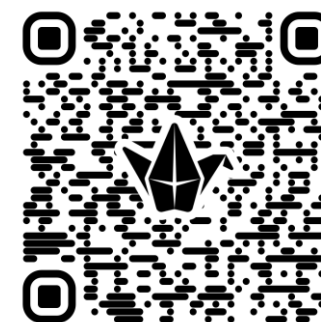
What does a “good” SIP report look like?

What barriers to submitting a SIP report exist?

What support do Signatories need to produce a high-quality SIP?

How could PRME Chapters or Champions help Signatories to develop their SIPs?

Please share
your views via
Padlet...



<https://rb.gy/4cmcys>

Our Champions Project

Methodology

A detailed **70 item index** was developed to assess the SIP reports.

This was directly aligned with the questions under the **Seven PRME Principles** within the SIP, with some additional elements based on the **SIP 2.0 pilot** conducted in 2023.

A Microsoft Form was used to capture responses.

For most questions, reviewers selected between four options:

- 0. No information, evidence, policies, etc. provided.
- 1. Brief information, evidence, policies, etc. provided.
- 2. Detailed/comprehensive information, evidence, policies, etc. provided.
- N/A Response Private – Cannot View

The first pilot (February 2025) involved reviewers analysing one SIP report – this allowed us to test the Microsoft Form and identify inconsistencies between reviewers.

This was then repeated with reviewers analysing the same five SIP reports (March 2025).

There was generally a high degree of consistency, though more guidance was provided in terms of distinguishing between options 1 and 2 above.

Principle 2 - Values

5. 2. 1 Does the PRME member have a person who is accountable and responsible for RME?

- ☐ 0 - No one is specifically responsible for this topic; yes, with limited influence on outcomes (limited access to information, decision making authority)
- ☐ 1 - Yes, with moderate influence on outcomes (has access to relevant information, reports to other senior position)
- ☐ 2 - Yes, with direct influence of some outcomes and some budget (has access to information, includes a senior manager with decision making rights or has an office/group with mandate to look after PRME/SDG related initiatives)
- ☐ Response Private - Cannot View

6. 2.2 Does the PRME member have at least one organisational entity (e.g. centre, institute, academic department) that is accountable and responsible for PRME on behalf of the signatory?

- ☐ 0 - No such entity exists; potentially some plans to establish one in the near to medium term; themes are encouraged organically within the institution
- ☐ 1 - Yes, the institution has either research, or teaching or community engagement centre (includes list of activities)
- ☐ 2 - Yes, the institution has several related centres (detailed accounts of activities the entities are involved)
- ☐ Response Private - Cannot View

Our Champions Project

Methodology

Following the second pilot, four additional free text questions were added to the end of the form, specifically:

- **To what extent and in which ways is the report contributing to advancing the UN SDGs?** (If the report does NOT mention the SDGs, please highlight this).
- **Is there anything you believe is missing from the SIP report that could have been included?**
- **What impact do you believe the report has or could have in terms of advancing RME?**
- **Are there any other comments you would like to make in relation to this SIP report?**

We are combining the data from the reviews with information on:

- **Country**
- **PRME Chapter**
- **Champion School**
- **Year of joining PRME**
- **No. of previous SIPs**
- **If the SIP was submitted late**
- **Selected Accreditations and Rankings (AACSB, AMBA, EFMD, QS, etc.)**

Our Champions Project

Methodology

Regarding the sample, we decided upon **50% of SIPs per country, except for countries where only one SIP was submitted**. In these cases, they were all reviewed.

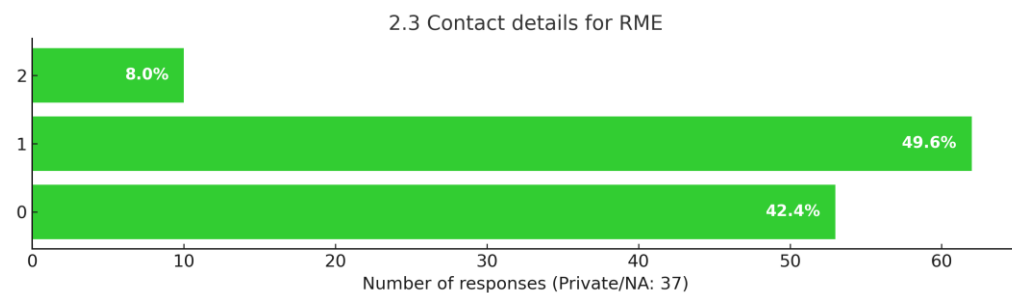
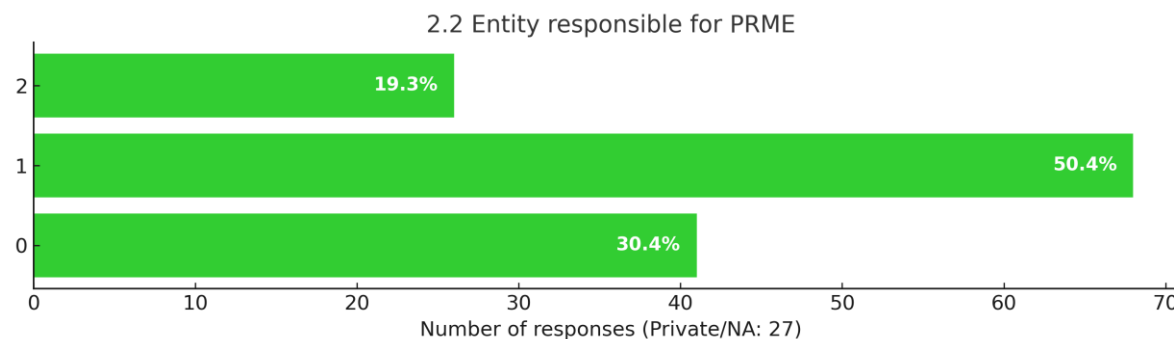
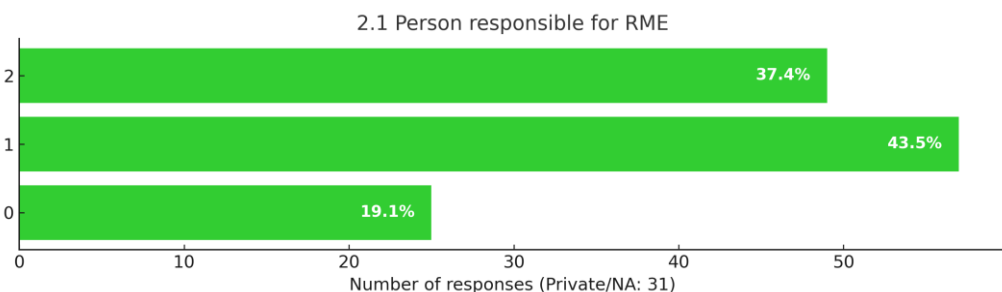
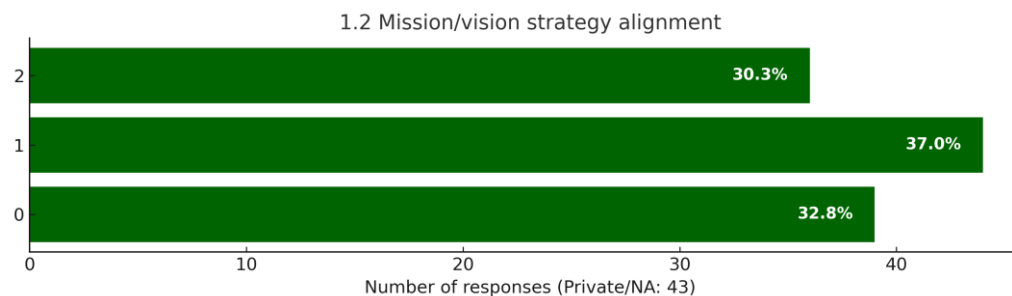
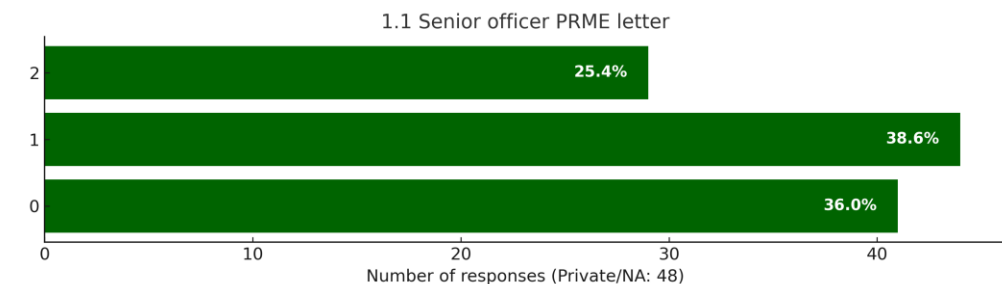
The rationale for this was that SIP submissions were dominated by Signatories in Europe and North America (241/352 submissions).

This allowed us to ensure that Signatories in Africa, Asia, Central & South America, and Oceania were represented.

A total of **201 SIPs** were selected for review.

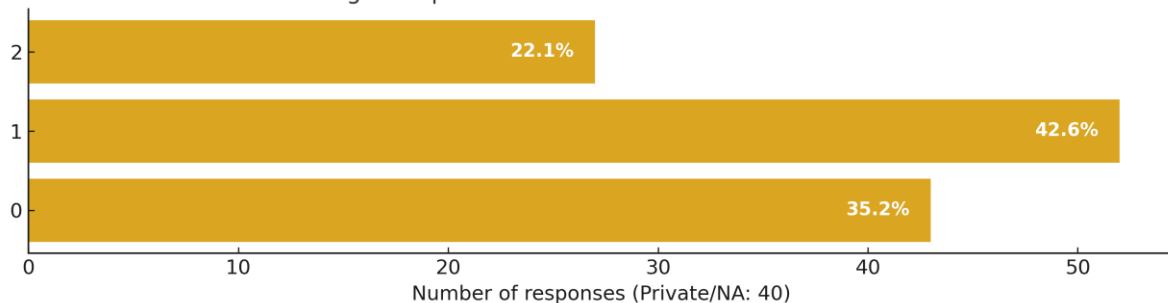
As of 1 June 2025, a team of 16 reviewers examined **162 SIP reports**. (The rest will be completed in June/July).

Quantitative data overview: Purpose and Values

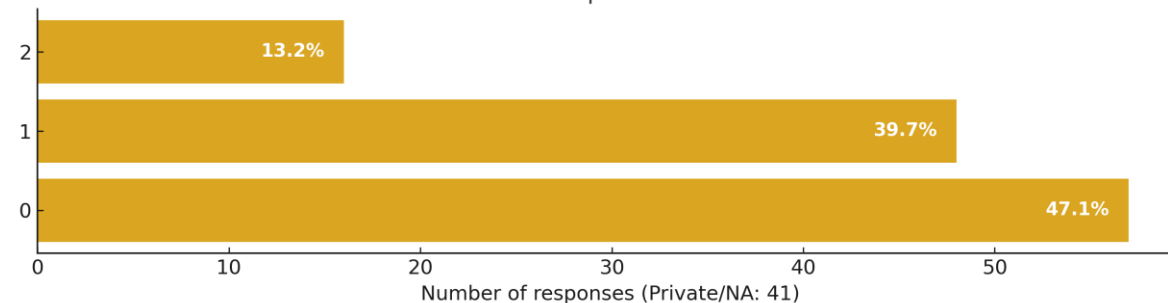


Teach (I)

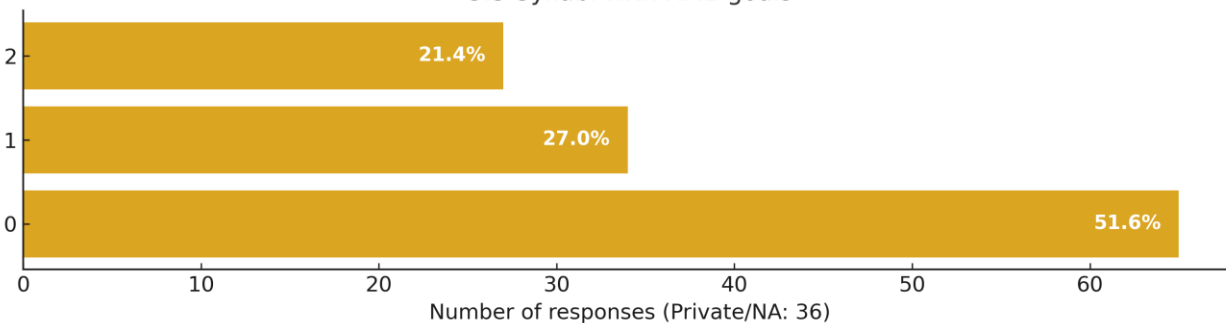
3.1 RME guest speakers and showcase events Section 3 item



