

QUESTIONNAIRE

SHARING INFORMATION ON PROGRESS (SIP)

JUNE 2023

*This is a working document, for reference only. Final document
to be launched in October 2023.*

PRME Principles for Responsible
Management Education

an initiative of the





Table of Contents

Getting Started with SIP 2.0	3
Principle One	4
Principle Two	6
Principle Three	11
Principle Four	17
Principle Five	20
Principle Six	22

Getting started with SIP 2.0

This document represents a set of questions to be used in the Sharing Information on Progress (SIP) process.

The intention is to establish a more precise Sustainable Development Goal (SDG) goal-setting and a recording system of business school activities and impact on sustainable development.

The focus of the SIP Questionnaire is to highlight the institutional contribution of the signatories in relation to their progress in the inclusion of the PRME principles.

The new reporting logic suggests that members submit annually i) an electronic statement by the Dean of the School/University expressing their commitment to PRME as well as ii) complete the SIP questionnaire.

The questionnaire was structured in six sections based on the PRME Principles. Within each section, your institution needs to answer questions that address your processes and policies that demonstrate the institution's commitment to progress, performance indicators, impact measurement as well as reflections on lessons learned.

Take advantage of the next pages to familiarize yourself with the questions and be prepared to answer them on the PRME Commons Platform, coming in early 2024.

PRINCIPLE ONE: Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

P101

Does the Dean, highest governance body or most senior executive of the institution:

Select all options that apply

- ☐ Issue an annual statement about the relevance of sustainable development/responsible management to the institution
 - ☐ Issue an annual statement that addresses the institution's impacts on both people and the environment
 - ☐ Issue an annual statement highlighting a commitment to the Sustainable Development Goals (SDGs)
 - ☐ Issue an annual statement highlighting a commitment to energy transition
 - ☐ Issue an annual statement highlighting a commitment to diversity, equity, and inclusion (DEI)
 - ☐ Issue an annual statement highlighting a commitment to the PRME Principles
 - ☐ Engage in different spaces and initiatives for promoting sustainable development
 - ☐ None of the above
- ☐ Upload Dean's Letter of Commitment. (Template to be provided)

P102

Is your institution's strategy explicitly aligned with sustainable development/SDGs/responsible management?

Select all options that apply

- ☐ No, there is no such alignment
- ☐ No, but this is in our plans for next year/near term
- ☐ Yes, the alignment is represented in our mission
- ☐ Yes, alignment happens through strategic planning
- ☐ Yes, PRME Principles are intrinsic to all institution activities

If applicable, indicate here whether your institution follows policies at other levels, such as the University level, school or faculty-specific strategies which are aligned with the topics: _____

Submit your mission, vision or strategic plan if available.

P103

Does the institution have a Sustainability Center?

A Sustainability Center is a multidisciplinary space with the objective of promoting, dialoguing and researching sustainability practices and their implications in organizations, in the business environment, in countries and in society as a whole.

Select all that apply:

- ☐ No, we don't have a Sustainability Center
- ☐ No, but these themes are encouraged organically within the institution
- ☐ No, but establishing one is in our near to medium-term plan
- ☐ Yes, the university has a research-focused sustainability center
- ☐ Yes, the institution has a sustainability center focused on teaching
- ☐ Yes, the institution has a sustainability center focused on community engagement

If applicable, share additional information about your Sustainability Center: _____

P104

Has the institution appointed an individual or a group responsible for PRME-related work?

- ☐ No one is specifically responsible for this topic
- ☐ Yes, with limited influence on outcomes (e.g., limited access to internal information, limited decision-making authority)
- ☐ Yes, with moderate influence on outcomes (e.g., has access to relevant information, reports to other senior position)
- ☐ Yes, with direct influence of some outcomes and specific budget (e.g., has access to relevant information, includes one or more senior manager with decision making rights)
- ☐ Yes, we have an office/group of people with a mandate to look after PRME-related initiatives

Indicate how this is categorized:

- ☐ PRME Team
- ☐ PRME Lead
- ☐ PRME Committee
- ☐ PRME Office
- ☐ Others

PRINCIPLE TWO: Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Does the institution have a formal policy or strategy on the following environmental topics?

