

## **PRME SUB-COMMITTEE ON SIP IMPACT MEMBER TERMS OF REFERENCE**

### **BACKGROUND**

This document develops the terms of reference for the PRME Sub-Committee on Sharing Information on Progress (SIP) Impact, a new Sub-Committee established by the PRME Board. The purpose of this Sub-Committee is to support and provide PRME signatories with inspiration for a more precise Sustainable Development Goal (SDG) goal-setting and a more thorough recording system for business school activities and impact on global prosperity and sustainable development in the decade ahead, referred to by the United Nations as the “Decade of Action”

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#### **Setting the stage: current reporting practices and the changing RME and SDG context**

SIP reporting on PRME’s Six Principles<sup>2</sup> of Responsible Management Education (RME) has been a productive way of initiating an institutional RME transition and communicating progress to internal and external stakeholders on this journey. PRME views SIP reporting as *“a key integrity measure to serve as a public vehicle for information on responsible management education and an effective tool for facilitating stakeholder dialogue and a learning community among signatories.”*<sup>3</sup> More specifically, PRME describes the value of biannual SIP reporting exercise to its members as serving the following ten functions:

1. Creating awareness of the mission of PRME and your commitment to it
2. Giving a concise and comprehensive overall picture of your activities
3. Boosting visibility and reputation
4. Organising and connecting relevant people across their organisation
5. Defining direction and strategy
6. Tracking and benchmarking progress
7. Identifying where more can be done
8. Fostering a sense of achievement
9. Creating new synergies and collaborations
10. Promoting PRME's impact globally

Since the start of SIP reporting in 2008, the repository of SIP reports has accumulated to approximately 1600 reports, all available as PDF on the PRME website<sup>4</sup>. These reports act as a collective memory of a decade of institutional change and RME promise.<sup>5</sup> To date, these values have impacted over 800 signatory PRME schools in their institutional transition towards becoming impact driven institutions.<sup>6</sup> Because of PRME and other external and systemic changes, the business education field has developed a sense of responsibility that is visible and noticeable in the missions, narratives and behavior of schools in the ecosystem.

The ecosystem of Responsible Management Education (RME), Responsible Research (RR) and Sustainability Reporting has progressed since the start of PRME in multiple ways:

1. The academic field of RME has progressed enormously in the last decade.<sup>7</sup>
2. Accreditation agencies have included impact in their standards, like the new AACSB 2020 business standards<sup>8</sup> and for the research ecosystem Responsible Research in Business and Management RRBM (RRBM)<sup>9</sup> has taken the lead.
3. Responsible Research in Business and Management (RRBM) has emerged and developed their RRBM principles<sup>10</sup> advancing quality research and relevance for society.<sup>11</sup>
4. Key SDG stakeholders have developed themes, programmes, and actions to produce transformative impact towards the realization of the SDG's. Examples are the UN Global Compact Network, World Economic Forum, World Business Council for Sustainable development, Global Benchmark Alliance, etc. UN Global Compact has matured into a global force with over 12,000 companies in 160 countries and is now a powerful collective voice and action platform for change and a leading initiator of impact reporting, also guided by a set of principles.<sup>12</sup>
5. Sustainability and impact reporting has evolved in both business and higher education contexts and multiple frames and many metrics for reporting are emerging and growing in importance<sup>13</sup>

In sum, innovation and impact towards realizing the SDGs2030 have become the focus for many organizations and business. Building on a decade of advancing the principles, with a collective action mindset, a new SIP reporting scheme can strengthen the convergence of responsible management education, impact and responsible business.

## **TERMS OF REFERENCE**

### **1. PURPOSE OF THE SUB-COMMITTEE**

The purpose of the new Sub-Committee is to design a renewed and helpful reporting logic with regards to responsible management education and sustainable development for signatory schools aligning with the changing institutional environment.

The Sub-Committee's work should consider how to:

- a) Advance and grow a professional global community of RM reporters/narrators, making use of the knowledge of experienced reporters and support new reporters, while maintaining a respect for economic, geographic, and structural differences of the signatory school's Higher Education ecosystem.
- b) Set expectations and explore potential indicators for the advancement of RME and the SDGs towards 2030.
- c) Support schools in developing quantitative as well as qualitative demonstrations on RME, SDGs and societal impact, smartly synchronizing this new logic with schemata
  - (1) developed by accreditation agencies such as AACSB and EQUIS,
  - (2) by key stakeholders (e.g. the UN Global Compact), sustainability reporting in general, and
  - (3) inclusive of country-specific expectations.

- d) Encourage business schools to push boundaries and innovations in RME and the SDGs to create responsible impact at their institutions.
- e) Explore how to make use of smart and open science technologies to build a viable RME and SDG impact repository/graph for demonstrating collective global impact.
- f) Maintain a respect for economic, geographic, and structural (e.g. large versus small or public versus private institutional) differences among PRME signatories.

## **2. MANDATE AND BOARD MEETINGS**

This Sub-Committee will operate under the umbrella of the PRME Board's Committee on Nomination and Governance and will serve in a temporary capacity, meeting twice in January and once per month from February until the PRME Global Forum and PRME Board Meeting (both in June 2021). We expect a final closing meeting to take place in early July.

