

# Educating not just leaders of business, but leaders of the world.

**2016-2018**

**Sharing Information on Progress Report**



**HULT**  
INTERNATIONAL  
BUSINESS SCHOOL

**PRME**

Principles for Responsible  
Management Education







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Two extraordinary histories,  
one global school

Our school's history is woven of two stories, one beginning in 1964 in Boston, Massachusetts, the other in 1959 just outside of London. In 2015, Hult International Business School and Ashridge Business School entered into a strategic alliance to form one of the world's most distinctive global business schools.

Globally relevant business education

In today's world, the most relevant business education is a global one. Hult's programs, from undergraduate to executive education, are designed to help students and executives experience firsthand the forces shaping international business and give them the skills and knowledge to lead in this increasingly complex environment.

Our mission

We strive to be the most relevant business school in the world. By using our global reach and by always being creative, entrepreneurial, and on the cutting edge, our aim is to have a positive impact on individuals and organizations by transforming their management practices. In so doing, we hope to be the business school of choice for existing and aspiring leaders. We will contribute to sustainable growth, helping leaders to integrate commercial success and societal well-being.



Global campus network

Hult has seven campuses in the heart of some of the world's most influential markets. Our global campus network gives students and executives access to a truly global community.

Learn to lead the global community

The Hult experience is about becoming part of an inspiring academic community that fosters the boldness, the curiosity, and the resilience needed to become a global business leader. It's in this academic environment that we challenge our students and executives to become not just business leaders, but world leaders.

Experiential learning

Bringing fundamental global business concepts to life through real-world practice is the cornerstone of all our programs. We believe people learn better by doing, so we have developed academic curriculums and development programs that reflect our commitment to this belief.



Trusted by global companies

Our programs are based on exploring, understanding, and solving the issues faced each and every day by the world's leading international companies.

Many of the world's most respected international companies, organizations, and NGOs turn to Hult's Ashridge Executive Education for help solving complex business challenges and to better understand how best to improve their leadership talent, strategic thinking, and organizational culture.

We work with more than 800 companies from over 60 countries, providing customized executive education, organizational consulting, executive coaching, open programs, online learning, and specialized degree programs.

This in-depth involvement with clients both informs our research and influences the design of our academic programs, helping us deliver the most relevant and current business education available.

Global research

Our research is focused on the issues that are uppermost in global business leaders' minds—the trends that are shaping the future business environment and how companies will need to react. Our research strategy focuses on two key research challenges: creating disruption and transforming behavior. Themes of ethics, responsibility and sustainability are core to both of these research priority focus areas.

Global impact

At Hult, we believe that business has the power to change lives for the better. We are advocates of the UN Principles for Responsible Management Education and are extremely proud that the seeds of what has become the world's largest student social entrepreneurship competition, the Hult Prize, were planted at our school.





“For more than fifty years, we have been helping build leaders. Because ultimately, people drive success. Hult International Business School is dedicated to educating not just leaders of business, but leaders of the world.”

**Bertil Hult**  
Benefactor of Hult International Business School  
and Founder of Education First



From the President and  
the Chief Academic Officer

From changes on the world’s global economic stage to rights issues raised by a fourth industrial revolution, to ongoing concern with climate change and an ever-widening gap between rich and poor, businesses today, more than ever, must think about their role within a much larger, more global societal context.

At Hult, we are committed to developing global leaders who are equipped to not just effectively address such daunting problems, but to embrace them as opportunities. Since our founding, we have made ethics and responsible business practices core to our curriculum, and encouraged the experiential learning that enables our students to put their values into practice as they meet both economic and societal challenges. We strive to bring the highest quality, most relevant and global management education and research to the world: education and research that enables our students to make their best contribution, enabling both them and their organizations to thrive as integral parts of a much larger whole.

Our goal: to cultivate effective and responsible leaders, ones capable of creating both economic prosperity and societal well-being.

These aspirations come to life through what we teach in our curriculum, our faculty who teach and facilitate learning, which students we recruit into our programs, the research our faculty undertake, how we manage our campuses, and how we engage students around the world through initiatives such as the globally reaching Hult Prize, partnerships with the UN, UNDP, UNICEF and our local communities, and our commitment to the Principles of Responsible Management Education, the United National Global Compact and the Global Goals for Sustainable Development.

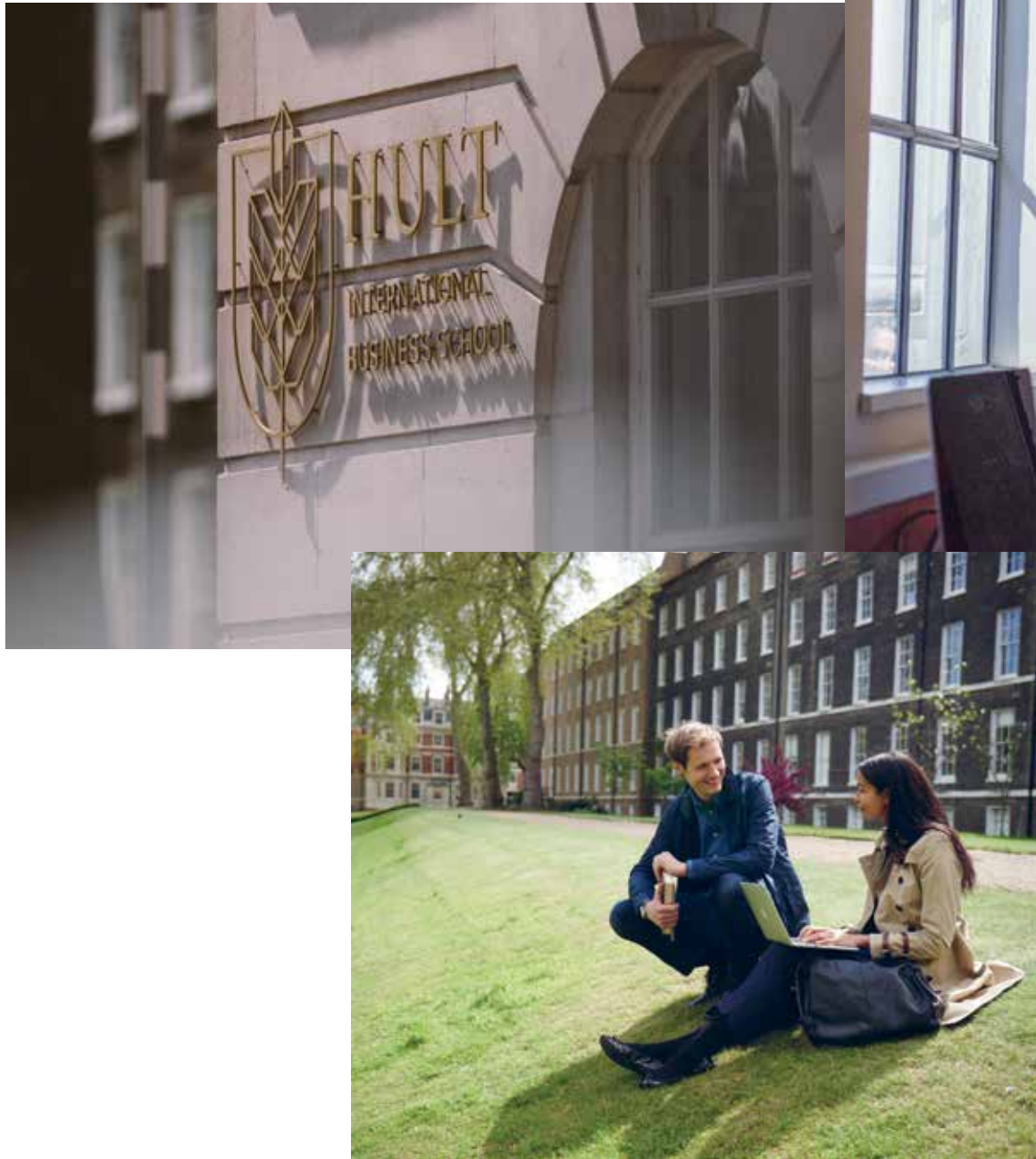
In this spirit, since our last report, we have continued to make progress against the targets we set, particularly integrating ethics, responsibility and sustainability themes into core courses in the Global One-Year MBA, the Global Executive MBA and the Masters in International Business programs. We have received certification by the top three accreditors who value the integration of these practices, making us unique in North America to have achieved this designation. We have established even more ambitious goals for 2018-2020.

We take our mission very seriously: to be the global school for the global generation. The time has never been more right for creating leaders of integrity and purpose. You can read more about our commitment and efforts in the pages that follow.

**Stephen Hodges**  
President

**Johan Roos**  
Chief Academic Officer





# Highlights

**UN Sustainable Development Goals**

Our strategy has been formulated to maximize our contribution to the UN Sustainable Development Goals.

**What we teach**

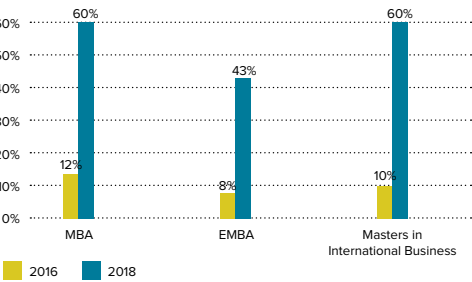
We have achieved a significant increase in the integration of PRME themes into the curricula of core courses in our main management degree programs. 60% of the core courses on the MBA now include PRME themes, up from 12% in 2016.