☐ Your institution follows the policies of a University or other Institutional unit. Name of the University or Institutional unit _____

☐ The data below refer to that University or Institutional unit

P201

	No, and we have no plans to develop a policy or strategy	No, but we plan to in the next year/near term	Yes, included within a broader policy or strategy	Yes, articulated as a stand-alone policy	Not applicable
Climate Action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oceans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forests, Biodiversity, Land Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waste (e.g., chemical spills, solid waste, hazardous, plastic, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Air pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy and resource use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P201
cont.

The topics above are related to strategic topics aligned to the Sustainable Development Goals (SDGs) and the impact through the institution's operation.

If you selected yes to any topics in the above chart, please indicate below:

P201.1 List the stakeholders involved in designing the strategy

P201.2 List the actions taken under the strategy

P201.3 Comment on the challenges in developing and implementing this strategy

P201.4 List the results and/or outputs of the actions taken under the aforementioned strategy

P201.5 Indicate the area/department/office in charge of managing the institution's impact on the material environmental topics

P201.6 List the 2-3 best strategic/strategy-related practices that could be of use to other schools

P202

Is measurement/inventory of your institution's greenhouse gas emissions part of your strategy?

☐ Your institution follows the policies of a University or other Institutional unit. Name of the University or Institutional unit _____

☐ The data below refer to that University or Institutional unit

.....

☐ Yes, and this is a voluntary measurement exercise

☐ Yes, and this is a mandatory measurement exercise

☐ No

☐ Other. Explain _____

P203

If yes, provide detail on the scopes* addressed in the measurement.

Please indicate if this is

☐ University level

☐ School level

	Full	Partial	None	Emissions (CO2)	If none, please explain
Scope 1 Emissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____
Scope 2 Emissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____
Scope 3 Emissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____

Indicate the dates of the emission measurement/report.

P203.1 If answered "Yes" in the previous question, are the measurement results disclosed / publicly available? If so, include reference/link.

P203.2 If your school is measuring the impact, please specify whether the measurement follows any existing international standards (eg WRI, WBCSD, ISO)

P203.3 Specify whether the school has clear carbon reduction commitments. Please indicate the numbers/goals_____

**According to [GHC](#), the scopes of carbon emission measurement are as follows:*

Scope 1: This includes direct emissions from sources that are owned or controlled by an organization. It covers emissions from combustion of fossil fuels, such as emissions from vehicles, on-site power generation, and industrial processes.

Scope 2: This encompasses indirect emissions resulting from the generation of purchased electricity, heat, or steam consumed by the organization. It includes emissions from the production of electricity or heat that is supplied to the organization by external sources, such as power plants.

Scope 3: This category includes all other indirect emissions that occur in the organization's value chain, but are not included in Scope 2. It covers a wide range of activities, including emissions from the extraction and production of purchased materials, transportation and distribution of products, use of sold products, and end-of-life treatment of waste generated by the organization.

P204

Does the school have a formal policy or strategy on the following DEI topics?

☐ Your institution follows the policies of a University or other Institutional unit. Name of the University or Institutional unit _____

☐ The data below refer to that University or Institutional unit

	No, and we have no plans to develop a policy or strategy in a short term perspective	No, but we plan to implement in the next year/near term	Yes, included within a broader policy or strategy	Yes, articulated as a stand-alone policy	Not applicable
Gender diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low socio-economic or other disadvantaged background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nationalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other groups (refugees, indigenous, etc) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If yes, please indicate below:

P204.1 List the stakeholders involved in designing the strategy

P204.2 List the actions taken under the strategy

P204.3 Comment on the challenges in developing and implementing this strategy

P204.4 List the results and/or outputs of the actions taken under the aforementioned strategy

P204.5 Indicate the area/department/office in charge of managing the topic

P204.6 List the 2-3 best strategic/strategy-related practices that may be of inspiration to other institutions

In the course of the reporting period, what was the percentage/ratio of underrepresented groups?

