

Recognition of Excellence in Reporting (2015)

On the occasion of the 2015 Global Forum for Responsible Management Education, seven institutions were selected to receive recognition for their excellent efforts in reporting. Two cohorts were identified for review: one including only first-time SIPs submitted from July 2013 to March 2015; the second including all reports that were not first-time reports submitted from July 2013 to March 2015. The reports eligible for recognition must have been submitted by the respective reporting deadline.

In both categories, one single report could not be selected. Rather, multiple institutions have been selected to receive recognition for their reports. While all submitted exemplary reports, those selected are very different for the reasons listed below. The reports selected are both stand-alone reports as well as integrated reports, and vary in the structure used to report on how they implement the Six Principles. The institutions recognised on the occasion of the 2015 PRME Global Forum are listed below, in no particular order.

First time Category

[Groupe Sup de Co La Rochelle/La Rochelle Business School \(France\)](#)

Link to report: <http://www.unprme.org/reports/LaRochelleBusinessSchoolPRMEProgressReport.pdf>

La Rochelle Business School offers a thoughtful and substantive report. In particular, this report incorporates a thorough assessment of La Rochelle's impact—particularly for a first-time report—with both qualitative and quantitative indicators. Building off of these assessments, the report highlights future objectives accompanied with a strategy to scale their impact. In addition, the report incorporates a clear integrated sustainability strategy, with supporting visual graphics.

[Haas School of Business, University of California, Berkeley \(United States\)](#)

Link to report: <http://www.unprme.org/reports/BerkeleyHaas2013PRMEREPORT.pdf>

Haas School of Business's report is an organised, thorough report. Notable about this report is how it effectively structures and highlights its activities. In particular, under every Principle section, the report lists its Key Accomplishments and Future Objectives. In addition, the report allows the reader to grasp the

scope and depth of Haas's activities with its selected detailed and diverse examples, notably those in the Research Section.

[Reykjavik University Business School](#) (Iceland)

Link to report: <http://www.unprme.org/reports/PRMEREport2014ReykjavikUniversity.pdf>

Reykjavik University Business School's report is a strong example of an engaging and reader-friendly report. With accompanying graphics and photos, this report effectively communicates its many SIP-related activities in a concise, visually-appealing manner, which demonstrates how an SIP can be a powerful communication tool for stakeholders. Particularly notable is its engagement of different stakeholders in the report: the report routinely highlights examples and quotes from students, professors, and others.

Non first-time Category

[Copenhagen Business School](#) (Denmark)

Link to report: <http://www.unprme.org/reports/CBS2015.pdf>

Copenhagen Business School's SIP exemplifies thoughtful impact assessment and reflection of its PRME-related activities, with accompanying examples and indicators effectively highlighted throughout the report. Particularly noteworthy about this report is how it engages a wide range of stakeholders. Quotes and contact information of the individuals involved in various activities are listed throughout the report, demonstrating how the SIP is used both for internal and external purposes.

[Hanken School of Economics](#) (Finland)

Link to report: <http://www.unprme.org/reports/PRME2014pagesresized.pdf>

Hanken School of Economics' SIP is a thoughtful, strategic report. The report demonstrates a clear, integrated sustainability strategy, which ties smoothly to the activities described throughout the report. The reflection incorporated throughout the report is clear, with organized, appealing tables concisely outlining previous goals, the progress made on those goals, and future goals at the end of each section.

[KEDGE Business School](#) (France)

Link to report: <http://www.unprme.org/reports/KEDGEBSActivityReport20122013.pdf>

KEDGE Business School's SIP is a strong example of an effective integrated report, with clear ties to the mission and Principles of PRME. The report demonstrates a comprehensive impact assessment of its sustainability activities, highlighting a range of both qualitative and quantitative indicators in reader-friendly tables and visuals. To add, the report is inviting and readable with an innovative structure, organised around the institution's three core values: Create, Share, Care.

[Universidad del Pacifico \(Peru\)](#)

Link to report: <http://www.unprme.org/reports/PRMEUniversidaddelPacfico20122013VF.pdf>

Universidad del Pacifico's SIP is an organised, reflective report. The report provides comprehensive summaries of their activities under the Six Principles, as well as the "Seventh" Principle (Organisational Practices), in a clear manner with accompanying tables. In addition, the SIP concisely details the impacts of their activities using tables and indicators. The future objectives listed at the end are also thorough.

Reports worth a read in each region (2015)

To better enable signatories to learn good practices and tools from others in their communities, an additional two examples of good reporting from each region have been identified. The list of reports from each region can be found [here](#).

Recognition of Excellence in Reporting (2013)

On the occasion of the 2013 PRME Summit, the Working Group on SIP selected three institutions to be recognised for excellence in reporting. Two cohorts for review; one including only the most recent report from any signatory that submitted three or more SIPs, always on time. The second group included all first time reports (also only if on time) submitted by signatories that joined PRME in the previous two years.

The first two recipients, the Hanken Schools of Economics (a veteran reporter) and Glasgow Caledonian University (a new reporter), submitted clear and inviting reports that highlight a variety of actions in concise, realistic, useful, and inspiring ways. The reports provide achievable ideas for such common challenges as faculty mobilisation and project implementation. This is often achieved through the use of tables, charts, or indicators, which allow for easy tracking of progress. In addition to celebrating successes, the institutions are upfront and open about challenges, and they invite their stakeholders (both internal and external) to engage.

The report of the third recipient, ISAE/FGV (also a veteran reporter), contains many of the same qualities, but it further provides an alternative way of reporting. Rather than structuring the document around sequential detailing of each of the Six Principle, ISAE submitted an integrative report that compiles and links efforts undertaken to address diverse reporting frameworks and multiple audiences (e.g. PRME, GRI, MDGs, UN Global Compact...). It combines readability with detail and technicality for specific audiences and has become a tool to help stakeholders follow the diverse efforts of the institution.