Ashridge Executive Education’s partnership with Colart to develop a Sustainability Ambassador network was judged to be among five finalists in Ethical Corporation’s 2017 Responsible Business Awards.

**Who we teach**

We pride ourselves on making quality management education accessible to the whole world. At least 10% of students on Hult Degree Programs come from UN-defined Least Developed Countries, Small Island Developing States, or other countries in Africa.

**Proportion of core courses that include PRME themes in curriculum**



**Research with impact**

Our research on Ethical Implications of Artificial Intelligence, and on Modern Slavery in Corporate Supply Chains is influencing companies and governments around the world.

Our teaching case on Unilever’s Sustainable Living Plan won the prestigious Case Center Award for 2018 “Best Case” in the Ethics and Sustainability category and also featured on the Case Center’s list of the top 15 best selling cases in the Ethics and Sustainability category.

PRME themes have been explicitly integrated into Hult’s two priority research focus areas: Creating Disruption and Transforming Behavior.

The proportion of our faculty publishing on PRME-related themes has grown from 8% in 2012 to 17% in 2017.

**Global Leadership**

50,000 management students from around the world were involved in the 2017 Hult Prize, developing entrepreneurial solutions to the challenge of improving the well-being of at least one million refugees over the next five years.



A man and a woman are sitting outdoors at night, looking at a laptop on a table. The man is on the left, wearing a grey suit jacket, and the woman is on the right, wearing a teal sweater. They are both smiling and looking at the laptop screen. The background is dark with some trees and lights visible.

# Societal Impact: Mission, Governance, And Strategy

“We strive to be the most relevant business school in the world. By using our global reach and by always being creative, entrepreneurial, and on the cutting edge, our aim is to have a positive impact on individuals and organizations by transforming their management practices. In so doing, we hope to be the business school of choice for existing and aspiring leaders. We will contribute to sustainable growth, helping leaders to integrate commercial success and societal well-being.”

Mission: our role in society

Societal impact is core to the purpose of Hult International Business School. We aspire to be the world’s most relevant business school, bringing the best management education to the whole world, and encouraging our students to make their best contribution to the world.

Our founding vision is cultivating not just “future business leaders”, but “global citizens” who can think reflexively and relationally about the impact of their decisions from many different perspectives, including political, economic, social, technical, cultural and environmental—business leaders who understand and value the concept of the “common good”, who can exercise practical wisdom, and who can be judged responsible by the community of which we are all a part.

Today’s world is faced with many pressing global challenges: violent conflict, hunger, poor health systems, lack of access to quality education, gender imbalances, water scarcity, and climate change. In September 2015, to respond to these new challenges, world leaders agreed 17 new Global Goals for Sustainable Development to be achieved by 2030. In December 2015, world leaders met again, reaching the Paris Climate Agreement, agreeing to reduce global carbon emissions to net zero in the second half of this century. These new goals present new opportunities and responsibilities for the business leaders of today and tomorrow.

What does this mean for business schools? We agree with the assessment of the global companies involved in the UN Global Compact—any meaningful change in business practices to respond to these challenges and goals requires changes in business education and research.

As business schools, we need to embed these global challenges throughout our curriculum, challenging our students to see them as opportunities for innovation and value creation. We need to embrace new pedagogies that encourage dialogue, ethical decision-making, and critical and holistic thinking. We need faculty who are passionate about bringing this all to life. To have a global impact, we need to make this management education accessible to students all around the world.

This is why Hult International Business School is a proud signatory to the UN Principles for Responsible Management Education. The school is also a signatory to the United Nations Global Compact, and a Founding Partner of the Academy of Business in Society. Additionally, Ashridge House (headquarters of Ashridge Executive Education and a Hult campus) has achieved ISO14001 certification, and participates in the International Association of Conference Centers Code of Sustainability and the Carbon Disclosure Project.

Strategy

To bring our aspirations to have a positive impact on society to life, we focus on the following five strategic priorities:


- 1. **What we teach**—embedding global challenges and societal impact across the whole curricula, and reinforcing with extra-curricula activities.
- 2. **Who we teach**—seeking to bring quality management education to women and men from all parts of the world, including some of the least developed countries, and ensuring access for those who are financially disadvantaged.
- 3. **Research and faculty**—seeking to embed concern for global challenges and societal impact across our research programs, and recruiting and developing faculty who can research and teach on these themes.
- 4. **Sustainable campuses**—actively managing environmental and social impact through how we manage our campuses.
- 5. **Global leadership**—seeking to influence and support positive societal impact from across the management education sector as a whole.

As a business school aspiring to be the world’s most relevant, partnerships with companies and other organizations are a core means by which we advance all five of these areas.

This strategic focus has been developed based on a rigorous review of material topics for the school, taking into account our mission and overall strategy, stakeholder expectations, our degree of influence over others, and relevant standards and frameworks, including the UN Principles for Responsible Management Education, the accreditation standards of EQUIS, AACSB and AMBA, and the UN Sustainable Development Goals.

Contributing to the Responsible Management agenda is now explicitly integrated into the school’s strategy. The school’s “strategy map”, developed in 2016, lists “Responsible Management” as one of five aspects defining the school’s mission. The document also notes “Contribution to responsible management” as one of five key areas of stakeholder expectation, and “influence responsible management agenda” as one of the three strategic priorities in the strategic focus area of enhancing teaching excellence.

Hult also has three distinct strategy documents for the areas of Teaching and Learning, Research, and Faculty. PRME strategic priorities are explicitly referenced in both the Teaching and Learning Strategy and the Research Strategy.

2016-2018 PRME target	Progress	2018-2020 target
<b>Strategy</b> Ensure societal impact is integrated into the School's strategy.	 <b>Achieved.</b> Responsible Management and ERS referenced in school's strategy, as well as Teaching and Learning Strategy and Research Strategy. Governance mechanisms around curriculum and research introduced/strengthened.	No target set.

Our summary of the expectations of our stakeholders:

Stakeholder Group	Concerns and expectations regarding ethics, responsibility and sustainability (ERS)
Students	<ul style="list-style-type: none"><li>- Students want to know that their curriculum is up-to-date and relevant—this includes that it focuses on ERS themes.</li><li>- Most students assume campus operations will be run ethically and many expect high environmental performance from campuses.</li></ul>
Executive Education clients	<ul style="list-style-type: none"><li>- Corporate clients want to know that educational content is up to date and relevant—this includes that it focuses on ERS themes.</li><li>- A significant proportion of Executive Education clients are specifically interested in ERS content.</li><li>- Approximately 80% of customized Executive Education clients require ISO14001 certification as a precondition for tendering for work.</li></ul>
Regulators and accreditors	<ul style="list-style-type: none"><li>- Most national regulators have expectations regarding the societal impact of the school.</li><li>- The U.K.'s QAA has specific expectations regarding the integration of ERS content into curricula, learning outcomes and assessment.</li><li>- EQUIS, AACSB and AMBA all have increased expectations regarding the integration of ERS themes into the curricula and assignments of core courses and other activities.</li></ul>
Higher Education Initiatives	<ul style="list-style-type: none"><li>- Initiatives such as PRME, ABIS and GRLI champion business schools taking a greater focus on ERS in curricula.</li><li>- Initiatives such as the AASHE STARS, EAUC LIFE, People and Planet Universities League, and IACC all champion a greater focus on ERS in campus management.</li></ul>
Employees	<ul style="list-style-type: none"><li>- A significant proportion of faculty and other staff are interested in ERS issues and report greater motivation and engagement when learning of the school's activities and ambitions in the area.</li></ul>
Local community	<ul style="list-style-type: none"><li>- Local communities around our campuses expect the institution to ensure that the campuses do not cause local environmental damage, and value any support offered to local community organizations and initiatives.</li></ul>
Society in general	<ul style="list-style-type: none"><li>- In recent years, there has been increased debate about the role of business schools in society, and general growing interest in ensuring that business schools constructively contribute to helping business make a positive contribution to society, rather than promoting and disseminating ideas that lead to business having a negative impact on society.</li></ul>



Hult International Business School's strategic priorities align with the UN Global Goals for Sustainable Development.

UN Global Goals for Sustainable Development—most relevant goals for different Hult strategic focus areas

<b>WHAT WE TEACH</b>	
<b>GOAL #4 TARGET 7</b>	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development.
<b>WHO WE TEACH</b>	
<b>GOAL #4 TARGET 4</b>	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.
<b>GOAL #4 TARGET 5</b>	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
<b>GOAL #4 TARGET 9</b>	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular Least Developed Countries, Small Island Developing States, and African countries, for enrollment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.
<b>SUSTAINABLE CAMPUSES</b>	
<b>GOAL #3</b>	Ensure healthy lives and promote well-being for all at all ages.
<b>GOAL #5</b>	Achieve gender equality and empower all women and girls.
<b>GOAL #6</b>	Ensure availability and sustainable management of water and sanitation for all.
<b>GOAL #7</b>	Ensure access to affordable, reliable, sustainable and modern energy for all.
<b>GOAL #8</b>	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
<b>GOAL #12</b>	Ensure sustainable consumption and production patterns.
<b>GOAL #13</b>	Take urgent action to combat climate change and its impacts.
<b>GOAL #15</b>	Protect, restore and promote sustainable use of terrestrial eco-systems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
<b>GOAL #16</b>	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.