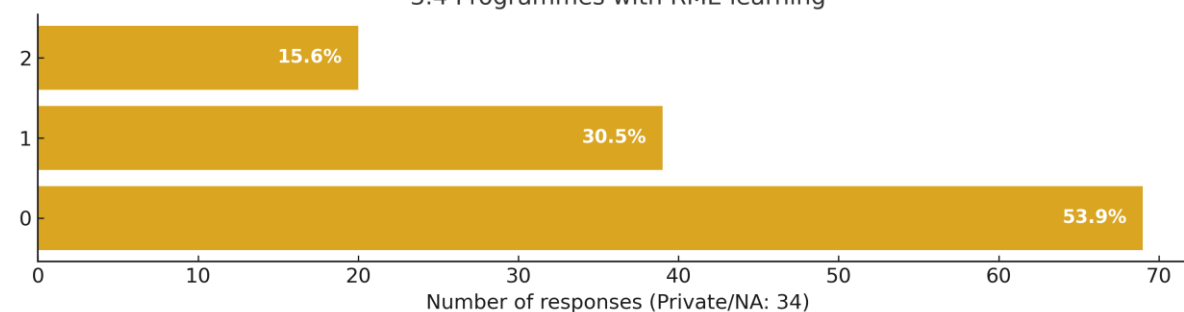
3.2 RME topics in courses



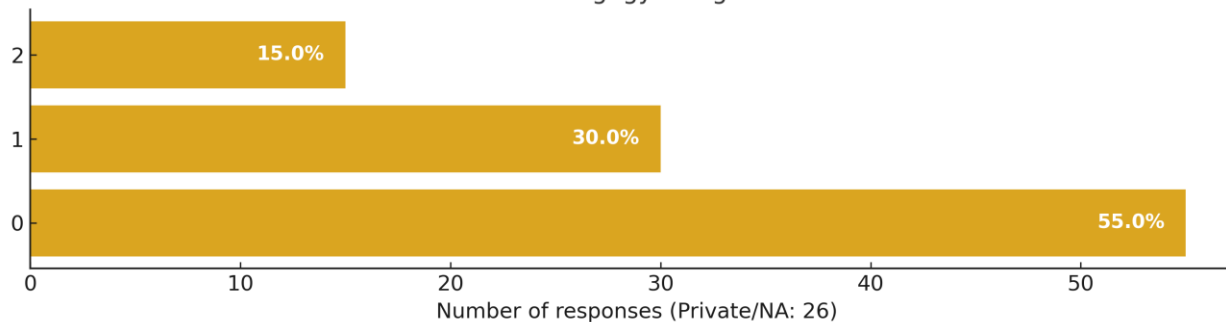
3.3 Syllabi with RME goals



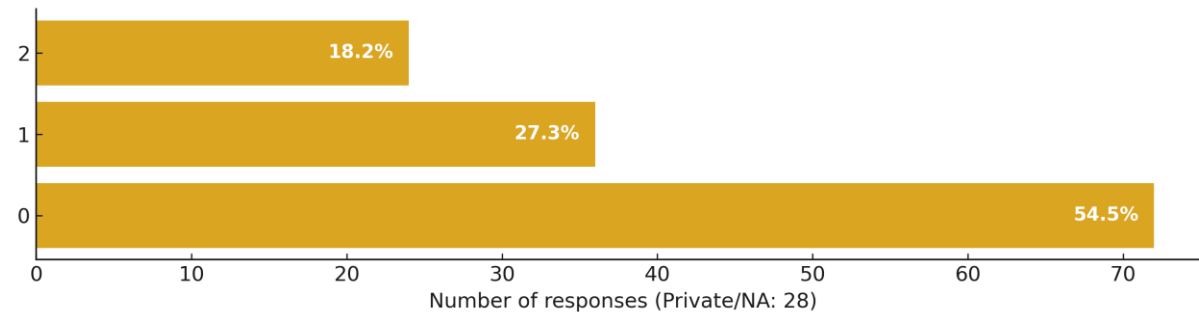
3.4 Programmes with RME learning



3.5 Pedagogy using RME

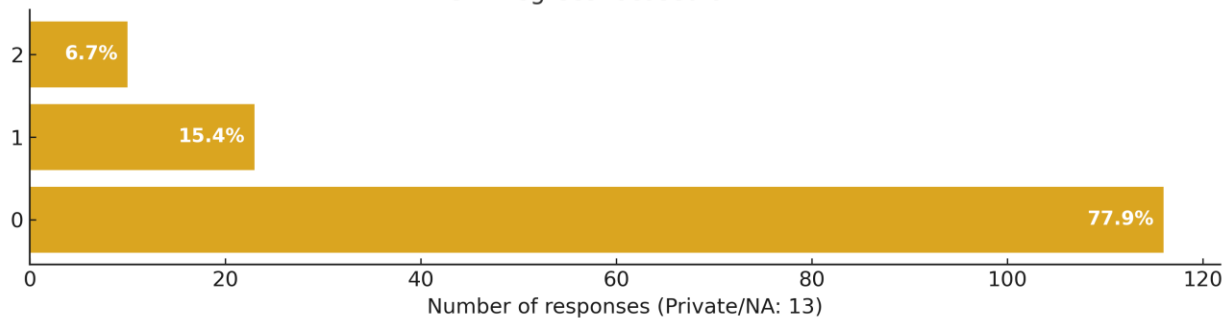


3.6 RME in education model

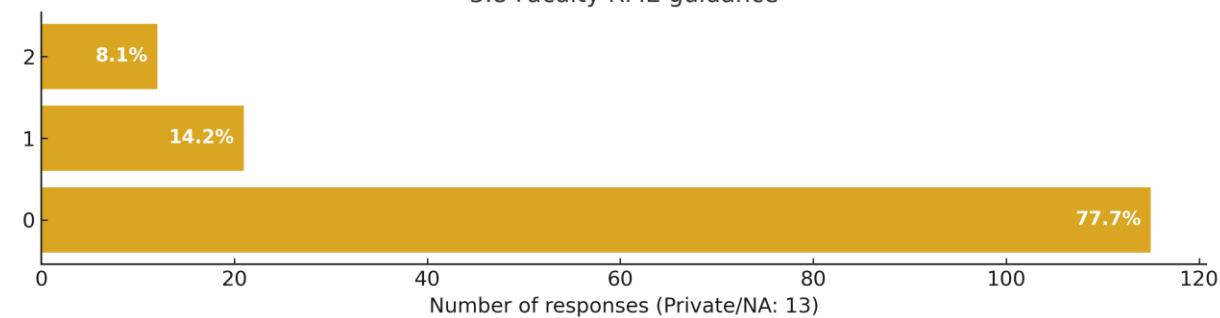


Teach (II)