Ratio = number/ total group of people

☐ We don't measure this topic due to privacy or legal constraints

If you do measure, please fill in below the actions and ratios/percentages in relation to representation/diversity:

☐ Women

Ratio or Percentage of High Level/Executive Leadership (e.g. Deans, directors, program coordinators, chief of staff) _____

Ratio or Percentage of Faculty _____

Ratio or Percentage of Students _____

Ratio or Percentage of Administrative Staff _____

☐ Different nationalities

Ratio or Percentage of High Level/Executive Leadership (e.g. Deans, directors, program coordinators, chief of staff) _____

Ratio or Percentage of Faculty _____

Ratio or Percentage of Students _____

Ratio or Percentage of Administrative Staff _____

Please provide the racial and/or ethnic profile of your institution. Some racial and/or ethnic categories include: black, hispanic, Indigenous, first nations people, asian and Native-American.

High level leadership profile (e.g. Deans, directors, program coordinators, chief of staff) _____

Faculty profile _____

Students profile _____

Administrative Staff profile _____

☐ Other criteria

Please share your local context in relation to minority groups _____

PRINCIPLE THREE: Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

What percentage of your educational programs incorporate sustainable development?

Consider the total number of programs [X programs] that incorporate sustainable development.

This incorporation can be a module, a topic, a unit, a course, or the program as a whole. Use the blank space below to exemplify your incorporation criteria. Feel free to share your learning outcomes.

P301

Undergraduate Programs	Graduate Programs	Post-graduate Programs (Masters)	Post-graduate Programs (Doctorate, PhD)	Other
<input type="checkbox"/> Less than 25%	<input type="checkbox"/> Less than 25%	<input type="checkbox"/> Less than 25%	<input type="checkbox"/> Less than 25%	_____
<input type="checkbox"/> 25% - 49%	<input type="checkbox"/> 25% - 49%	<input type="checkbox"/> 25% - 49%	<input type="checkbox"/> 25% - 49%	
<input type="checkbox"/> About 50%	<input type="checkbox"/> About 50%	<input type="checkbox"/> About 50%	<input type="checkbox"/> About 50%	
<input type="checkbox"/> 51%- 75%	<input type="checkbox"/> 51%- 75%	<input type="checkbox"/> 51%- 75%	<input type="checkbox"/> 51%- 75%	
<input type="checkbox"/> More than 75%	<input type="checkbox"/> More than 75%	<input type="checkbox"/> More than 75%	<input type="checkbox"/> More than 75%	

If needed, please exemplify your incorporation criteria_____

P302

Does the institution have a Bachelor degree specifically focused on sustainable development?

- ☐ No
- ☐ No, but we intend to explore this in the next year/near term
- ☐ Yes
- ☐ Not applicable (we do not offer Bachelor degrees)

If yes, please upload curriculum, including method for examination and learning goals.

P303

Does the institution have a Master's degree specifically focused on sustainable development?

- ☐ No
- ☐ No, but we intend to explore this in the next year/near term
- ☐ Yes
- ☐ Not applicable (we do not offer Master degrees)

If yes, please upload curriculum, including method for examination and learning goals.

P304

Does the institution have a Doctoral degree specifically focused on sustainable development?

- ☐ No
- ☐ No, but we intend to explore this in the next year/near term
- ☐ Yes
- ☐ Not applicable (we do not offer Doctoral degrees)

If yes, please upload curriculum, including method for examination and learning goals.

P305

Does the institution have specific courses on the following topics? (please upload curriculum, including method for examination and learning goals):

	Specific mandatory course	Elective course	Integrated into other courses	Extension courses	Executive education	Other types of programs
Climate change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainable finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental and Social Governance (ESG)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, Equity, and Inclusion (DEI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business and Human Rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business and Peace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainable Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business in Society Poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other related topics (please mention and upload material)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The topics above are related to the themes of the working groups and activities developed by our community, in addition to the alignment with the UN Global Compact's activities.