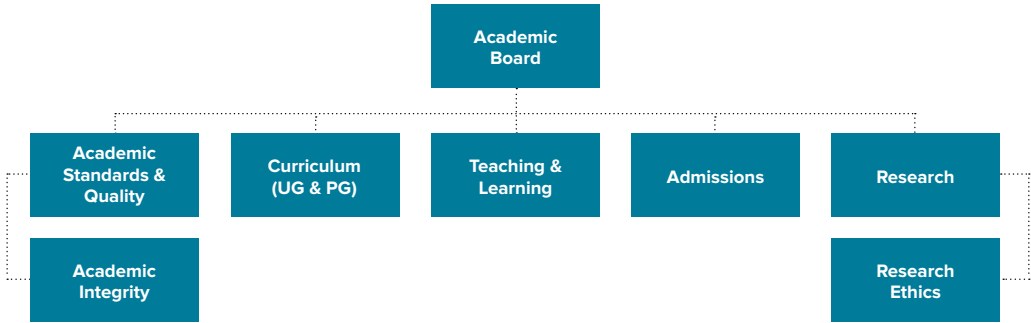
Governance

Progress in each of our five strategic focus areas for PRME is tracked and shared publicly every two years through the PRME Sharing Information on Progress report. Progress against PRME targets set in the PRME report are monitored and discussed as a standing agenda item in the Postgraduate and Undergraduate Curriculum Committees, the Teaching and Learning Committee, Admissions Committee and Academic Board. The Postgraduate Curriculum Committee includes a co-opted faculty member specifically focused on reviewing PRME issues. A preliminary draft of the PRME report is reported to the school's academic board, chaired by the Chief Academic Officer, where progress against targets is discussed as well as targets for the next reporting cycle.

As part of the degree program validation and the revalidation processes, all existing degree programs seeking revalidation and all new programs seeking validation are required to make a statement regarding the integration of ethics, responsibility, and sustainability into the curriculum, either stating how they have approached these topics or justifying why it is not appropriate in their case. Every validation and revalidation panel will contain one member who has the specific remit to focus on issues of ethics, responsibility and sustainability.

Themes of ethics, responsibility and sustainability are explicitly included within the school's two priority research themes: Creating Disruption and Transforming Behaviour. Faculty are encouraged to consider how ERS themes in general, and the UN SDGs in particular, could be relevant to their research when submitting research funding proposals. Faculty are also encouraged to articulate how their research considers ERS themes and contributes to the UN SDGs when applying for research incentive payments.

At Ashridge House, as required by the ISO14001 process, an annual management review is held with the Ashridge Executive Education management team where progress against targets is reviewed, and targets for the next reporting cycle agreed. A monthly steering committee meeting is held, chaired by the Ashridge Executive Education Senior Vice President Operations and attended by the Chief Financial Officer and Facilities Manager, among others. This work is subject to external audits.



Structure of this report

This report has been structured to share our information on progress on each of the PRME principles, priority SDGs and wider stakeholder interests.

Hult PRME report section	PRME Principles	Relevant aspects of accreditation standards	UN SDGs
Mission, strategy and governance	1, 2, 3, 4, 5, 6	EQUIS and AACSB interest in mission, strategy and governance.	All 17
What we teach	1, 2, 3, 5, 6	QAA, EQUIS, AACSB and AMBA interest in curricula, including executive education. EQUIS interest in extra-curricula activities.	#4.7
Who we teach		EQUIS and ACCSB interest in student diversity.	#4.4, #4.5, #4.9
Research and Faculty	4, 5, 6	EQUIS and AACSB interest in research. EQUIS interest in faculty.	All 17
Campuses	2	EQUIS interest in resources and administration.	#3, #5, #6, #7, #8, #12, #13, #15, #16
Global Leadership	5, 6	EQUIS interest in Global Leadership.	All 17

This report has not been prepared strictly in accordance with the standards of the Global Reporting Initiative (GRI). However, the core principles of the GRI have informed the way the report has been structured, as discussed in this table.

GRI Principles	How these have been taken into account in our approach
<i>Reporting Principles for defining report content</i>	
Stakeholder Inclusiveness	A review of stakeholder interests and concerns has informed the identification of our material issues and strategic priorities.
Sustainability Context	Our performance is discussed in the context of the scale of global challenges.
Materiality	We judge that the focus areas that have been included in this report are a reflection of the material topics relating to our organization, considering our mission and strategy, stakeholder expectations, broader societal expectations, our degree of influence over others, and relevant standards.
Completeness	We judge that this report includes a focus on all material issues, an appropriate focus on all relevant parts of the organization, and over an appropriate time horizon.
<i>Reporting Principles for defining report quality</i>	
Accuracy	We judge that the data presented in this report is accurate.
Balance	We judge that the data presented is balanced, including negative as well as positive aspects of performance.
Clarity	We have aimed to present the information in this report in a way that is understandable, accessible and usable.
Comparability	We have attempted to present data so that our performance can be compared and judged over time, and also in relation to our targets. We do not think it is yet possible to meaningfully benchmark our performance against other business schools.
Reliability	The decision-making processes about what to include in this report have been discussed in this section. Various sections of the data presented in this report have been reviewed and discussed by the school's Postgraduate Curriculum Committee, Research Committee, Admissions Committee and Academic Board.
Timeliness	This report has been published in accordance with the two year reporting cycle expected of PRME reports.



# Societal Impact Through Education: What We Teach And Who We Teach



Hult's entire academic model is structured to prepare students for leadership roles in a more inclusive, global economy. A key aspiration when Hult International Business School was founded was that ethics and responsibility would feature in every class. In today's volatile, uncertain, complex and ambiguous world, this founding principle is a key part of how we fulfill our ambition to be the world's most relevant business school.

This long-term commitment helps us make our contribution to achieving SDG#4.7.

More than 75% of our degree students are students in four programs: the undergraduate Bachelor of Business Administration and the postgraduate MBA, EMBA and Masters in International Business.

In 2017 we made the decision that for all the core courses in these three postgraduate programs, one out of the total 10 classes should be devoted to PRME-related themes linked to that course subject.

Example class templates with indicative readings were developed, and the initiative rolled out for the first time during the 2017-18 academic year. The results can be seen on the following pages.

A similar process is currently being developed for the Hult Bachelor of Business Administration as part of this program's five-year review process.

Some of the PRME-related themes that now appear across the core courses on the MBA, EMBA and Masters in International Business are listed below.

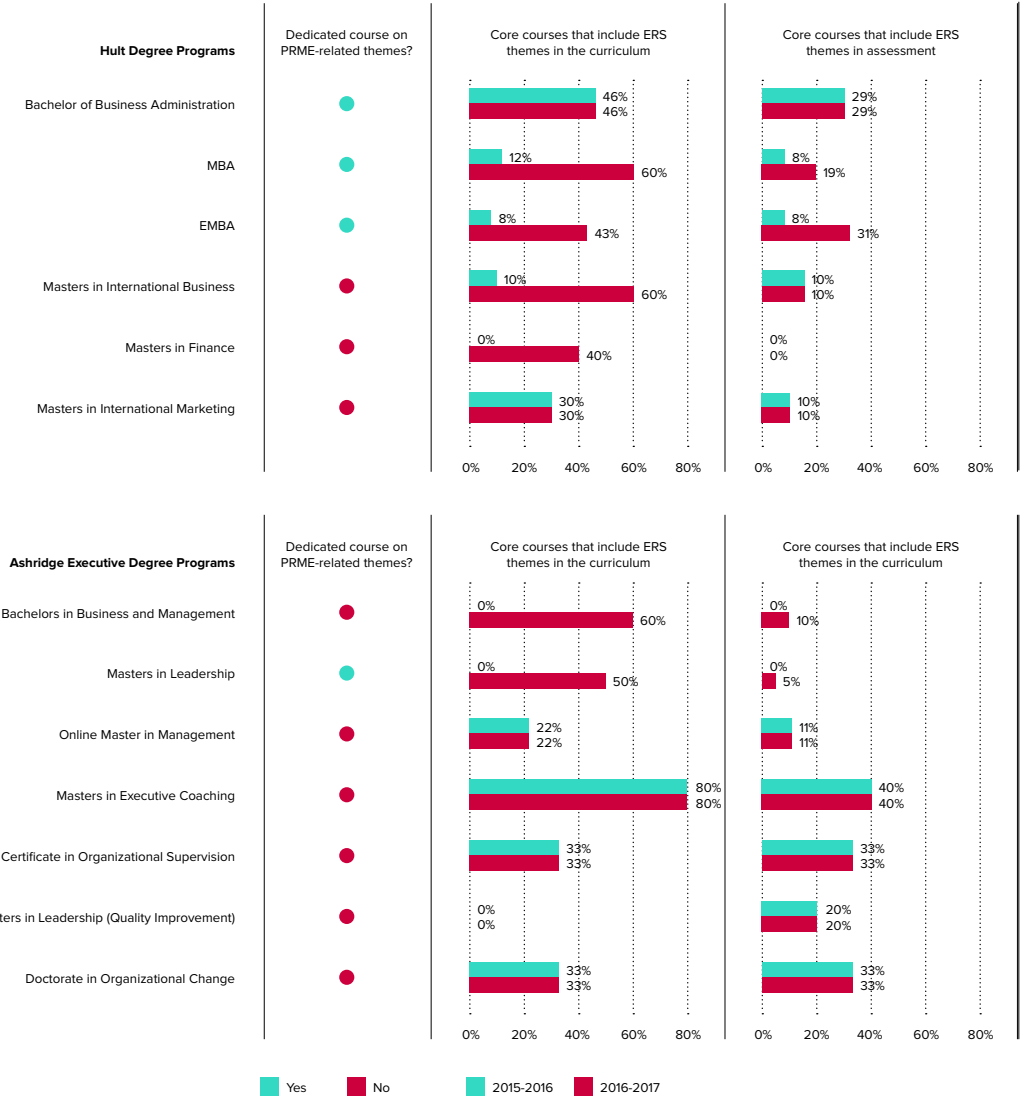
Core Course	PRME-related themes covered
Leadership	<div>· Valuing diversity, building and leading diverse teams</div> <div>· Leading globally, moral universalism, cultural relativism and human rights</div>
Organizational Behavior	<div>· Diversity and organizational behaviour</div> <div>· Role of personal values in understanding organizational behavior / employee engagement</div> <div>· Leading change for Corporate Sustainability</div>
Accounting	<div>· Integrated Reporting / social and environmental reporting</div>
Managerial Economics	<div>· Limitations of GDP, happiness indices, natural capital/economics of ecosystems and biodiversity</div> <div>· Development economics</div> <div>· Economic globalization: benefits and drawbacks for poverty and wealth</div>
Operations Management	<div>· Calculating carbon footprints</div> <div>· Circular economy</div> <div>· Human rights in supply chains</div>
Financial Management	<div>· Investor focus on responsibility and sustainability</div>
International Marketing	<div>· Base of the pyramid</div> <div>· Obesity, marketing and healthy lifestyles</div> <div>· Responsible marketing</div>
Global Strategy	<div>· Stakeholder approach to strategic management (Freeman)</div> <div>· Creating Shared Value (Porter)</div>

GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT #4 EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

GOAL #4 TARGET 7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development.



2016-2018 PRME target

Progress

2018-2020 target

**Curriculum**  
Increase the proportion of required courses that include Learning Objectives (LOs) relating to societal impact across all undergraduate, postgraduate, and executive programs. (Subsequently amended to focus on curriculum rather than LOs)

**Achieved.** Significant increase in integration of ERS themes into curriculum of core courses on MBA, EMBA and Masters in International Business. From 12% to 60% on MBA, from 8% to 43% on EMBA, from 10% to 60% on Masters in International Business.

By 2020, across undergraduate, postgraduate and executive education, increase the proportion of required courses that include ERS themes in the curriculum and in assessment.



# Hult Degree Programs



**The Hult Bachelor of Business Administration (BBA)** is offered in Boston, London, and San Francisco over four years. The BBA includes two compulsory courses entirely focused on Global Citizenship and Corporate Responsibility. It is also compulsory to choose one elective on Ethics and Philosophy.

PRME-related themes also feature in courses including Introduction to the Business Environment, Macroeconomics, Managerial Accounting, Principles of Marketing, Business and the World Economy, and Global Strategy.

Of the core courses on the London campus, 43% include PRME-related themes in their curriculum and 36% in their assessment. Of the core courses on the San Francisco campus, 50% include PRME-related themes in their curriculum and 21% include them in their assessment.

As part of these classes, students often engage in real activities with a social impact. For example, in the Hult undergraduate elective course, Silicon Valley and the Challenge of Constructive Social Change, Hult students collaborated with the Homeless Project Connect. Students produced pieces of art which were created in collaboration with members of the San Francisco homeless community.

As part of the current five-year program review process, a faculty working group is considering opportunities for increased integration of PRME-related themes across all core courses.

# Hult Degree Programs

Students study on the **Hult Global One-Year MBA** program at up to three of Hult's six campuses.

The core course on Business and Global Society is organized around the intersection of macro-economics and the 10 principles of the UN Global Compact. Course projects include addressing one of the SDGs and creating a "systems" solution involving multiple stakeholders to address it.

2017-18 saw a big increase in the integration of PRME-related themes across the core courses—from 12% to 60%.

For the 2017-18 academic year, PRME-related themes have been integrated into several core courses across the different campuses, as shown in the table.



The Hult Business Challenge forms a core part of the curriculum. A number of teams have focused on PRME-related themes.

- **Surya Shakti:** This team developed an idea for a low cost solar farm in India, working with village leaders and Tata, a large solar company.
- **Eye Drop:** Eye Drop was conceived as a business that would take donated glasses in the U.S. and distribute them in Vietnam in mobile vans staffed by volunteer optometrists.
- **EC Cash:** Addressing the huge issue of plastic waste in Lagos, Nigeria, this team proposed "turning waste into assets" by incentivizing scavengers to collect waste and distributing plastic shredders to SMEs, paying them cash to turn plastic into pellets, thereby decentralizing recycling and empowering communities.
- **Bite:** This team helped minimize food waste and garbage costs through an app that allows restaurants to sell excess food to customers at a discounted rate.
- **From Wild Surfaces:** This team proposed a sustainable tiling material made from recycled and renewable sources that eliminates the need for synthetic chemicals and enhances indoor air quality.
- **Hopes on Wheels:** Hopes on Wheels partners with health and personal care companies to provide mobile shower trucks to homeless populations in the San Francisco Bay Area.
- **Infiaqua:** This team provided self-contained filtration systems that deliver safe, affordable drinking water to communities and businesses in Mexico.
- **Naiads:** This team addresses the issue of water scarcity through the production and distribution of community chlorine makers which utilize simple, inexpensive materials to purify up to 15,000 liters of water per day.
- **Zizi:** This group developed an app designed to increase agricultural productivity in Thailand by providing a platform that connects farmers and landowners with contractors who are able to provide specialized machinery and services.

In the required core Business and Global Society course, students learn about the power of business to create both economic and social value though not just what they do, but how they do it. Integrating the principles embodied in the UN Global Compact, the lessons of systems thinking and the concept of shared value, MBAs are challenged for their main assignment to create a company-led "system" to solve a specific Sustainable Development Goal.

Proposals ranged from recycling waste (chicken bones) in Peru to creating affordable cement (SDG #11 and 12); to Amazon making desks for schoolchildren in rural India from recycled cardboard boxes (SDG #4), to using the Internet of Things and 3D Printing to create affordable housing structures in Dhaka (SDG #11); to turning food waste into biogas at Kellogg's; to proposing a low-cost, high nutritional food for Unilever; or partnering with Inditex to create jobs for refugees—students were inspired and the ideas abounded. The results: holistic, wealth-generating eco-systems that have the potential to transform lives.

In the Social Innovation elective, students regularly partner with the United Nations Development Program as well as with other global organizations such as the World Health Organization and UNICEF to propose solutions to seemingly unsolvable problems. During the academic years 2016-2018, UNDP partnership projects focused on creating socially innovative solutions to problems in Barbado, Colombia and Haiti as well as Egypt, Jordan, Syria and Yemen. Students also worked on health issues, such reducing preventable childhood diseases in Somalia.



Integration of Ethics, Responsibility and Sustainability (ERS) in curricula and assessment in core courses in the MBA on different campuses

	San Francisco		Boston		London		Dubai	
	ERS in curriculum	ERS in assessment	ERS in curriculum	ERS in assessment	ERS in curriculum	ERS in assessment	ERS in curriculum	ERS in assessment
Immersion: Leadership	●		●		●			
Organizational Behavior	●	●			●		●	
Accounting	●				●			
Managerial Economics	●	●			●	●		
Research Methods	●		●		●		●	
Leadership Skills					●			
Operations Management	●	●			●		●	
Financial Management		●			●		●	
Business and Global Society	●	●	●	●	●	●	●	●
International Marketing	●		●		●		●	●
Business Challenge Project								
Global Strategy	●				●		●	
Capstone Simulation	●	●	●	●	●	●	●	●
TOTAL per campus	9 / 13	5 / 13	4 / 13	1 / 13	11 / 13	2 / 13	7 / 13	2 / 13
% of courses with ERS per campus	69%	38%	31%	8%	85%	15%	54%	15%



Hult Degree Programs

Our **Global Executive MBA** is a two-year program designed for working professionals.

The core course on Business and Global Society is organized around the intersection of macro-economics and the 10 principles of the UN Global Compact. Course projects include addressing one of the SDGs and creating a “systems” solution involving multiple stakeholders to address it.

2017-18 saw a big increase in the integration of PRME-related themes across the core courses—from 8% to 43%.

For the 2017-18 academic year, PRME-related themes have been integrated into several core courses across the different campuses, as shown in the table.

The Hult Business Challenge forms a core part of the curriculum. A number of teams have focused on PRME-related themes. For example, students in Dubai addressed a corporate challenge put forward by Honeywell Corporation to increase adoption in the Middle East of Smart Buildings that can lower energy consumption.