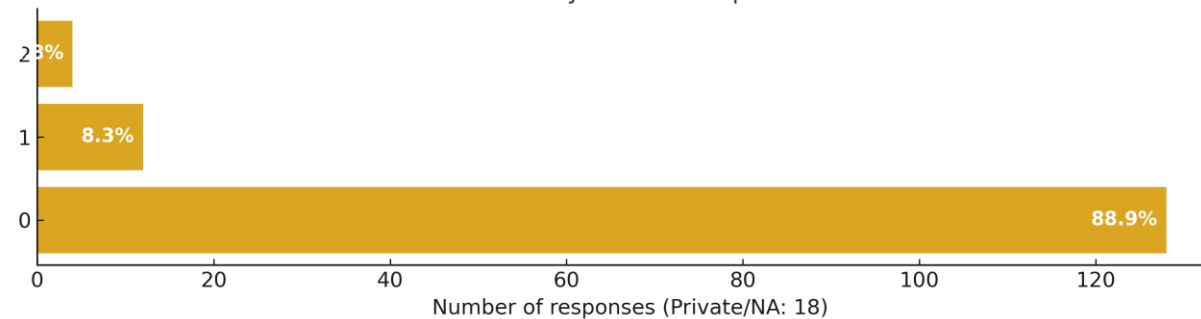
3.7 Degrees focused on RME



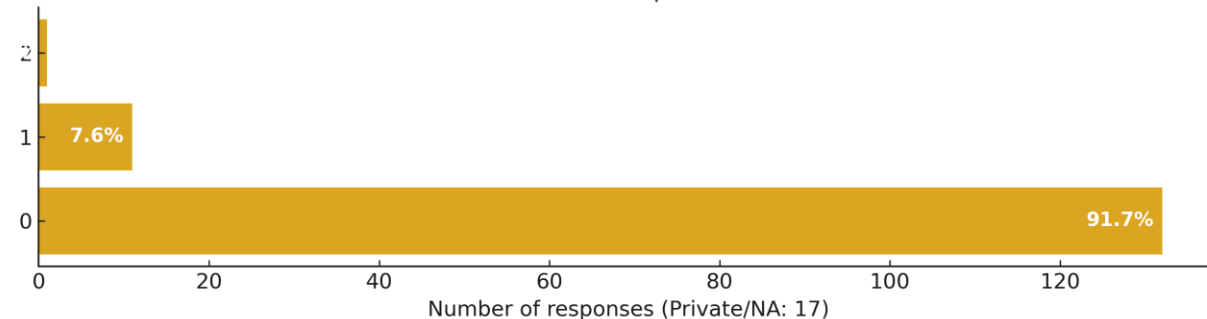
3.8 Faculty RME guidance



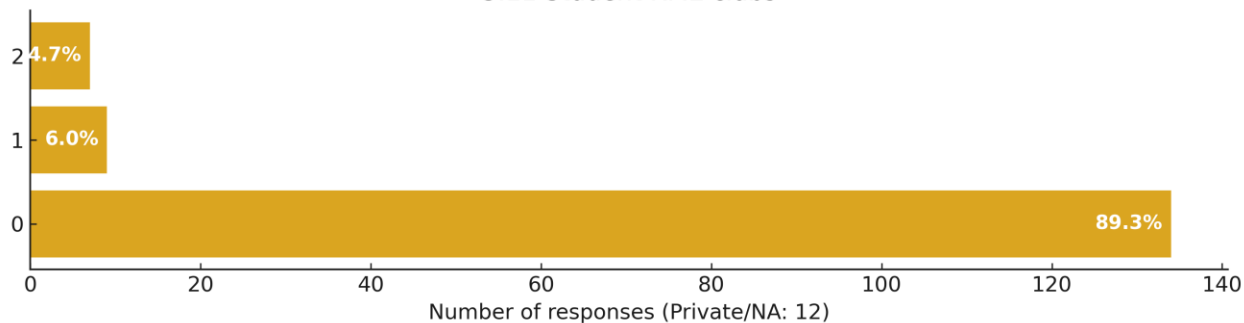
3.9 Faculty RME development



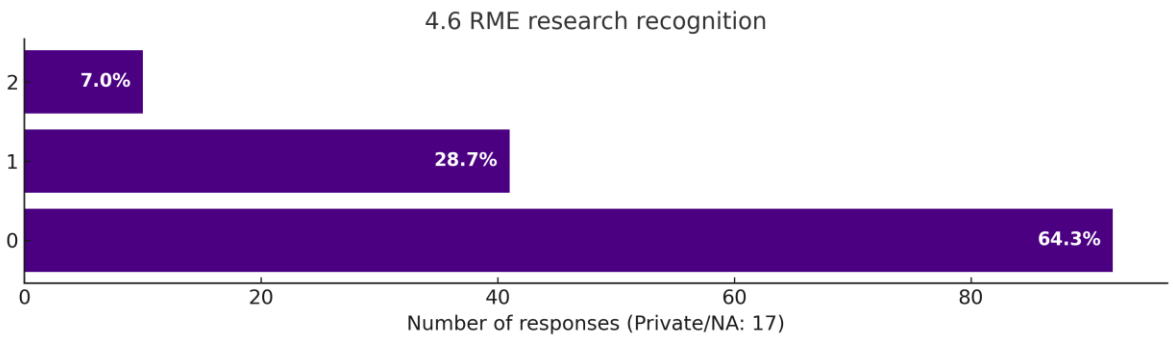
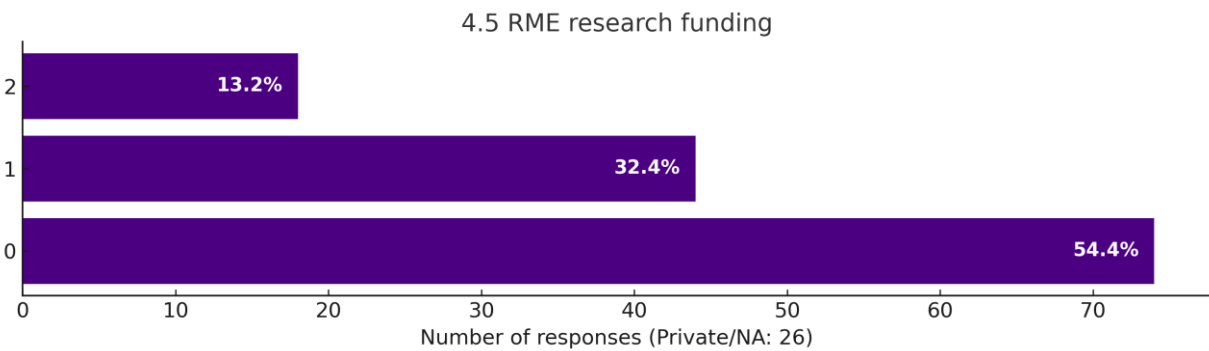
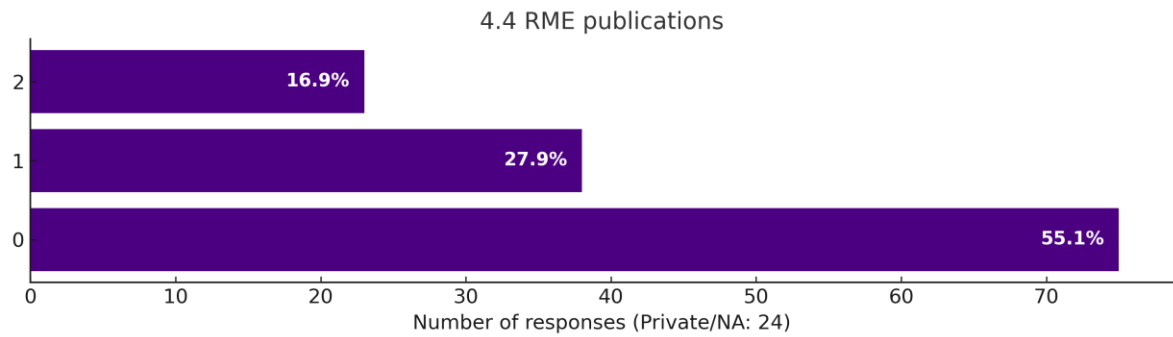
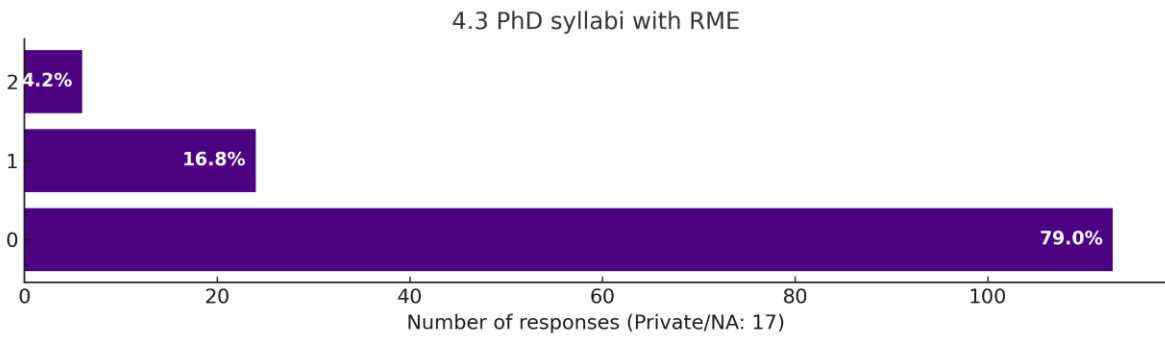
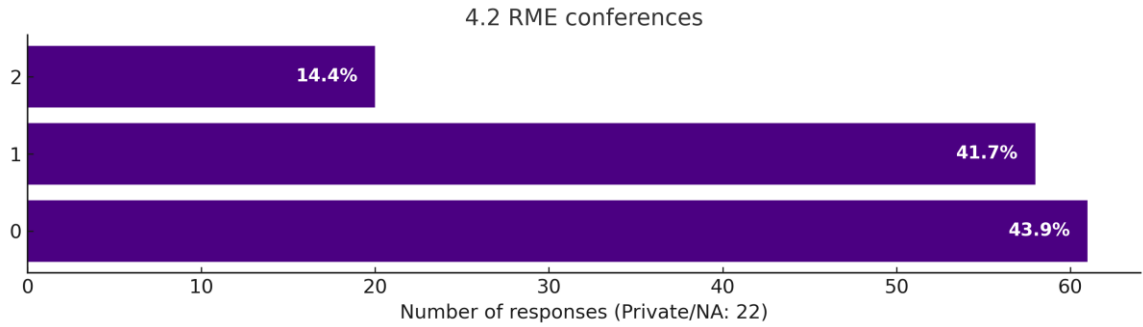
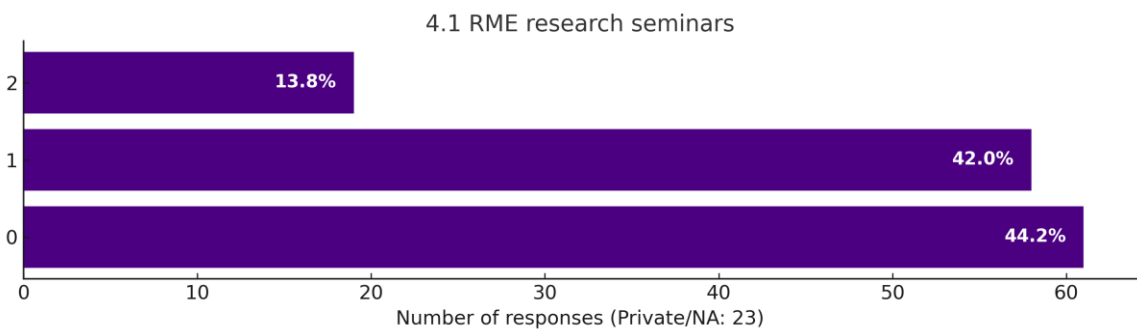
3.10 Student input on RME



3.11 Student RME clubs

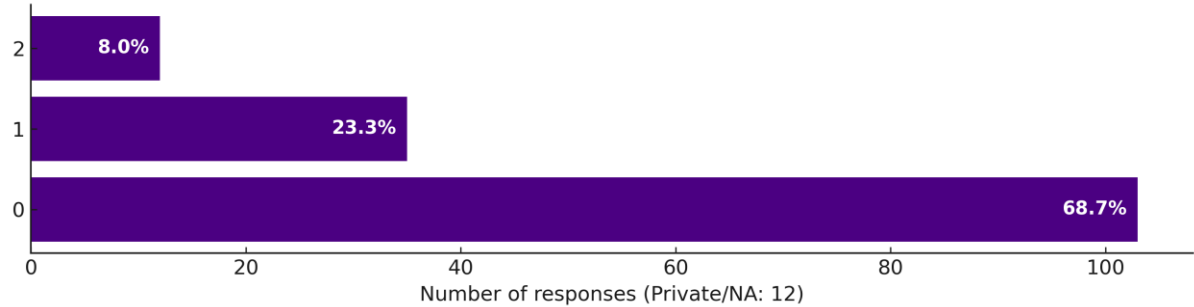


Research (I)

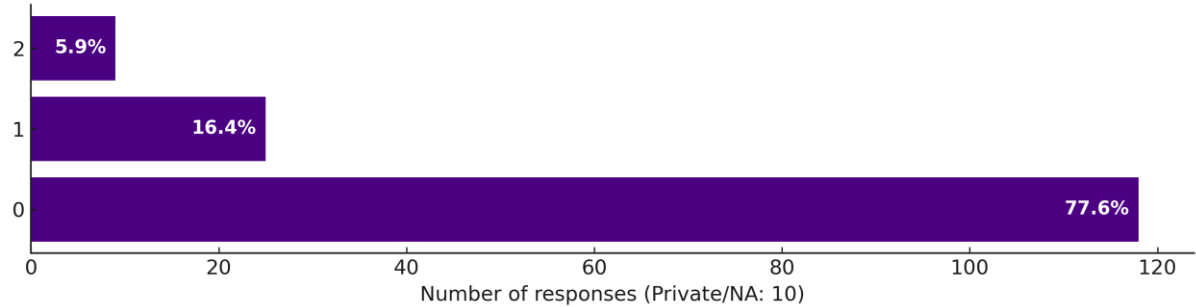


Research (II)

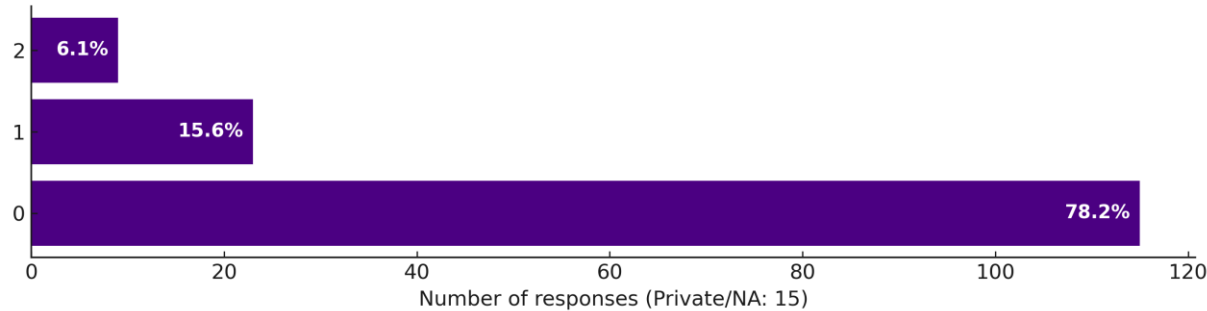
4.7 Other RME research



4.8 Policies for RME research

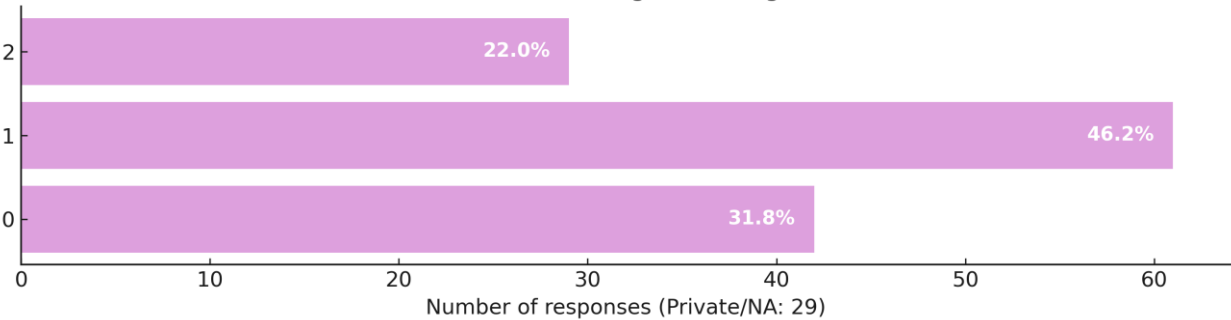


4.9 Student RME research

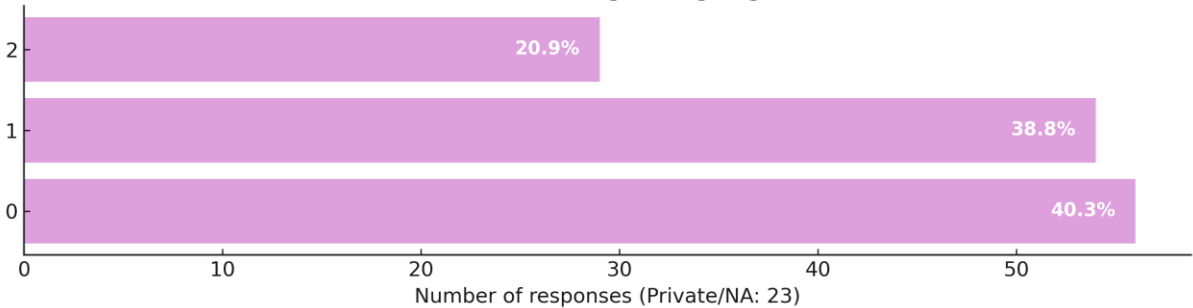


Partner (I)