P306

Does the institution offer policies and guidelines to faculty for integrating sustainability into curriculum?

- ☐ No
- ☐ No, but sustainability is stimulated organically rather than through policies
- ☐ Yes, we have specific policies and guidelines for integrating sustainability
- ☐ Yes, we have specific policies and guidelines for this, as well as goals to ensure this happens.

Please upload the policy or explain how your faculty are integrating sustainability into curriculum _____

P307

Does the institution have formal structures and incentives for faculty training and development in topics related to PRME and sustainability?

- ☐ No
- ☐ No, but we plan to implement in the next year/ near term
- ☐ Yes, faculty are trained internally on topics related to these issues
- ☐ Yes, faculty are trained internally on topics related to these issues and are institutionally recognized for this engagement
- ☐ Yes, faculty are trained internally on topics related to these issues and are recognized institutionally and financially for this engagement

P307.1 If the answer is yes, briefly describe the reporting metrics available, eg. # faculty, what % undergo training, etc.

P307.2 List the 2-3 best practices that may be of inspiration to other institutions.

P308

Do students have the possibility to influence the construction of courses and curricula related to sustainability/PRME issues?

- ☐ No, students have no direct influence on this process
- ☐ No, but we have plans to implement processes in this direction in the next year/near-term
- ☐ Yes, student feedback is considered for building elective activities on these topics
- ☐ Yes, student feedback is considered for building elective activities and core program on these topics

P308.1 If yes, list the 2-3 best practices that may be of inspiration to other institutions.

P309

Does the institution use diversity, equity, and inclusion (DEI) criteria in the process of hiring faculty?

- ☐ No, this is not a priority in our context
- ☐ No, but we plan to implement a process in the next year
- ☐ Yes, we have a diversity policy in place and this is something we look at intentionally
- ☐ Yes, we have a diversity policy in place, we look at it intentionally and we have goals in relation to the topic

P309.1 List the 2-3 best practices that may be of inspiration to other institutions.

P310

How does your faculty approach the process of teaching responsible management education?

- ☐ Through traditional classroom practices and readings
- ☐ With some innovation in practice and pedagogy
- ☐ Through robust, creative, and innovative means of connecting students and content

If your faculty uses creative methods to teach, please mention which disciplines are brought into joint programs and upload curriculum and methods for examination and learning goals (examples could be in a variety of disciplines, such as 'development studies and economics,' organizational behavior and ethics, accounting and sustainability, etc.).

P310a

Does the institution have reference (either explicit or implicit) to the following concepts? (Please evidence with supporting quotes or text links)

	Make learning meaningful	Foster joy and wellbeing	Develop supportive social interaction	Facilitate active engagement	Design for iteration
Reference in institutional mission or vision statement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference through institutional policies such as learning statements or DEI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific mandatory course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elective course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrated into other courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extension courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executive education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other types of programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRINCIPLE FOUR: Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

P401

Does the institution give special recognition to research carried out on topics related to sustainability?

- ☐ No, this is not a practice
- ☐ No, but we plan to implement some action in the next year/near-term
- ☐ Yes, the institution has formal acknowledgements for research related to sustainability

If yes, please indicate below the recognitions given by the school to researchers

- ☐ Internal awards
- ☐ Financial recognition
- ☐ Criteria for promotion
- ☐ Others _____

Please upload guidelines for recognition if available.

Please add any additional documents for reference.

P402

Does the institution frame policies, guidelines, procedures or criteria for inclusion of sustainability and/or Sustainable Development Goal (SDG) topics in research activities?

- ☐ No, this is not in our research strategy
- ☐ No, but we plan to implement in the next year/near-term
- ☐ Yes, the institution has policies, guidelines and procedures in place
- ☐ Yes, the institution has policies, guidelines and procedures and sustainability/the SDGs are part of the research strategy

If yes, please upload any available documents.