The MBA and EMBA programs have featured many guest speakers on PRME themes, including:

- Gib Hedstrom, a leading expert in sustainability and an advisor to corporate boards.
- Jennifer Colville, United Nations Development Programme—Arab States.
- Maggie Fleming, Oxfam America Private Sector Development
- Charlie Lord, Renew Energy Partners.

Integration of Ethics, Responsibility and Sustainability (ERS) in curricula and assessment in core courses in the EMBA on different campuses

	London		Dubai		Shanghai	
	ERS in curriculum	ERS in assessment	ERS in curriculum	ERS in assessment	ERS in curriculum	ERS in assessment
Leading Globally						
Leading with Personal Impact	●		●		●	
Accounting			●	●	●	●
International Marketing	●		●		●	●
Financial Management	●	●			●	●
Operations Management			●	●	●	●
Leading for Innovation						
Leading Change						
Business & Global Society	●	●	●	●	●	●
Managerial Economics					●	●
Global Strategy						
Business Challenge						
TOTAL per campus	4 /12	2 /12	5 /12	3 /12	7/12	6/12
% of courses with ERS per campus	33%	17%	42%	25%	58%	50%



Hult Degree Programs

Students can study the **Hult Masters in International Business** at up to three of Hult’s six campuses during this one year program.

2017-18 saw a big increase in the integration of PRME-related themes across the core courses—from 10% to 60%.

For the 2017-2018 academic year, PRME-related themes have been integrated into several core courses across the different campuses, as shown in the table.

In the Future Mindset course, student teams are challenged to identify problems that have vexed city planners, and use customer-focused approaches such as lean, agile and design thinking to anticipate how nascent technologies might deliver their compelling value proposition 10 years from now. The problems identified in this new 2017-18 course all have environmental and social sustainability at their core: improving buildings’ energy efficiency, eliminating and recycling waste, streamlining public transportation, creating more efficient traffic flow, and making better use of living and green space. Other innovations included applying technology to help protect citizens’ rights to security and privacy, and improve the training and education of students.

The Hult Business Challenge forms a core part of the curriculum. A number of teams have focused on PRME-related themes.

- Kangoobag: an environmentally friendly approach to carrying groceries home from the supermarket, which also pays part of the revenue to charity.
- Alms: Helping donors find small, local charities and providing transparency to ensure funds have maximum impact—starting with Madagascar.
- Drink Safe: Developing a very low cost (~\$1.00 USD), high performance water filter to reduce waterborne bacterial and viral infections in rural India.
- Sixpence: Making it easier to support charities through recurring, easy-to-use round-up donations that also reduce the burden of fundraising on schools, churches and other NFP.
- Pollen: Bringing micro-finance as a social investment to millennials through an easy-to-use, low fee app.
- ERx: Tackling prescription drug misuse, fraud and errors in the Philippines with an easy-to-use SMS-based platform.

Integration of Ethics, Responsibility and Sustainability (ERS) in curricula and assessment in core courses in the Masters in International Business on different campuses

	San Francisco		Boston		London		Dubai	
	ERS in curriculum	ERS in assessment	ERS in curriculum	ERS in assessment	ERS in curriculum	ERS in assessment	ERS in curriculum	ERS in assessment
Immersion: Leadership	●		●		●		●	
Accounting	●	●	●					
Global Economics	●	●	●		●		●	
International Marketing	●				●		●	●
Research Methods	●		●		●		●	
Financial Management	●	●			●			
Operations Management	●	●	●	●			●	
Business Challenge Project								
Global Strategy	●						●	
Future Mindset								
TOTAL per campus	8/10	4/10	5/10	1/10	5/10	0/10	6/10	1/10
% of courses with ERS per campus	80%	40%	50%	10%	50%	0%	60%	10%





Hult Degree Programs



Other Hult Degree Programs

Students start the one-year **Hult Masters in International Marketing** in Boston or London and complete electives at any of Hult's six campuses. PRME-related themes feature in core courses including Understanding the Customer, Products and Innovation, Integrated Marketing Communication, and Global Marketing Strategy.

Students start the one year **Hult Masters in Finance** in Boston and complete electives at any of Hult's six campuses. PRME-related themes feature in core courses on Global Financial Markets and Internal Consulting and Control.

The Masters in International Marketing program includes an elective course on “Social Marketing”, which focuses on changing behaviors for societal good.

In one instance the challenge was posed: how could Philips implement the principles underlying the circular economy when a personal care product was involved?

In another, students were challenged by UNICEF in Somalia to reduce preventable deaths of children under the age of five by building awareness and understanding of such simple habits as handwashing. The behavioral change marketing suggestions presented to the UNICEF team in Somalia were impressive enough for them to ask the Hult students to continue working with them beyond the end of the course.

For the 2018-19 academic year, the social marketing course has been moved from elective to compulsory in the Masters in International Marketing program.



# Ashridge Executive Degree Programs

**The Bachelors in Business and Management** and **Masters in Leadership** are both aimed at apprentices based in the U.K.. Student places are 100% funded through the U.K. Apprenticeships Levy, and students are nominated by their employer.

On the **Bachelors program**, PRME-related themes feature in Strategy, Managing Self, Emotional Intelligence, Dynamic Organizations, Dynamic Leader, Leading Others, Business Finance, Managing People, and Managing Operations.

On the **Masters program**, there is a core course on Developing Sustainable Business Practice, and PRME-related themes feature in Creating Strategic Value, Creating Marketing Strategy, The Future of Work, Effective Leadership, Business Finance, Maximizing Impact, Brands and Branding, and Operations and Entrepreneurship.

**The Online Master in Management** is a 100% online course. Two of its nine core courses include PRME-related content—Strategy, and Innovation.

The question of ethics in the coaching relationship is a core part of the curriculum and assessment for both the **Masters in Executive Coaching** and the **Postgraduate Diploma in Organizational Supervision**.

**The Masters in Leadership (Quality Improvement)** is a part-time leadership program for senior leaders in the health and care sectors in England, Wales, Scotland, and Northern Ireland, and student places are funded by The Health Foundation. PRME-related themes are not referenced in this program.

**The Executive Doctorate in Organizational Change** pursues an action research methodology focused on self-reflection, meaning, purpose and positive impact in the world. Of the current doctoral candidates, 30% are pursuing research inquiries on PRME-related themes.

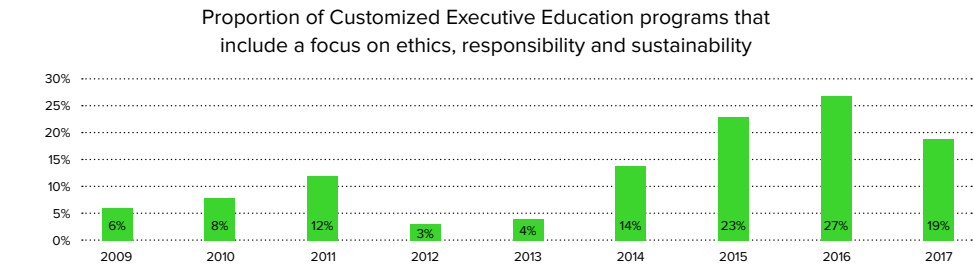




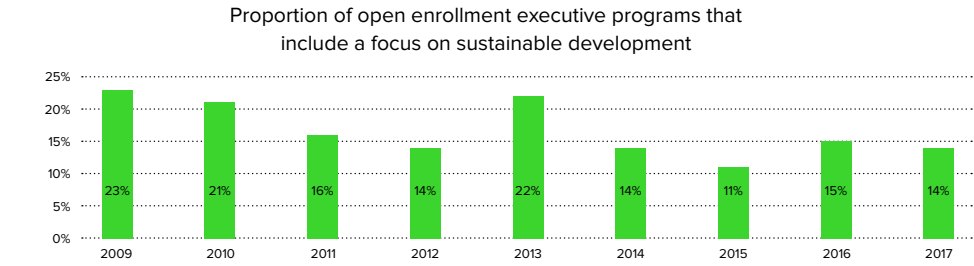
# Ashridge Executive Education



### Customized Executive Education And Organizational Consulting



### Executive Education Open Programs



The proportion of client programs and projects featuring themes relating to societal impact, sustainability and responsibility has fluctuated from year to year, but reached its highest proportion to date in the 2015-2016 academic year.

Work is continuing to systematically embed consideration of societal impact, sustainability and responsibility into the design process for new client work.

## Client Case Studies



This leadership development experience is an ambitious and strategically important initiative at FrieslandCampina, the world's largest global dairy co-operative. In the fast-tracking of participating high potential leaders, the organization is building its international leadership capability and stimulating the significant culture change envisioned in its route2020 strategy for climate-neutral growth.

A key thread that runs throughout the program is sustainable development. Participants engage with farmers as key stakeholders by visiting their farms and understanding the challenges that the farmers face. In East Asia, participants have the opportunity to engage with the local community on societal projects, and sustainability is often at the core of the business challenge project work they undertake. All participants are required to engage with the organization's sustainability agenda and reflect on how this will impact their leadership going forward.



This multi-module leadership development program for senior high potential managers integrated themes of social impact and creating shared value. Social and environmental issues such as climate change, food security and health and well-being were considered as drivers of strategy, and a number of concepts and themes were introduced, including shared value, social license to operate, base of the pyramid innovation, diversity and inclusion, and eco-leadership.