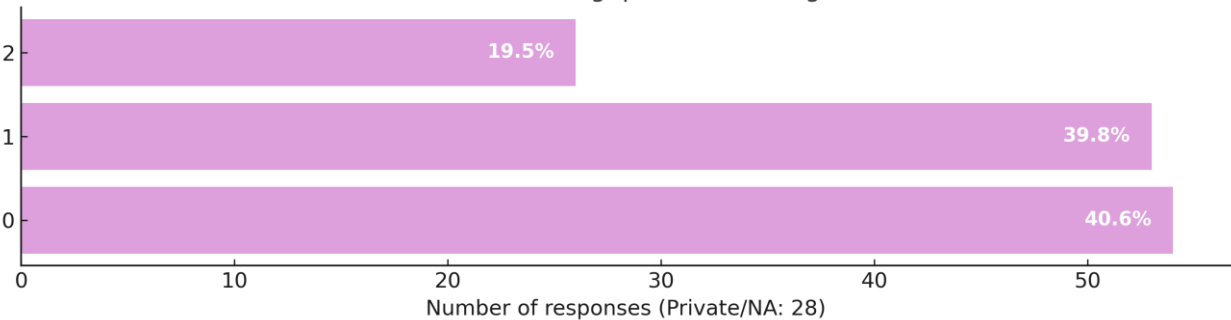
5.1 Partnering: informing



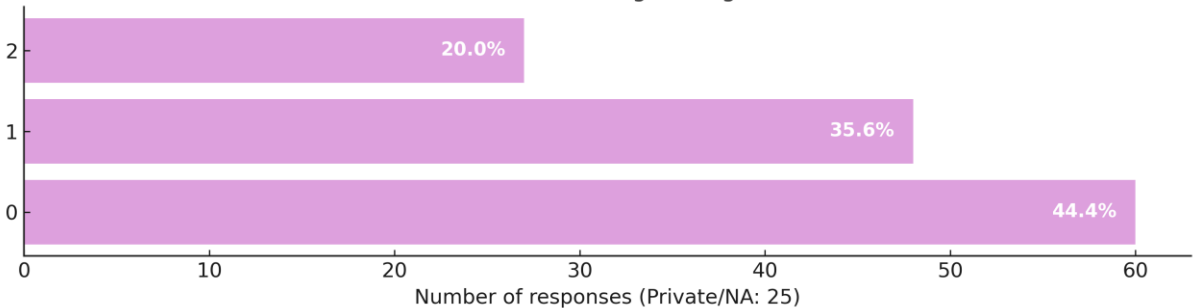
5.2 Partnering: dialoguing



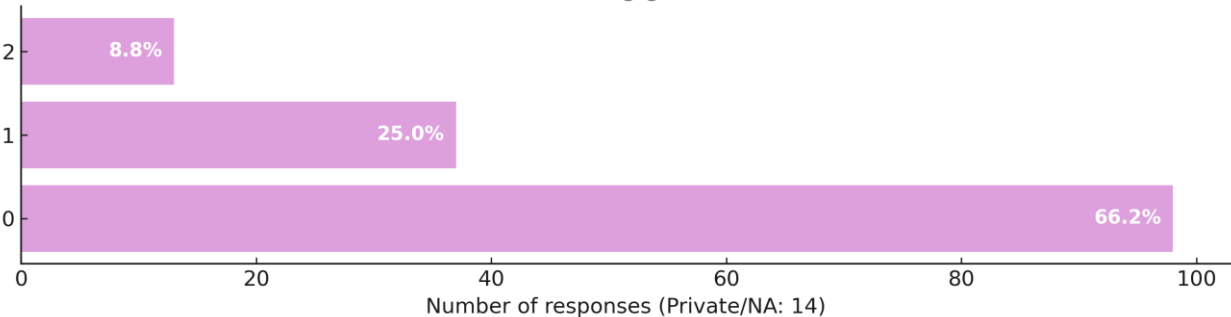
5.3 Partnering: problem-solving



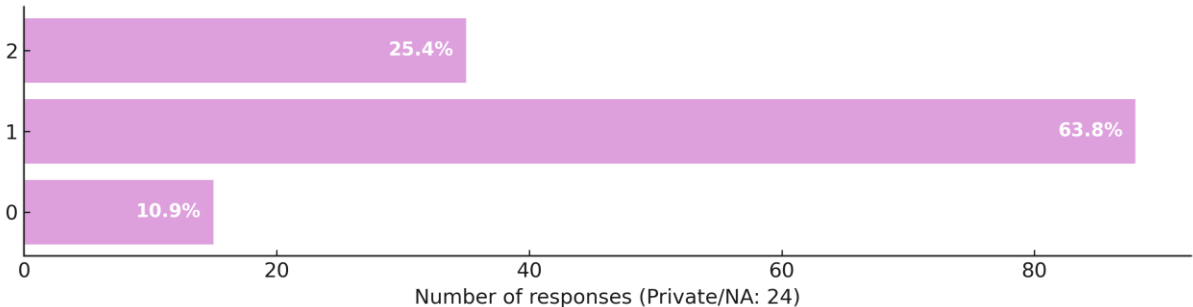
5.4 Partnering: acting



5.5 Partnering governance

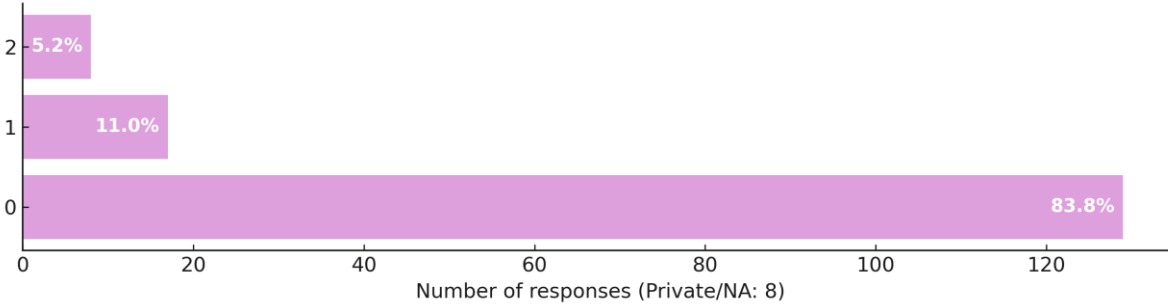


5.6 Links with external bodies

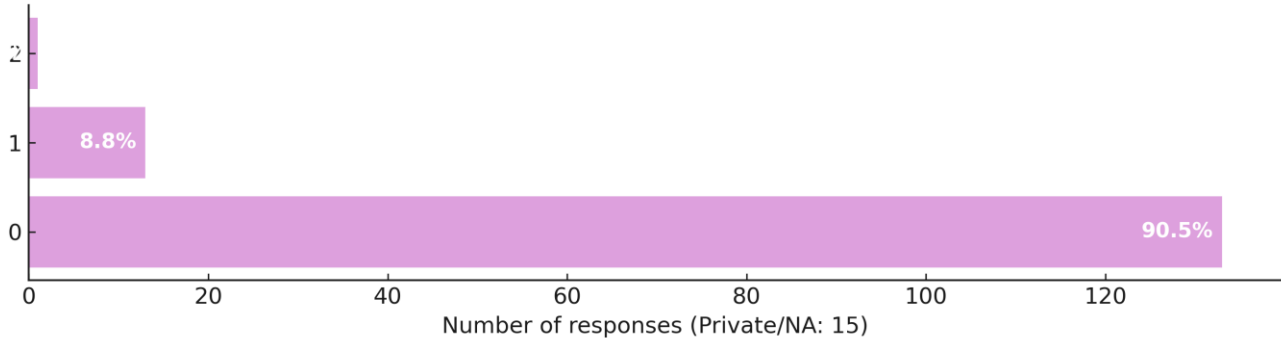


Partner (II)

5.7 Top 3 institutional partners

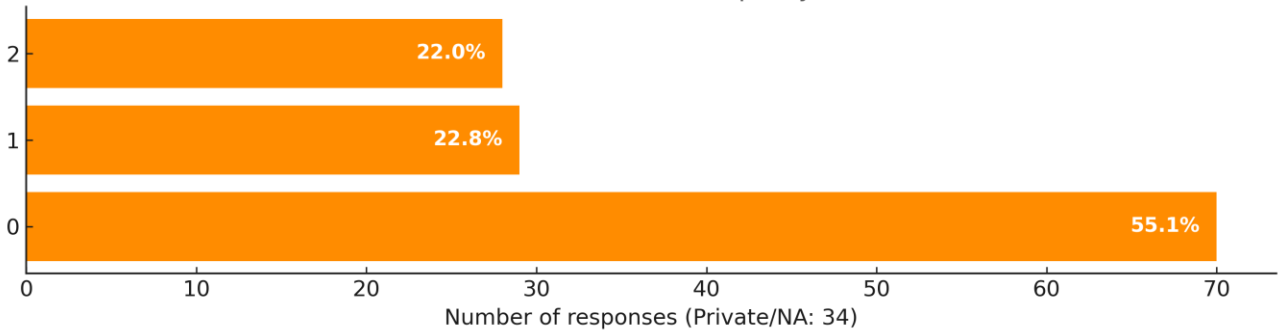


5.8 Tracking alumni in CSR

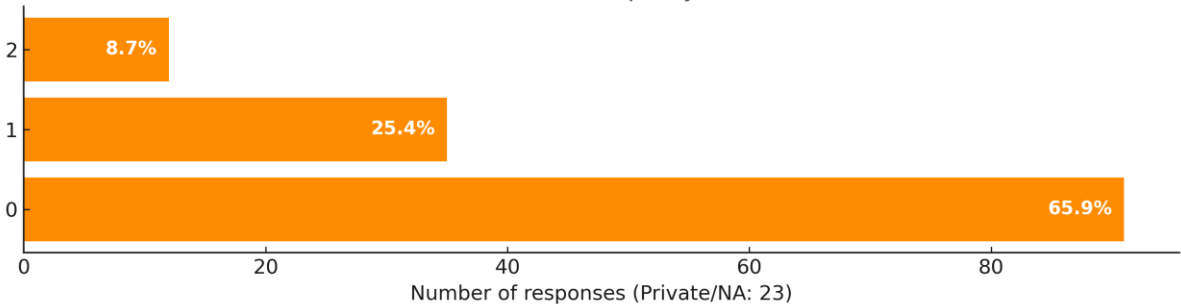


Practice (I)