Please indicate the 3 most frequent research topics at your institution in the reporting year:

- ☐ Diversity, equity and inclusion
- ☐ Climate Change and topics related
- ☐ Ethics
- ☐ Corporate Social Responsibility (CSR)
- ☐ Corporate Sustainability
- ☐ Sustainable Development Goals (SDGs)
- ☐ Responsible Management
- ☐ Development studies
- ☐ Other (please, mention)

Please upload information on the amount of research produced this year:

- Peer reviewed
- Books and book chapters
- Conference proceedings
- Special edition journals
- Case Studies
- Percent of publications in top journals focused on sustainability

Based in your institution strategy you can also organize your research topics according to the Sustainable Development Goals (SDGs)

- | | |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <input type="checkbox"/> SDG 01: No poverty | <input type="checkbox"/> SDG 10: Reduced inequalities |
| <input type="checkbox"/> SDG 02: Zero hunger | <input type="checkbox"/> SDG 11: Sustainable cities and communities |
| <input type="checkbox"/> SDG 03: Good health and well-being | <input type="checkbox"/> SDG 12: Responsible consumption and production |
| <input type="checkbox"/> SDG 04: Quality education | <input type="checkbox"/> SDG 13: Climate action |
| <input type="checkbox"/> SDG 05: Gender equality | <input type="checkbox"/> SDG 14: Life below water |
| <input type="checkbox"/> SDG 06: Clean water and sanitation | <input type="checkbox"/> SDG 15: Life on land |
| <input type="checkbox"/> SDG 07: Affordable and clean energy | <input type="checkbox"/> SDG 16: Peace, justice and strong institutions |
| <input type="checkbox"/> SDG 08: Decent work and economic growth | <input type="checkbox"/> SDG 17: Partnership for the goals |
| <input type="checkbox"/> SDG 09: Industry, innovation and infrastructure | |

Please upload information on the numbers of research produced this year:

- Peer reviewed
- Books and book chapters
- Conference proceedings
- Special Editions
- Case Studies
- Percent of publications in top journals focused on sustainability

P404

Are students involved in PRME-related research centers/projects?

- ☐ No, there is no such involvement
- ☐ No, but we plan to encourage this next year
- ☐ Yes, students are involved in some way
- ☐ Yes, students are involved in research on these topics, in activities and publications together with researchers

List the 2-3 best practices that may be of inspiration to other institutions.

PRINCIPLE FIVE: Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

P501

Does the institution have a strategy for stakeholder engagement and/or a process for partnership management?

- ☐ No, there is no organized process
- ☐ No, but we intend to implement in the next year/near-term
- ☐ Yes, we have some relationships with stakeholders, but there is no formalized process
- ☐ Yes, we have a strategy for stakeholder management, we systematically explore our partnerships, including in the strategy development and materiality process

List the 2-3 best practices that may be of inspiration to other institutions.

P502

Does the institution maintain relevant partnerships/networks with different actors to work on sustainability topics?

- ☐ No, this is not in our strategy
- ☐ Yes, through management-led partnerships
- ☐ Yes, through faculty-led partnerships
- ☐ Yes, driven by our institutional agenda
- ☐ Yes, driven by a global/local issue agenda (such as local context, or the SDGs)

If yes, indicate below the categories in which these partnerships take place:

- ☐ Research. Please exemplify _____
- ☐ Outreach. Please exemplify _____
- ☐ Teaching. Please exemplify _____
- ☐ Student engagement. Please exemplify _____
- ☐ Community engagement. Please exemplify _____
- ☐ Business school networks. Please exemplify _____
- ☐ Others. Please exemplify _____

P503

If your institution has engagement with companies for topics related to sustainability/the SDGs, how does this engagement take place?

- ☐ Funding
- ☐ White papers
- ☐ Educational programs
- ☐ Consultancy
- ☐ Participation in advisory boards
- ☐ Others. Exemplify_____

List the 2-3 best practices that may be of inspiration to other institutions.

P504

Please indicate below the top three partners of the institution in order of relevance: (1 being most relevant and 3 being 3rd most relevant)

- ☐ Local government
- ☐ NGOs
- ☐ Other international organisations
- ☐ Other business schools/universities in the country.
- ☐ Other business schools/universities internationally
- ☐ Any local engagement. Please indicate _____
- ☐ Others _____

Please indicate examples of the relevant partnerships for your institution that may be of inspiration to other institutions.