## **3. COMPOSITION OF THE SUB-COMMITTEE AND ENGAGEMENT**

The Sub-Committee is led by Dr. Wilfred Mijnhardt and comprised of a Core Team and group of Advisors and supported by the PRME Secretariat. The Core Team members are all senior faculty in Higher Education Institutions at PRME member schools. Core Team members are expected to participate in monthly meetings. The Advisors are experts with knowledge on SDGs, PRME and reporting. Advisors will be invited on an ad-hoc basis to provide input. It is expected that Advisors members will engage at least once or twice during the Sub-Committee's term.

All members have an obligation to report any conflict of interest regarding the subject matter to the Sub-Committee. The member shall recuse themselves from discussions and decisions that create a conflict of interest.

## **4. SELECTION OF THE SUB-COMMITTEE MEMBERS**

The Sub-Committee Lead is appointed by the PRME Board. The Core and Advisory Team members are selected for their professional expertise in SDGs, impact, and impact reporting. The Sub-Committee is comprised with respect to diversity (e.g. gender, geography, and ethnicity).

## **5. EXPECTATIONS OF THE SUB-COMMITTEE MEMBERS**

1. Consult the RME/RR community and ensure feasibility in the rollout.
  - a. Organize focus groups and panel discussions.
  - b. Invite key stakeholders.
2. Consult external stakeholders and partners, such as ranking, rating bodies and the media.
3. Understand the ecosystem of impact reporting in PRME, UNGC, and the immediate community.
4. Understand the landscape of impact reporting and be informed by other sustainability-related standard-setters.
5. Develop a roadmap for a future reporting approach using persistent identifier (PID) graph/open science with yearly aggregate results.
  - a. This Sub-Committee will also consider how to use the graph as a collective visibility platform and how to use the data after collection.

## **6. DELIVERABLES OF THE SUB-COMMITTEE**

1. A design of the renewed SIP/impact reporting logic for signatory schools, making good use of accreditation, stakeholder and sustainability reporting schemata, respecting the school's mission and context.
2. Produce an overview of relevant impact reporting schemes and indicators aligned with the PRME Principles and relevant schemata for sustainability reporting, including a set of illustrations of productive impact reporting practices from PRME Signatories
3. Recommendation for a new infrastructure/platform for reporting under PRME  
orchestration: The reporting infrastructure can be more or less technology driven. Either the platform can evolve into a database/data graph-based platform<sup>14</sup> with dynamic reporting facilities using smart and open science technology (making use of technology like AI and persistent identifiers (PID) logic). Or the alternative can be a more traditional document based periodic/thematic reporting mechanism.

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- <sup>2</sup> UN PRME. (2020). Six Principles. Retrieved from: <https://www.unprme.org/what-we-do>
- <sup>3</sup> UN PRME. (2020). SIP Policy. Retrieved from: <https://www.unprme.org/sip-policy-1>
- <sup>4</sup> UN PRME. (2020). Search SIPs. Retrieved from: <https://www.unprme.org/search-sips>
- <sup>5</sup> Ibid.
- <sup>6</sup> UN PRME. (2020). Sharing Information on Progress. Retrieved from: <https://www.unprme.org/reporting-sharing-information-on-progress#>
- <sup>7</sup> Moosmayer, D., Laasch, O., Parkes, C., & Brown, K. (Eds.). (2020). *The SAGE Handbook on Responsible Management Learning and Education*. DOI: 10.4135/9781526477187.
- <sup>8</sup> AACSB. (2020). AACSB Announces 2020 Business Accreditation Standards. Retrieved from: <https://www.aacsb.edu/newsroom/2020/7/aacsb-announces-2020-business-accreditation-standards>
- <sup>9</sup> Erasmus University Rotterdam. (2020). Full Report of the First Global Responsible Research Summit -Toward a Responsible and Sustainable Research Ecosystem in Business and Management. Retrieved from: [https://datarepository.eur.nl/articles/Full\\_Report\\_of\\_the\\_First\\_Global\\_Responsible\\_Research\\_Summit\\_-\\_Toward\\_a\\_Responsible\\_and\\_Sustainable\\_Research\\_Ecosystem\\_in\\_Business\\_and\\_Management/11594079](https://datarepository.eur.nl/articles/Full_Report_of_the_First_Global_Responsible_Research_Summit_-_Toward_a_Responsible_and_Sustainable_Research_Ecosystem_in_Business_and_Management/11594079)
- <sup>10</sup> RRBM. (2020). Principles of Responsible Science. Retrieved from: <https://www.rrbm.network/position-paper/principles-of-responsible-science/>
- <sup>11</sup> <https://www.aacsb.edu/newsroom/2020/7/aacsb-announces-2020-business-accreditation-standards;>
- <sup>12</sup> United Nations Global Compact. (2020). What is the UN Global Compact. Retrieved from: <https://www.unglobalcompact.org/what-is-gc;>  
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<https://www.wbcds.org/Overview/Our-approach>
- <sup>13</sup> Sustainable Assessment Tools for Higher Education Institutions, Sustainability, 2000  
<https://www.mdpi.com/2071-1050/12/16/6501>  
<https://doi.org/10.3390/su12166501>
- <sup>14</sup> See project FREYA for an example. Project FREYA. (2020). The PID graph. Retrieved from: <https://www.project-freya.eu/en;> <https://www.project-freya.eu/en/pid-graph/the-pid-graph>