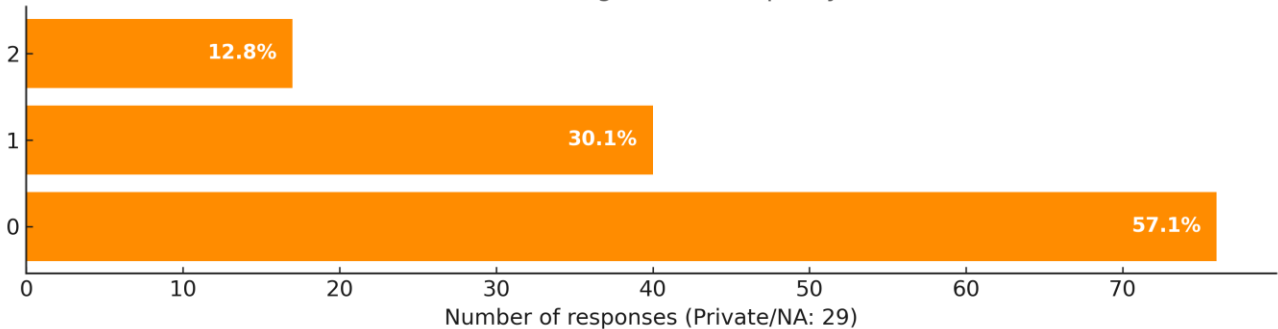
6.1 GHG emissions policy



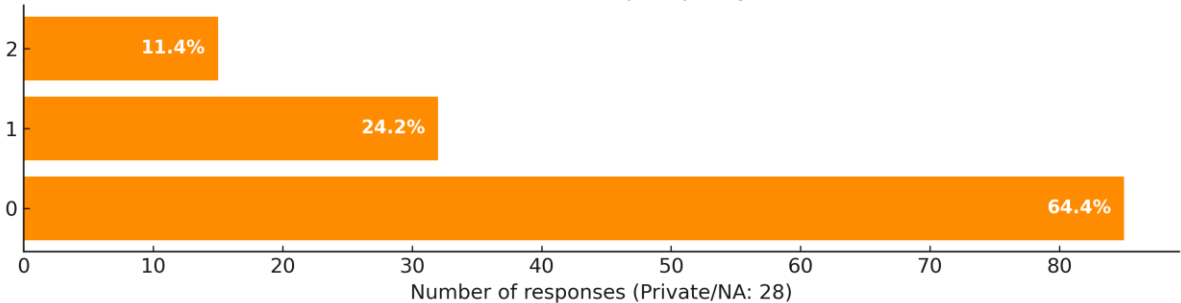
6.2 Water policy



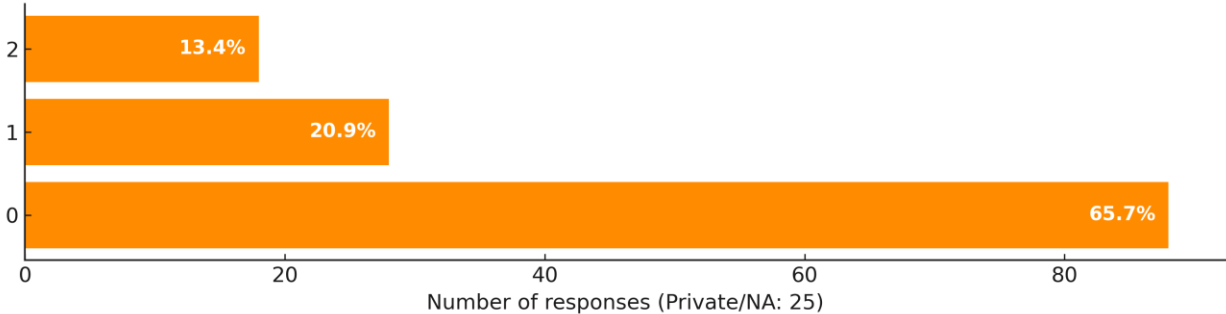
6.3 Building/real estate policy



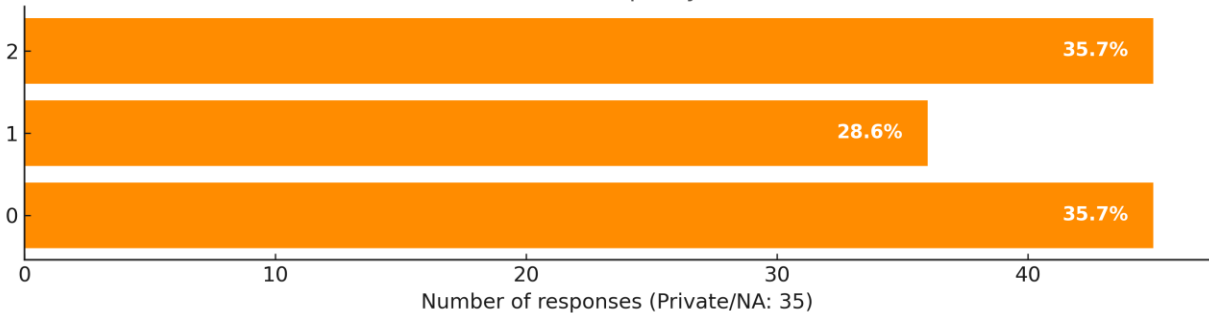
6.4 Local transport policy



6.5 Travel policy

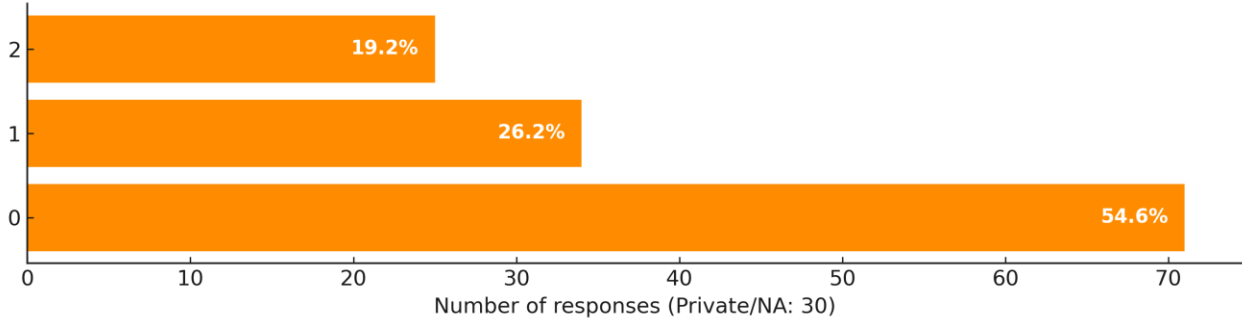


6.6 EDI policy

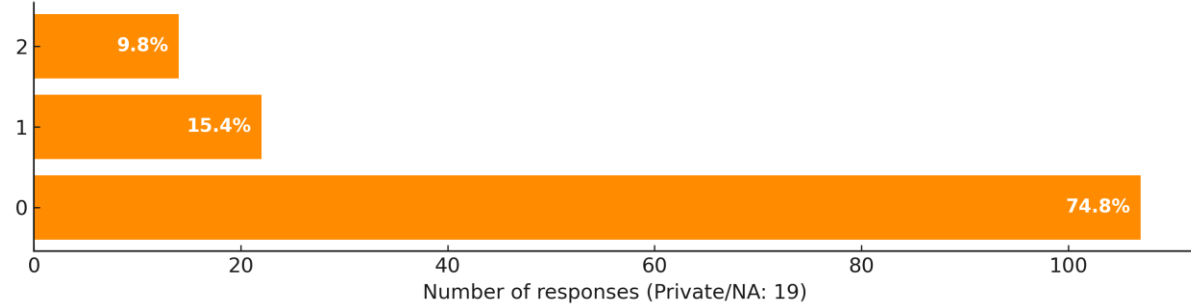


Practice (II)

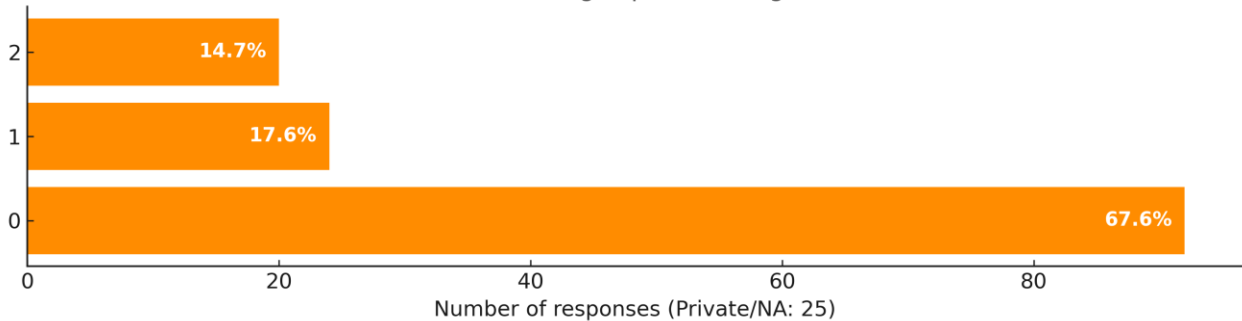
6.7 GHG aspiration targets



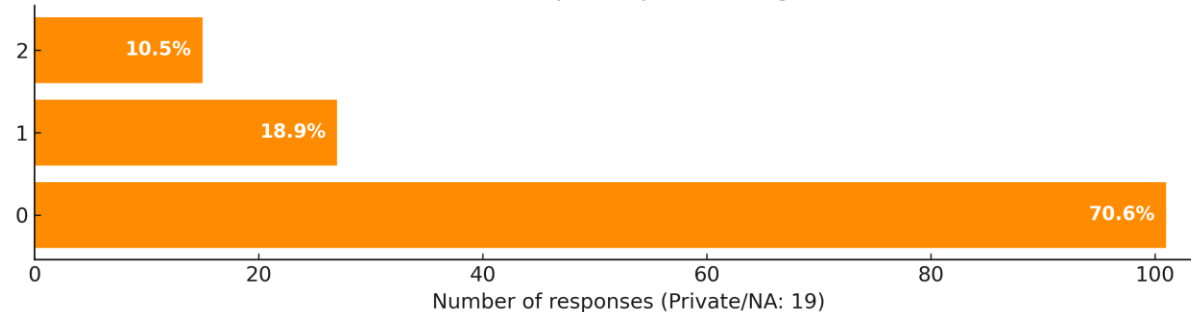
6.8 Water aspiration targets



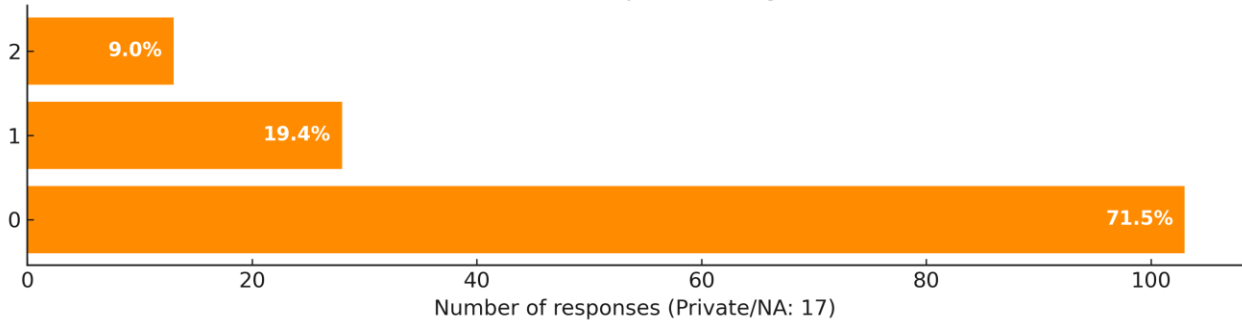
6.9 Building aspiration targets



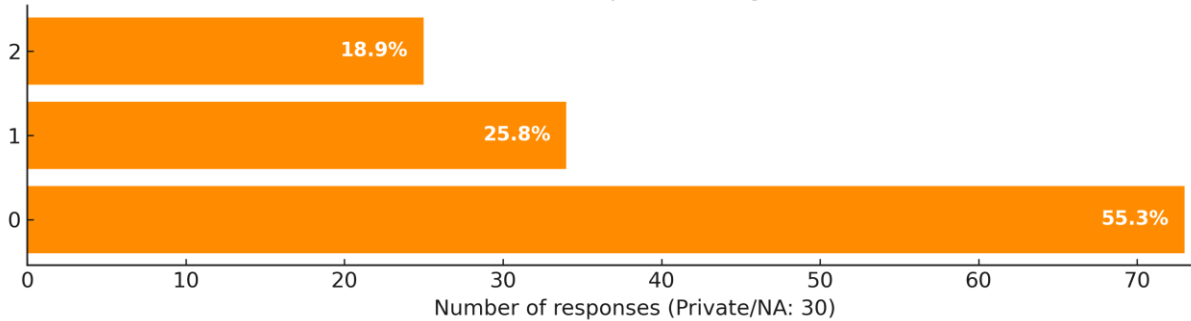
6.10 Transport aspiration targets



6.11 Travel aspiration targets

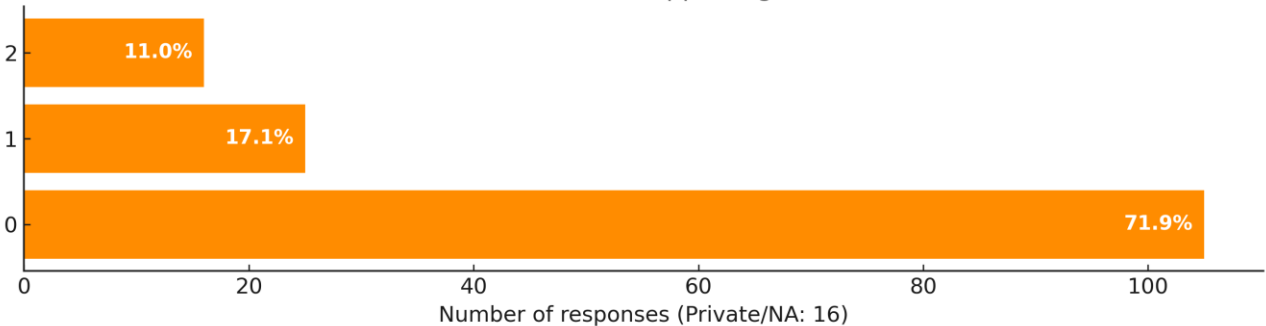


6.12 EDI aspiration targets

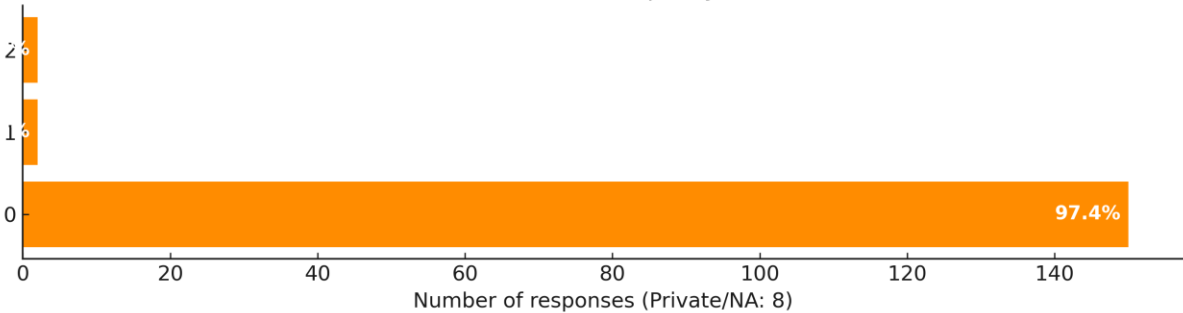


Practice (III)