P505

Does the institution track graduates and alumni with presence and positions in companies or areas with activities associated to sustainability and/or Corporate Social Responsibility (CSR)?

- ☐ No, we don't have any mechanism to track this
- ☐ No, but we hope to start this process in the next year
- ☐ Yes, but informally through relationships
- ☐ Yes, we track and have a formal relationship mechanism with our alumni who frequently share experiences with current students
- ☐ Yes, we track and have a formal relationship mechanism with our alumni who frequently share experiences with current students, in addition to recognizing and rewarding some cases

If yes, do you have any data to share?

Please share 2-3 best practices that may be of inspiration to other institutions.

PRINCIPLE SIX: Dialogue

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Does the institution position itself as a promoter of dialogue on topics related to sustainability?

- ☐ No, this is not in our ambitions
- ☐ No, but we plan to start in the next year/near-term
- ☐ Yes, the institution has some isolated initiatives related to that
- ☐ Yes, the institution has this as part of its strategy

P601

If yes, please indicate below the type of actions performed:

- ☐ Internal and external events. Indicate the number of activities in the reporting year _____
- ☐ Projects with the community
- ☐ Educational programs
- ☐ Conferences
- ☐ Production of media articles, reports, etc. Enter the amount _____
- ☐ Others.

In the current reporting period, did the institution organize any type of event/conference/debate or other institution-wide activity on sustainability or PRME-related topics?

- ☐ No, no activities were carried out
- ☐ Yes, from 1 to 3 activities
- ☐ Yes, from 4 to 6 activities
- ☐ Yes, more than 6 activities

If yes, please describe the activity and the impact achieved (e.g., number of attendees, speakers, gender balance, ethnic representation, etc).

P602

Does the institution have student-led organizations and clubs that relate to PRME/Sustainability principles?

- ☐ No, we don't have organizations related to these topics
- ☐ No, but we hope to implement it in the next year/near-term
- ☐ Yes, there are autonomous student organizations related to these topics
- ☐ Yes, and the institution has mechanisms to support and recognize these initiatives

P603

If yes, please indicate how many organizations/clubs and the most common topics they address:

- ☐ Diversity, equity and inclusion (DEI). Number of organizations _____
- ☐ Environmental issues. Number of organizations _____
- ☐ Social impact. Number of organizations _____
- ☐ Youth impact. Number of organizations _____
- ☐ Business relationship. Number of organizations _____
- ☐ Entrepreneurship and innovation. Number of organizations _____
- ☐ SDGs. Number of organizations _____
- ☐ Others _____

Does the institution have systematic engagement with its surrounding community?

- ☐ No, this is not a priority
- ☐ No, but we plan to start in the next year/near-term
- ☐ Yes the institution has relationships with the community
- ☐ Yes, the institution has relationships with the community, through a specific area within the institution

P604

If yes, indicate below how you engage with the community:

- ☐ Stakeholder consultation
- ☐ Volunteer program
- ☐ Community projects
- ☐ Donation campaigns
- ☐ Student engagement
- ☐ Engagement of teachers and staff
- ☐ Experiential teaching methodologies
- ☐ Others _____

P605

Do mechanisms to disseminate policies, guidelines, procedures or criteria for sustainability or social responsibility for faculty, researchers, administrative staff and other internal stakeholders (eg. Sustainability report, DEI policy, Climate plan, etc) exist at your institution?

- ☐ No, there are no such mechanisms
- ☐ No, but we plan to start in the next year/near-term
- ☐ Yes, the mechanisms are present in the institution

If yes, please indicate how the policies, guidelines and procedures are disseminated:

- ☐ Institution's website
- ☐ Data repository
- ☐ Training for faculty and employees
- ☐ Student platform
- ☐ Internal channels
- ☐ Others _____

PRiME Principles for Responsible Management Education

an initiative of the



For any comments, concerns, or questions
about this questionnaire, please contact:

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