Colart is one of the world's largest suppliers of art materials, with brands including Winsor & Newton, Liquitex and Lefranc & Bourgeois. Ashridge partnered with Colart to help establish and develop a grass-roots sustainability activist network within the group. The Ambassador network, designed on principles of network theory, brings together colleagues from China, US and Europe, with Ashridge skills development interventions empowering them to become "tempered radicals", leading, inspiring and supporting sustainable practice across Colart. Six major change initiatives have emerged from the network so far. The Ambassador network is built on the belief that change is a social process and it is only by connecting people in meaningful dialogue that organizations can shift focus and engage with systemic issues. This work was selected to be among the five finalists for Ethical Corporation's 2017 Responsible Business Awards in the Sustainability Team of the Year category.



# Extra-Curricular Activities

Our campuses have a thriving network of extra-curricular activities and student clubs relating to societal impact. These clubs and activities are all driven by each group of incoming students with the encouragement and support of the school.

**Undergraduate**

The Hult Model United Nations operates on both the San Francisco and London campuses. It is an extra-curricular club where students role-play being delegates to the United Nations and simulate UN committees. Delegates attend Model UN conferences (MUN) such as: Harvard World MUN (Rome), LIMUN (London), and Oxford MUN throughout the year. Three of its members were recognized with diplomacy awards at this year's UN Foundation Conference.

The Gender Intelligence Group operates on the San Francisco campus and Femtrepreneurs operates on the London campus. The groups organize speaker events and focus on awareness raising, networking and relationship building.

Students in London held a week of events in March 2018, and students in San Francisco invited Chandra Alexandre, VP of Development from the Global Fund for Women, as a guest speaker.

The Hult Social Impact club operates on both the San Francisco and London campuses, organizing a sustainability week and an active speaker program. Speaker event themes have included social entrepreneurship, oceans sustainability, sustainable immigration and female trailblazers in business.

In London, the Hult Chocolate Society hosted numerous events throughout the year, including the popular Chocolate Tastings where students learn about the seeding, growing, harvesting, and selling of cacao beans, and tastes sustainability produced chocolate from around the world.



**Postgraduate**

Hult Women in Business clubs operate on most campuses. In Boston, the club organized "Being the Boss" conferences in 2017 and 2018, bringing together female entrepreneurs, executives and industry leaders, discussing topics including negotiating, looking and thinking like a boss, and how certain skills enabled them to advance their careers.

In London, the club celebrated Women's Day 2018 by inviting 12 atypical entrepreneurs and business people to share their unique stories with students. The club also produced Pop Gender Discrimination, a powerful video about inequality and gender discrimination. The club hosted panel discussions on Press for Progress and Jobs without Gender in support of Global Girl Media U.K., an organization dedicated to empowering young women from underserved communities to have a voice.

Hult Sustainable Business clubs also operate on most campuses. In Boston, the club organized several events, with topics including energy efficiency, green tech, social entrepreneurship and sustainability consulting. The club has also ran a number of social media challenges on Instagram in which they encouraged people to live a more sustainable life by collecting their garbage over a week and displaying it.

In San Francisco, the club organized speaker events with topics including Levi Strauss's Sustainability journey, Women in Cleantech, social businesses in Silicon Valley, and Tesla renewable energy projects.

In Dubai, students welcomed Masdar to the Dubai campus in early 2018. Masdar shared with students the ideas behind its "Catalyst", the first clean-technology startup accelerator in the Middle East. The Masdar team inspired, engaged and provided students with ongoing access to mentors.

Across the Hult campuses students have also been involved in many activities in support of the local community, including the Boston Hackathon supporting local non-profits, the Hult Cares club, which provides volunteering opportunities around Boston, and participation in the Dubai Cares Walk for Education.





Hult's vision is to make the world's best management education accessible to the entire world. This is why Hult has invested in developing seven state-of-the-art campuses around the globe as well as innovative online and blended learning.

Hult's ambition is to create the most diverse student body in the world. This includes gender, country of origin, race, religion and culture, socio-economic background, and industry role and function. We aim to ensure that no single nationality, gender, or socio-economic group ever dominates.

Influenced by the SDGs, we place particular focus on gender parity, socio-economic background and access to education for students from developing countries.

Our aim is that each Hult degree program will achieve an equal gender balance.

We aim to ensure that, for each Hult degree program, every cohort contains a balance of students from across the socio-economic spectrum.

Our aim is that a high proportion of our students will be from developing countries. In particular, our specific goal is that at least 10% of students on each Hult degree program will be from African countries, Least Developed Countries (LDCs) or Small Island Developing States (SIDS).



**GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT #4 EDUCATION**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**GOAL #4 TARGET 4**

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

**GOAL #4 TARGET 5**

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

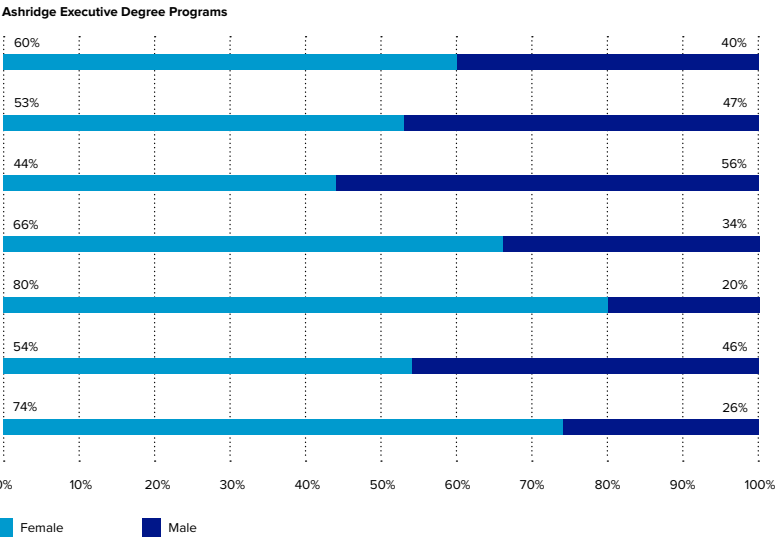
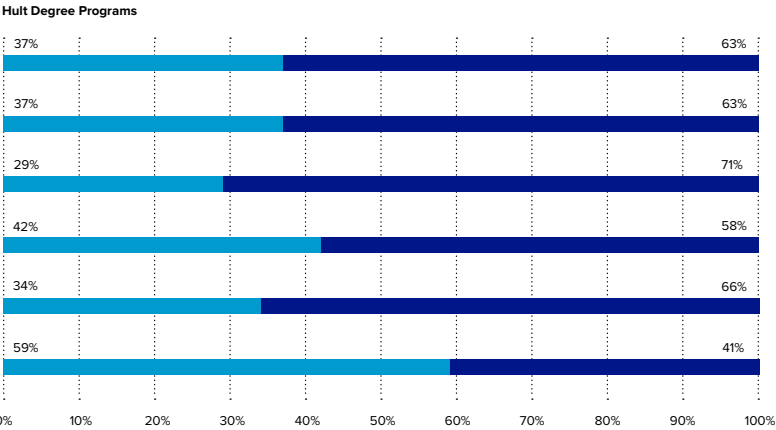
**GOAL #4 TARGET 9**

By 2020, substantially expand the number of scholarships available globally to developing countries, in particular Least Developed Countries, Small Island Developing States and African countries, for enrollment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.



2016-2018 PRME target	Progress	2018-2020 target
<b>Student diversity and access</b> Develop a policy on overall goals regarding cohort diversity across all programs, with specific reference to gender, students from developing countries, and students from disadvantaged backgrounds.	<div>●</div> <b>Achieved.</b> Policy statement developed and agreed by Admissions Committee.	<p>By 2020, achieve a minimum gender ratio average across all degree programs of 45-55%, with no degree program having less than 40% women or men in its cohort.</p> <p>By 2020, develop and agree a formal policy on admissions and disabilities, including systematizing and formalizing processes for supporting students with disabilities.</p>

Gender balance on programs: 2013-2017 average



**Hult degree programs**

Most Hult degree programs have historically struggled to achieve an equal gender balance in their cohorts. Although broadly equal numbers of women and men express interest in the programs, more men than women tend to accept places.

We take a number steps on Hult degree programs to change this situation and work towards meeting our goal of an equal balance of genders on our programs.

A number of *Women in Business* merit-based scholarships are available, which prospective students can apply for.

We also take a range of steps to address concerns among prospective students that the learning environment will suit their interests—in particular that it is not male-dominated.

For example, we take steps to expose prospective students to female faculty and the learning environment through “Experience Hult” open days, female faculty-led thought leadership webinars and industry events on campus with female business leaders.

Similarly we aim to achieve a gender balance in our “Hult Ambassadors” program where current students talk to prospective students about their experiences. We also support active “Women in Business” student clubs on each campus.

Student recruitment teams are actively encouraged to help recruit gender-balanced cohorts and results are tracked and discussed.