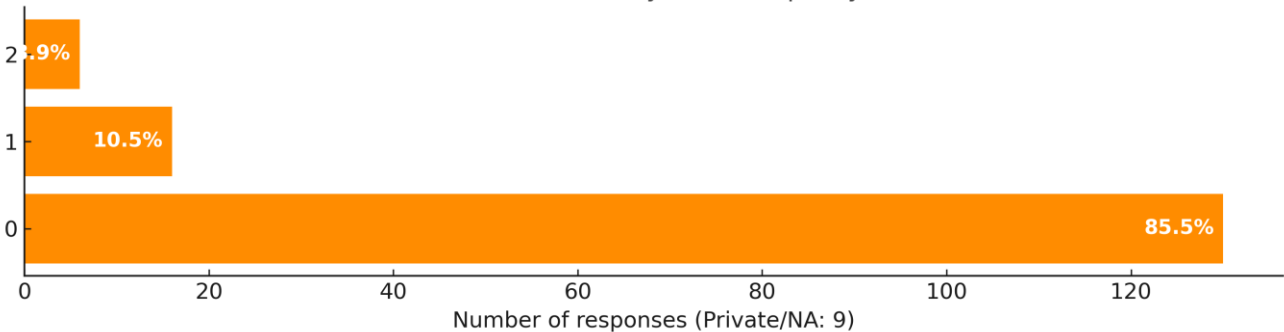
6.13 Practices supporting RME



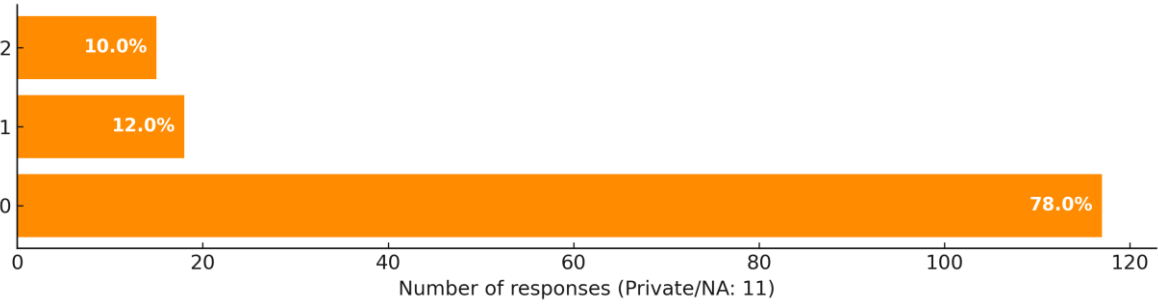
6.14 Oceans policy



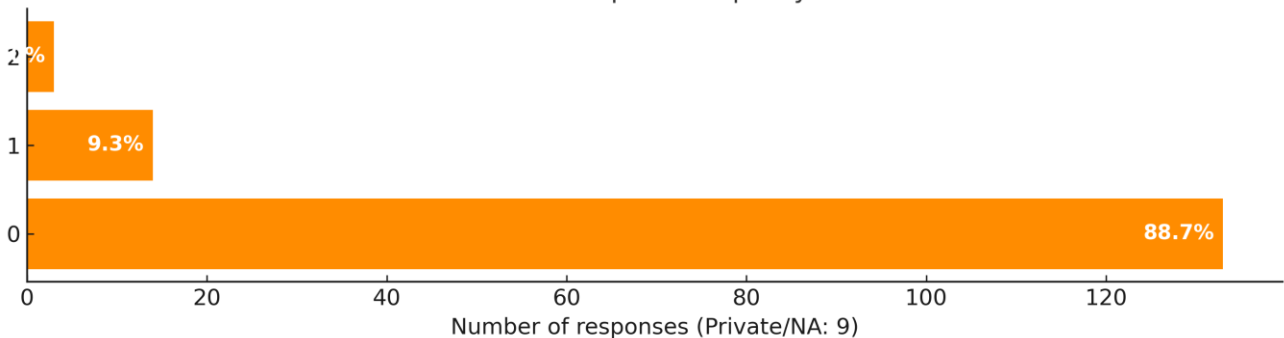
6.15 Biodiversity/land use policy



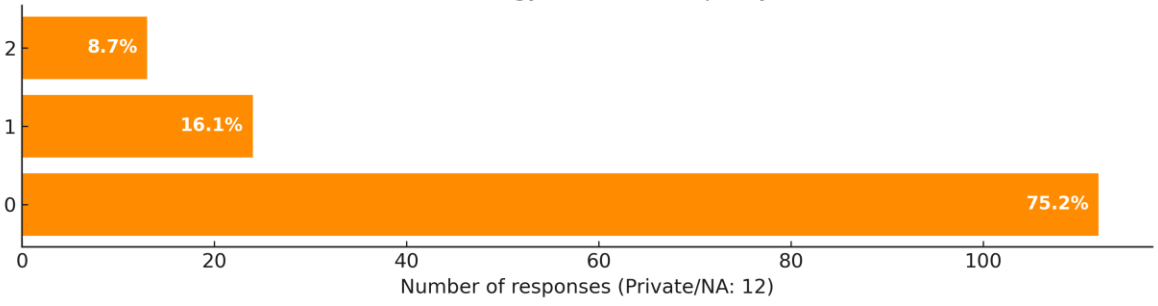
6.16 Waste policy



6.17 Air pollution policy

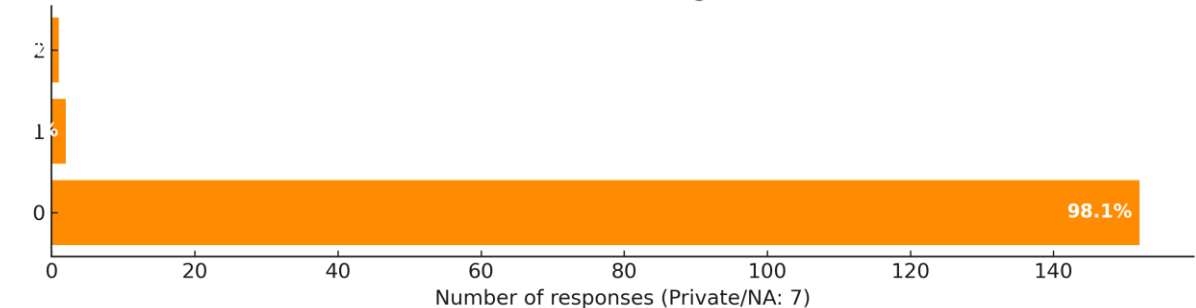


6.18 Energy/resource use policy

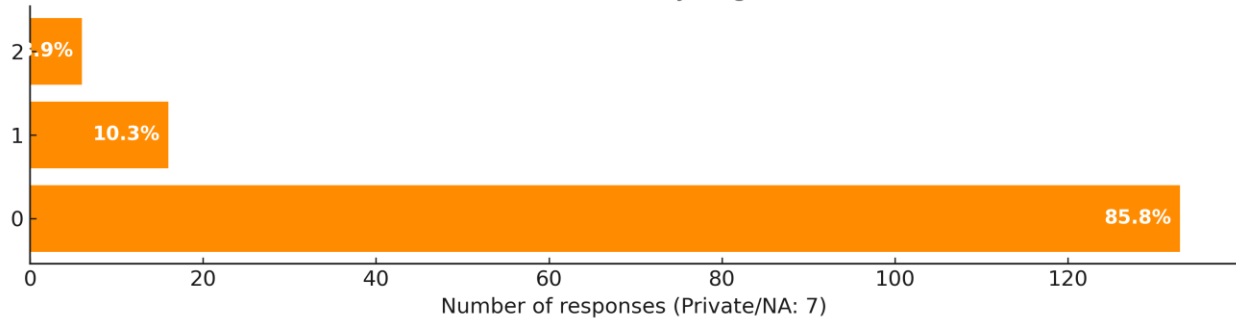


Practice (IV)

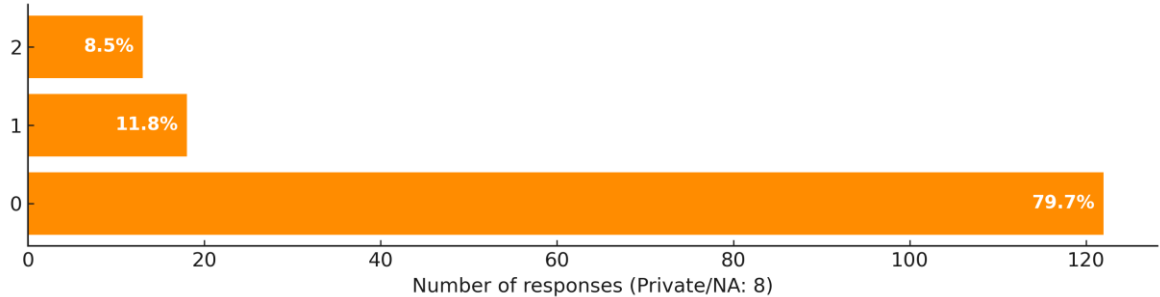
6.19 Oceans targets



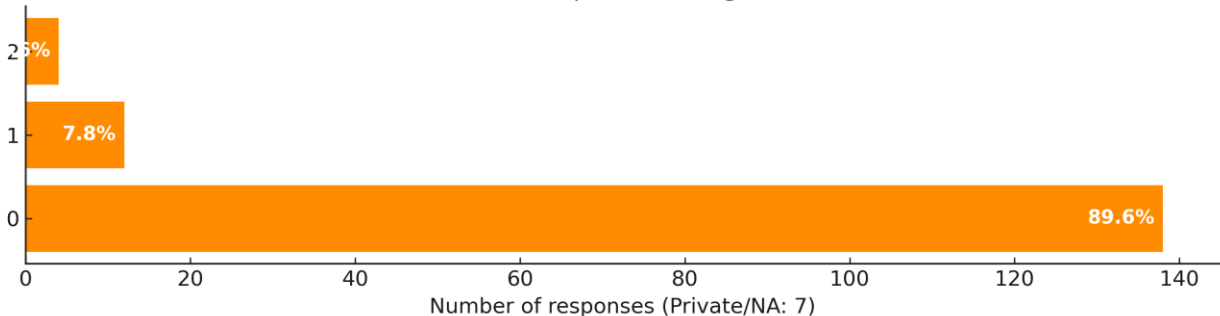
6.20 Biodiversity targets



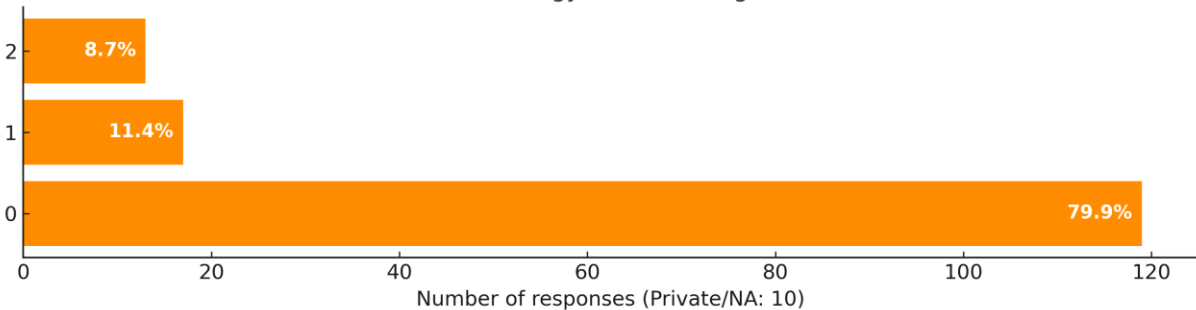
6.21 Waste targets



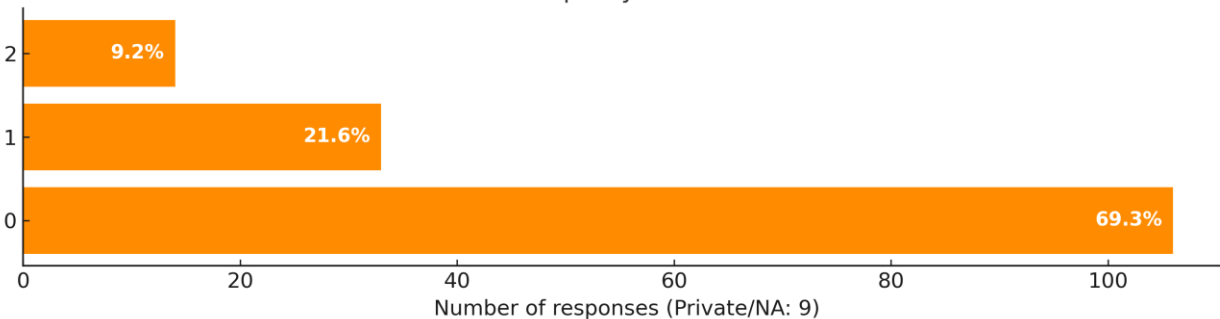
6.22 Air pollution targets



6.23 Energy/resource targets

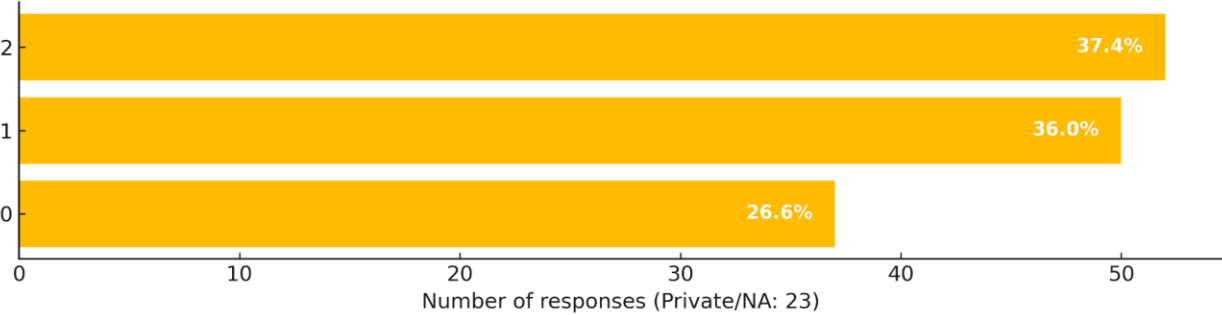


6.24 RME policy dissemination

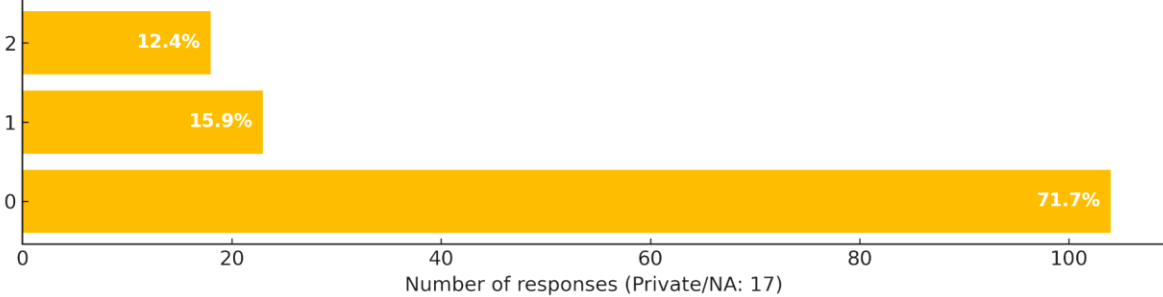


Share (I)

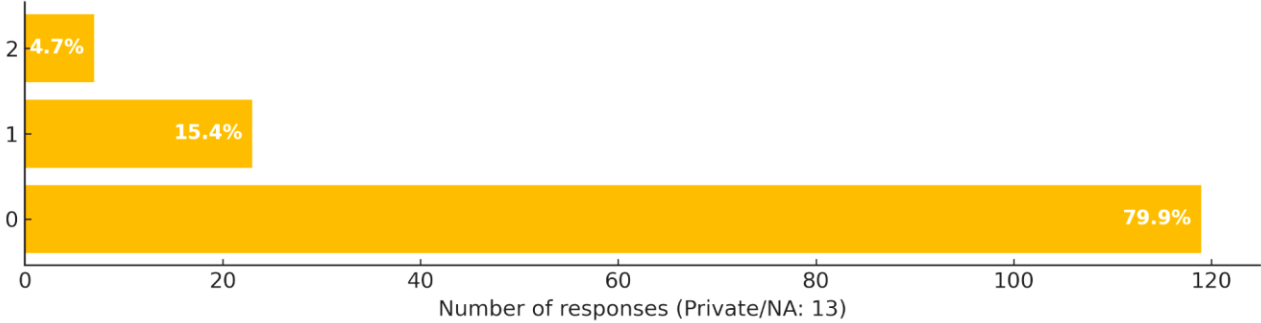
7.1 RME performance disclosure



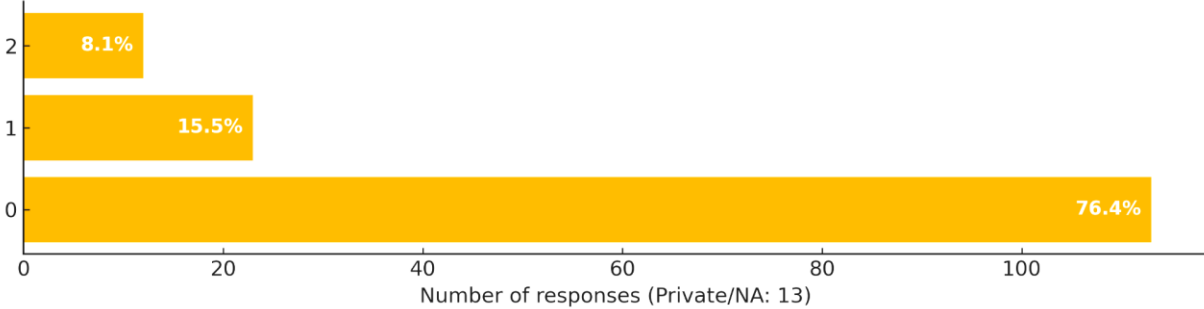
7.2 GHG target reporting



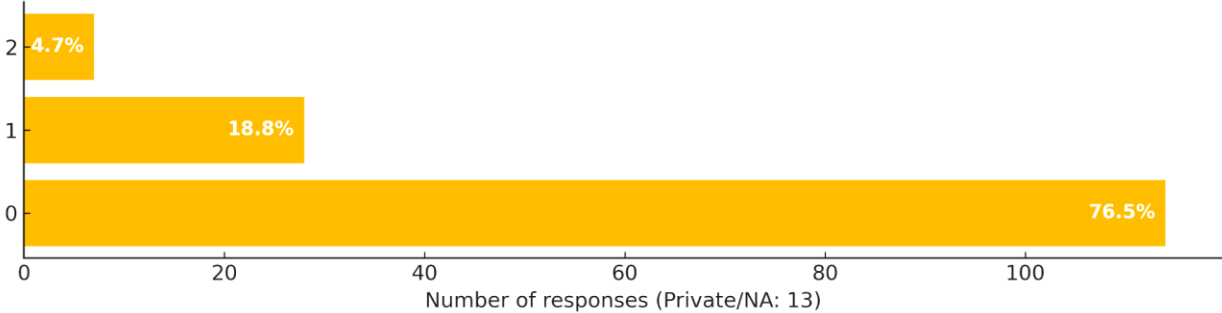
7.3 Water target reporting



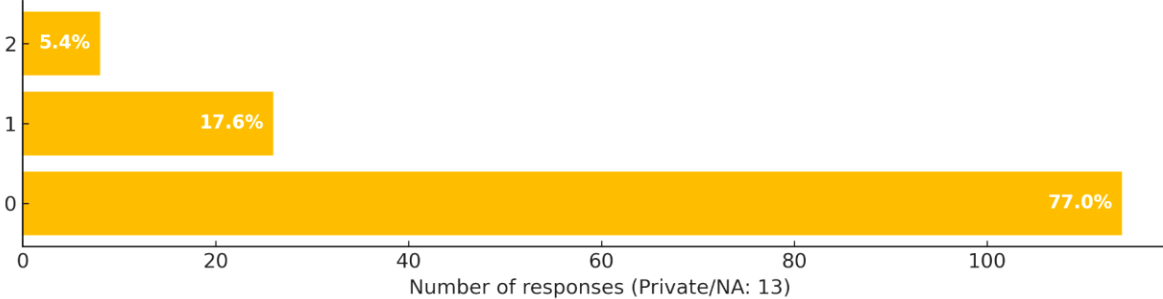
7.4 Building target reporting



7.5 Transport target reporting

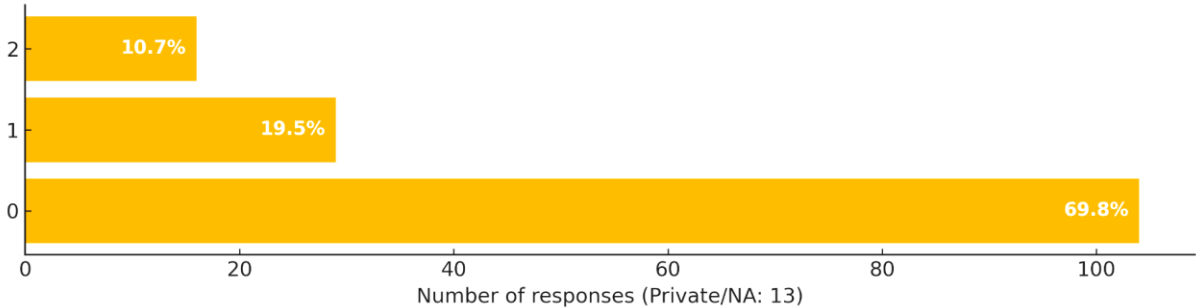


7.6 Travel target reporting

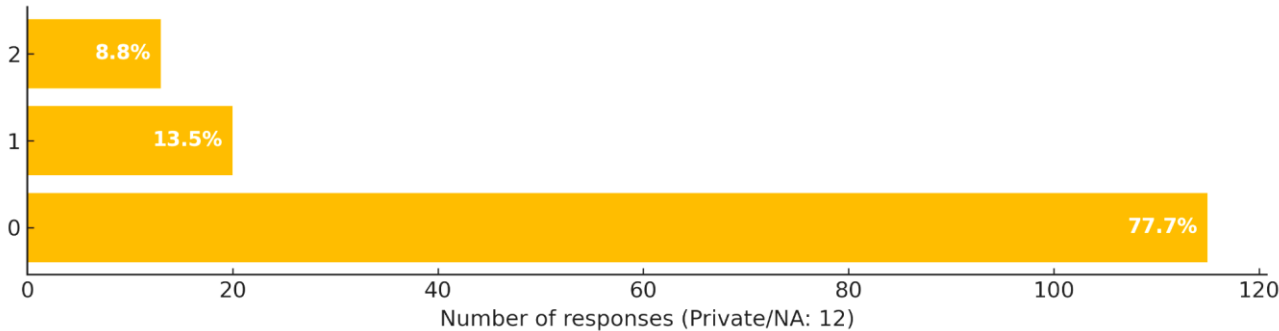


Share (II)