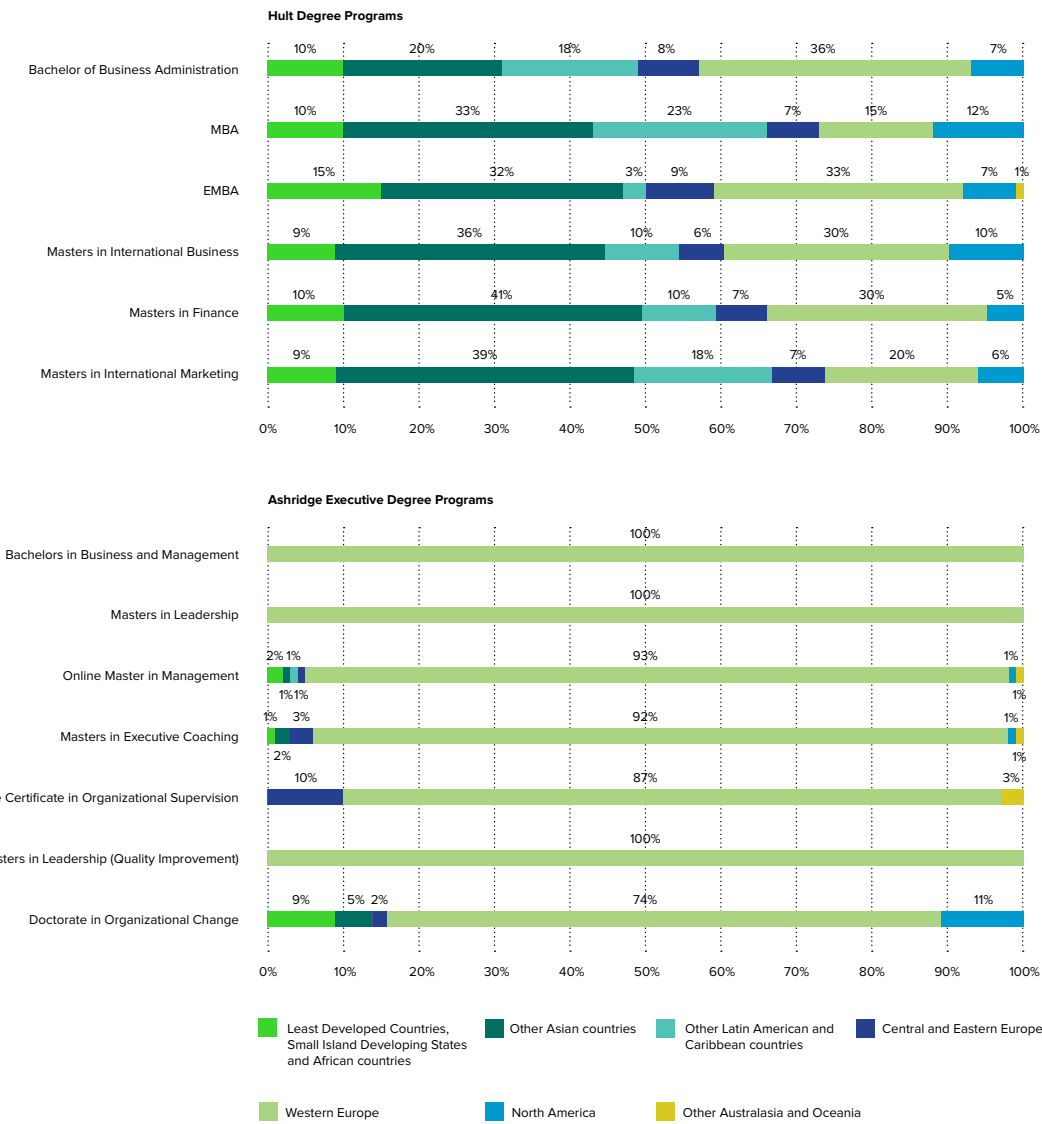
**Ashridge executive degree programs**

Most Ashridge executive degree programs have not struggled historically to recruit female students. Most Ashridge executive degree programs do not actively seek to ensure that women make up half of each cohort. If anything, on many programs the challenge has been to actively ensure that a balanced proportion of male students accept places on the programs.

The Masters in Leadership (Quality Improvement) is aimed at professionals in the U.K. Health and Care sectors and student places are financially supported by The Health Foundation. Students are selected based on participation in an assessment center, and as part of the selection process, the program actively aims to achieve a gender balance.



Student Nationality: 2013-2017 average



We aspire to make the world's highest quality management education accessible to the whole world, including developing countries in general and African countries, Least Developed Countries (LDCs) and Small Island Developing States (SIDS) in particular.

Our aim is that a high proportion of our students in Hult degree programs will be from developing countries. In particular, our specific goal is that at least 10% of students on each Hult degree program will be from African countries, Least Developed Countries (LDCs) or Small Island Developing States (SIDS), and we consistently meet this goal.

Our student recruitment teams are organized into regions, with specific teams focused on recruiting students from Africa, Latin America and across Asia. Targets for recruitment teams are designed to ensure a mix of nationalities from around the world and that no single nationality dominates. Higher needs-based financial aid budgets are available to those recruitment teams which include a geographical focus on low income and lower-middle income countries.



Students receiving financial aid and scholarships: 2013-2017 average



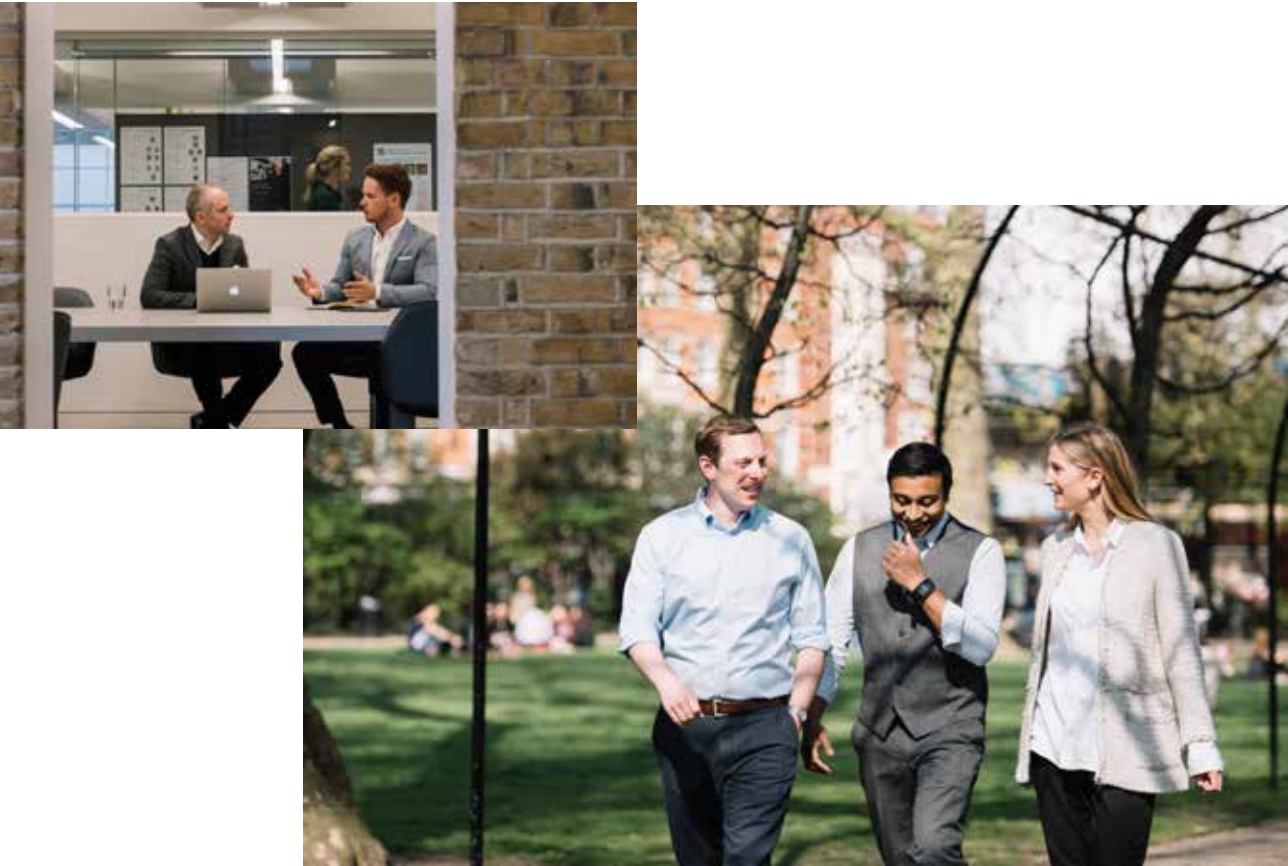
As well as aiming to achieve a mix of students from developed, developing and least developed countries, we also aim to ensure that every cohort on Hult degree programs contains a balance of students from across the socio-economic spectrum within different countries, through a well-funded needs-based financial aid program.

Recruitment teams for Hult degree programs can offer needs-based financial aid to prospective students who might struggle to afford the program fees. To apply for this form of financial support, prospective students complete a "Declaration of Finance" form, which includes providing information about household income. Needs-based financial aid is available to students from both low-income and middle-income backgrounds. It is distinct from merit-based scholarships.

Ashridge executive degree programs are normally employer-funded. A number of the programs have specific policies to encourage access.

The Bachelors in Business and Management and Masters in Leadership are aimed at apprentices based in the U.K.. Student places are 100% funded through the U.K. Apprenticeships Levy. This funding helps make the programs accessible to students from across the socio-economic spectrum.