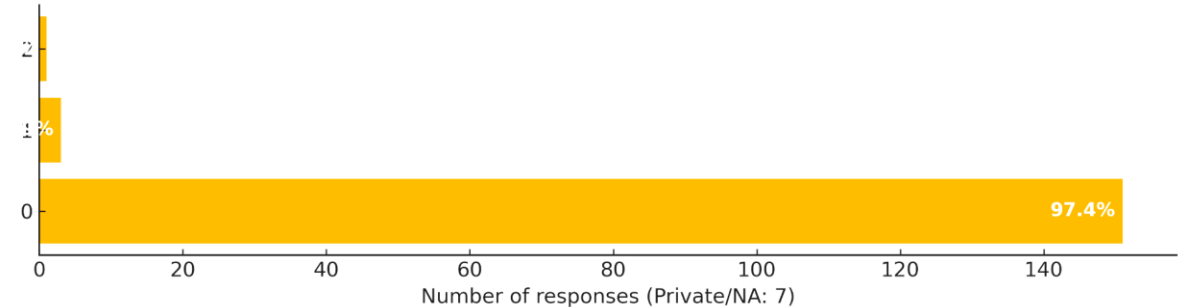
7.7 EDI target reporting



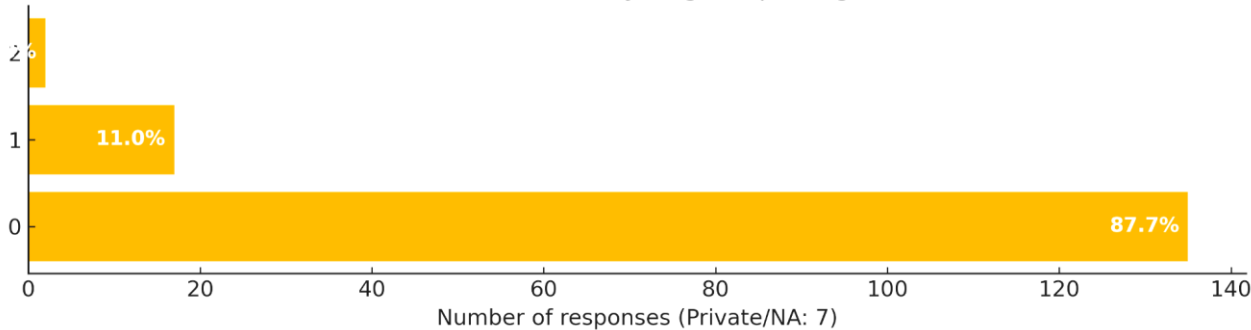
7.8 Performance measurement



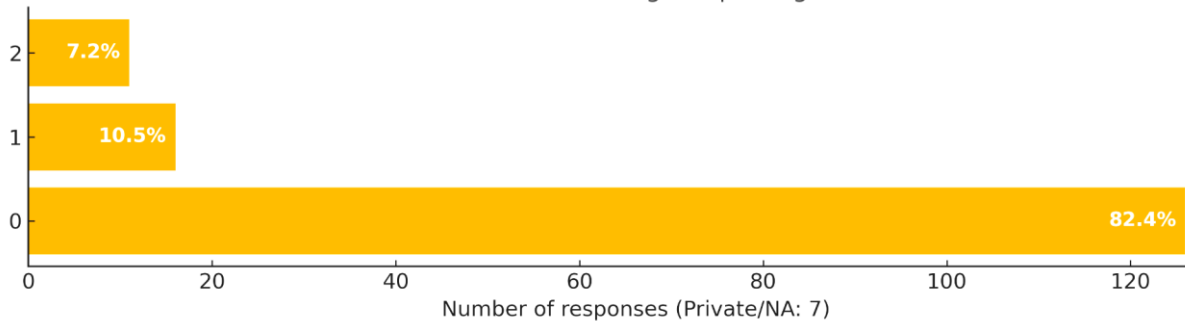
7.9 Oceans target reporting



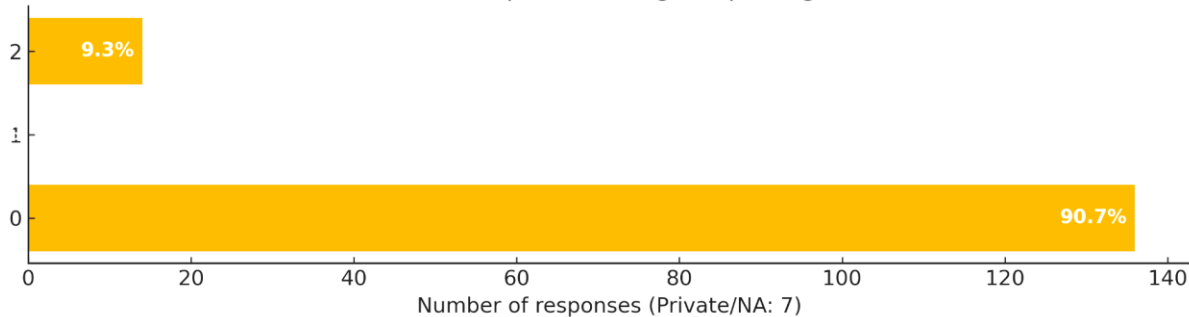
7.10 Biodiversity target reporting



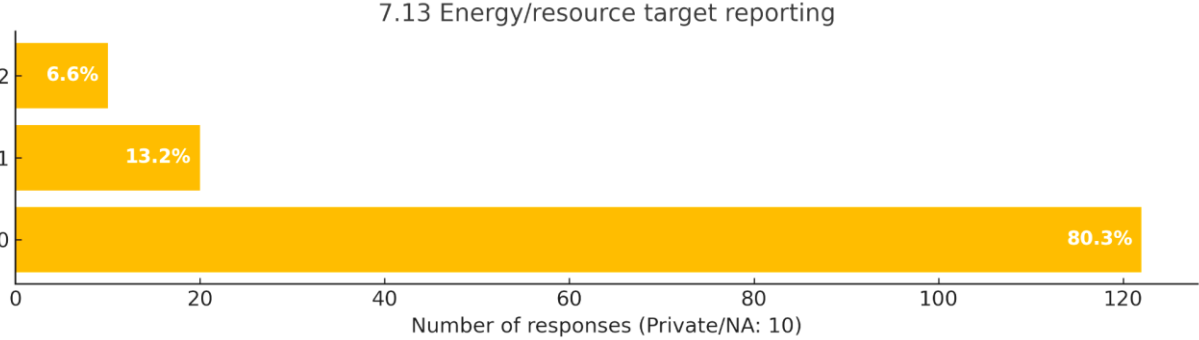
7.11 Waste target reporting



7.12 Air pollution target reporting



Share (III)



Key Findings

SIP 2.0 Report Strengths

- The guidelines have already succeeded in providing **greater consistency across SIP reports.**
- While reporting remains weak in some areas, **many organisations have begun aligning with the targets—and the number is expected to grow.**
- This was only the first reporting year, yet **most organisations were able to respond to several key requirements.** Some examples of excellent practice have also emerged and could be adopted more broadly.
- The reporting framework offers **potential to consolidate sustainability information—**either through direct inclusion or by linking to other documents and online resources.

Key Findings

What's Missing?

Lack of Transparency and Access

- The most commonly cited issue – many reports had large quantities of content marked “Private” or “PRME Commons Only”.
- It will be important to understand *why* this was the case.

Insufficient Evidence and Documentation

- There was a notable lack of evidence within some reports, including examples of curricula, research, policies, metrics, performance data, etc.
- *“No descriptive information such as course content.”, “No documents, annexes, examples.”*

Weak or Missing SDG Alignment

- In some reports, there was minimal or only implicit references to the SDGs. Little or no systematic mapping of activities or outcomes to specific SDGs. There was a missed opportunity to use SDGs to frame institutional contributions.
- *“Explicit SDG alignment missing.”, “Report would benefit from SDG curriculum and research audits.”*

Key Findings

What's Missing?

Environmental Sustainability Gaps

- Limited mention of environmental policies or performance in many reports, particularly in relation to water and waste management, biodiversity, and climate change.

Low Visibility of Institutional Stakeholders and Engagement

- Absence of student, faculty, administrative/professional services staff, or partner voice. Scope for more “human-centred” narratives (e.g., testimonials, storytelling). Opportunity for alumni impact tracking.
- *“The voice of the students is totally absent”, “We do not see any people behind the report”.*

Missed Opportunities for Visualisation and Multimedia Content

- The content is very text-heavy with little use of images, infographics, storytelling techniques, etc.
- *“Very long plain text. Use storytelling with real people”, “Visualisation could improve the narratives.”*

Technical Issues and Structural Weaknesses

- Broken links and expired URLs. Inconsistent section completion. Incorrect or misaligned information.
- *“Some examples provided in the wrong section.”, “Blank report or boxes ticked with no supporting info.”*

Key Findings

Potential Impact

Wide Variation in Impact

- Reports fall on a broad spectrum from no discernible impact to strong examples of leadership within RME.
- Many reviewers highlighted high potential that is unrealised due to lack of accessibility or evidence.
- *“Very little impact given lack of access.”, “The report has the potential to make a significant impact... but lacks measurement.”, “Strong leadership in RME through curriculum and partnerships.”*

Access Limitations Undermine Value

- Lack of access (content marked “private”) restricts transparency, peer learning, and inspiration.
- *“Very small impact-even if accessible through Commons, others can’t view.”*

Lack of Evidence Reduces Credibility

Many reports lacked supporting documents, performance metrics, and concrete examples. Narratives often described *intentions* but lacked proof of outcomes or impact measurement.

- *“Needs better evidence to show impact.”, “The lack of structured measurement limits influence.”*

Key Findings

Potential Impact

Good Practice Examples Highlight Opportunities

- Some reports stood out by clearly embedding SDGs in curricula and partnerships, using research centres to promote RME, and including clear governance and well-designed programmes.
- *“Good examples in teaching and research that could inspire others.”, “Meaningful contributions via ESG Centres and SDG-aligned programs.”*

Fragmented and Overloaded Content

- Some reports were dense or included standalone documents, making them hard to follow or assess. Others were too brief, lacking structure or depth. The Goldilocks test – how do we get the content *“just right”*?
- *“Too much dumping of irrelevant information.”, “Brief and inaccessible.”*

Limited Student Engagement and Research Integration

- Few reports clearly demonstrated student engagement, alumni tracking, or PhD/DBA research integration with PRME.
- *“Not much on research or student involvement.”, “More emphasis needed on teaching and student engagement.”*

Key Findings

Open Comments

Many institutions demonstrated strength in strategy, but weakness in execution

- They had strategic documents and robust governance structures, but these are often not linked to implementation, impact, or PRME alignment.
- “Strong on values, weak on follow-through.”, “Good policy base, but lack of discussion on actual outcomes.”

Strong on EDI, but weak SDG and environmental reporting

- Equity, Diversity, and Inclusion (EDI) policies are frequently reported and detailed. However, SDG alignment is often missing, implicit, or weakly mapped. Environmental aspects like biodiversity, water, and waste are commonly under-reported.
- *“Focus on EDI is commendable; SDG integration could be more explicit”*

Student and Faculty Engagement as a Differentiator

- Reports that highlight student voices, alumni tracking, or faculty development were praised. Some standout examples include student-led civic engagement programs, cross-disciplinary faculty training, and inclusion of experiential narratives.
- *“Great to finally hear a student voice!”, “Faculty training and civic action programs are standout.”*

Key Findings

Producing a “Good” SIP Report

Strive for transparency – wherever possible, make content public.

Include high-quality evidence, such as policies, syllabi, research publications, reports, etc.

Avoid generic descriptions – offer metrics and data.

Aim to clearly demonstrate impact for the audience (but don’t *overstate* it!).

Explicitly map the SDGs across curriculum, research, partnerships, and operations.

“Humanise” the report – include student, alumni, faculty, partner, and other voices.


Add photos, infographics, summaries, etc., to make the report more engaging.

Avoid repetition and dense text.

Review for accuracy!

What Next?

Feedback from participants in several recent SIP reporting workshops in PRME Chapter UK & Ireland and PRME Chapter Africa demonstrated the desire for support with and/or guidance on:

- 
- Best Practice for SIP Report Writing. What does “good” look like?
 - Quality and Quantity of Data and Evidence Required. Getting it “just right”
 - Opportunities to Learn from Others and Build Capacity (e.g., peer review or mentoring)
 - Engaging Internal & External Stakeholders
 - Using SIP Reporting to Drive Institutional Change
 - Enhancing SDG Integration & Long-Term Impact
 - Receiving Feedback (Formal and Informal), Evaluation, & Continuous Improvement

Want to Stay Updated?

Would you like to stay updated about the project, including in relation to key findings and outputs?

If so, please connect with us today or email us after the Global Forum!

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Thank you!