The Masters in Leadership (Quality Improvement) is aimed at professionals in the U.K. Health and Care sectors. Access is enabled through funding from The Health Foundation. The Health Foundation funds participation to Certificate level for all students. Students continuing to Diploma and Masters level can fund their participation through a Health Foundation Bursary or through other funds.





# Societal Impact Through Research And Faculty



Faculty members publishing intellectual contributions on PRME-related themes

Hult’s research strategy is designed to help Hult fulfil its ambition of being the world’s most relevant business school and its mission of having a positive impact on individuals and organisations, contributing to sustainable growth, and helping leaders integrate commercial success and societal wellbeing. Hult and Ashridge both have their roots in management practice, applied scholarship, global entrepreneurship, and social responsibility. The research strategy is designed to leverage these roots.

Our research strategy focuses on two key themes or challenges for all Hult faculty members across the school.

**Transforming Behavior** relates to the continuous improvement of organizational and personal leadership practices. This involves rigorous data-driven assessment of the interventions and programs that generate the greatest long-term improvement in the behavior of individuals, teams, and organizations in business settings globally.

**Creating Disruption** relates to strategies: the actions that companies take to anticipate, react to, and shape changes in markets. This includes the creation, implementation, and assessment of strategies to optimize performance, especially operating in multiple international markets.

As many contemporary global, social and environmental issues and are creating disruption and driving the need for transforming behavior, ethics, responsibility and sustainable development are themes at the heart of both of these two research challenges. The UN Sustainable Development Goals (SDGs) set out a global approach to responding to these disruptive forces and transforming behaviour, and provide a compass for Hult research.



Focusing on ethics, responsibility and sustainable development in research helps Hult fulfil its ambitions and its mission.

All faculty are actively encouraged and supported to develop research interests in PRME-related topics. Promoting PRME is part of the remit of the Hult Research Committee. Faculty applications to the Hult internal research fund are actively encouraged to consider responsibility and sustainability-related themes, and the contribution their research projects and proposals for teaching cases could make to address the UN Global Goals.

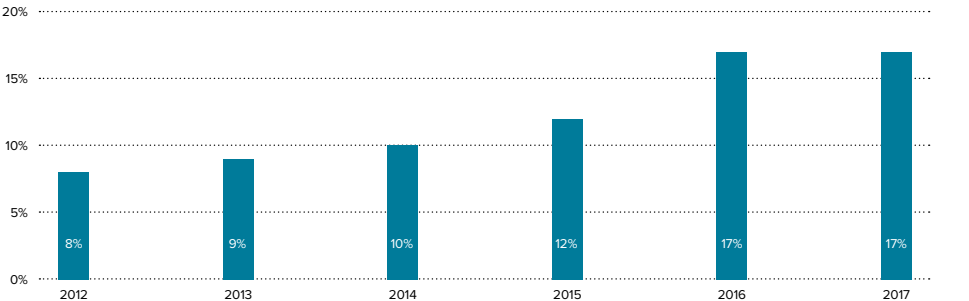
Societal impact, ethics, responsibility and sustainability are core themes in our doctoral research program, the Executive Doctorate in Organizational Change.

Ashridge’s specialist research center—the Center for Business and Sustainability, established in 1996—acts as a hub to support faculty to lead research aligned with the UN Principles for Responsible Management Education.

Over two decades, and in partnership with leading companies like Unilever, GSK, IBM, and HSBC, and networks like the UN Global Compact and the World Business Council for Sustainable Development, the Center has led research exploring how new challenges and demands on responsibility and sustainability are transforming the practice of management and leadership.



17% of Hult’s faculty have published research or made a conference presentation on research touching on PRME-related themes since 2012, up from 12% at the end of 2015.



A number of the most active Hult scholars researching on PRME-related themes include the following:

- |   |   |  |
|---|---|--|
| <b>Alessandro Lanteri</b><br>Social entrepreneurship and Impact investing | <b>Frederic Chartier</b><br>Financial inclusion in emerging economies                 | <b>Megan Reitz</b><br>Speaking Truth to power, mindfulness                       |
| <b>Amy Armstrong</b><br>Compassion at work                                | <b>Gill Coleman</b><br>Leadership and change for sustainability, gender               | <b>Nadine Page</b><br>Pro-environmental behaviour change                         |
| <b>Billy Desmond</b><br>Sustainability and Gestalt therapy                | <b>Gonzalo Chavez</b><br>Microfinance, corruption                                     | <b>Olaf Groth</b><br>Ethics and artificial intelligence                          |
| <b>Christopher Kummer</b><br>Bank scandals and shareholder value          | <b>Hari Mann</b><br>Responsible investment  | <b>Omar Romero-Hernandez</b> Lifecycle analysis, renewable technology            |
| <b>Daniel Rukare</b><br>Corporate Responsibility in developing countries  | <b>Joanne Lawrence</b><br>Responsible leadership                                      | <b>Patricia Hind</b><br>Leadership and responsibility                            |
| <b>David Lehr</b><br>Blockchain for social good                           | <b>Johan Roos</b><br>Responsible management education and governance                  | <b>Ted Ladd</b><br>Business models for renewable technology, base of the pyramid |
| <b>Erik de Haan</b><br>Ethics and executive coaching                      | <b>Maarten van der Kamp</b><br>Sustainable agriculture                                | <b>Vicki Culpin</b><br>Sleep and wellbeing                                       |
| <b>Eve Poole</b><br>Ethics, spirituality and banking                      | <b>Margaret Gearty</b><br>Leading change for sustainability                           | <b>Viki Holton</b><br>Women in leadership  |
| <b>Farzad Khan</b><br>Management and spirituality                         | <b>Mark Esposito</b><br>Circular Economy  | <b>Viktoria Dalko</b><br>Regulating stockmarkets                                 |
| <b>Fiona Dent</b><br>Women in leadership                                  | <b>Matthew Gitsham</b><br>Leadership and change for sustainability, global governance | <b>Yusuf Akbar</b><br>Corruption   |



Global Goals for Sustainable Development

The 17 UN Sustainable Development Goals (SDGs) provide a compass for Hult research.

2016-2018 PRME target	Progress	2018-2020 target
<b>Research</b> Grow the population of faculty making intellectual contributions with societal impact.	<div><div></div></div> <b>Achieved.</b> Proportion of faculty publishing on ERS themes increased from 12% in 2015 to 17% in 2017.	By 2020, grow the population of faculty making intellectual contributions on ERS-related themes.



Recent Research Projects And Publications



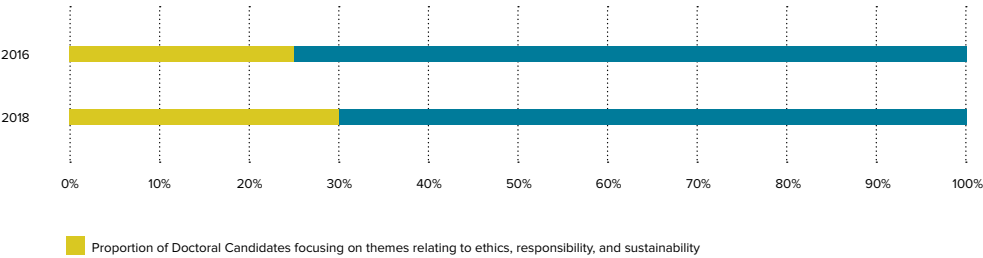
**Solomon's Code: Humanity in a World of Thinking Machines**

This new book focuses on navigating the ethical implications of artificial intelligence. The author, Hult professor Olaf Groth, was invited to speak about the research with both the French and German governments, as well as to give testimony to the California State Senate and Assembly.

**Corporate Leadership on Modern Slavery**

This partnership research between the Ethical Trading Initiative and Hult faculty Quintin Lake, Matt Gitsham, Nadine Page and Jamie MacAlister, based on engagement with over 70 companies, has stimulated investor campaigns and informed debates on Modern Slavery legislation in the U.K. and Australian parliaments.

**30% of our current doctoral students are pursuing research directly focused on PRME-related themes, up from 25% in 2016.**



**Case Study: Sustainability as Opportunity: Unilever's Sustainable Living Plan**

This teaching case by Hult's Professor Joanne Lawrence won the prestigious Case Center Award for 2018 "Best Case" in the Ethics and Sustainability category. The case also featured on the Case Center's list of the top 15 best selling cases in the Ethics and Sustainability category. The case has also been included in the newly published text, "Managing Sustainable Business" published by Springer in 2018.



Faculty development



A key part of embedding themes of societal impact, responsibility, and sustainability into our education work is ensuring faculty competence, i.e. that our faculty are knowledgeable and up-to-speed on these topics.

Every year Hult hosts an annual Faculty Summit at each campus where faculty from all programs, all courses, both full-time and adjunct, come together to discuss curriculum and course design, student assessment, and other academic issues. Recent faculty summits have included specific sessions and workshops focused on integrating PRME themes into teaching and research.

Faculty teaching core courses on the MBA, EMBA and Masters in International Business programs have been provided with class templates and readings on PRME themes that relate to those courses, as a basis to help them design classes on PRME themes as part of their course.



2016-2018 PRME target	Progress	2018-2020 target
<b>Faculty competence</b> Develop a plan of activities for sharing and growing faculty learning on integrating societal impact themes throughout the curriculum through a combination of recruitment and faculty development.	<div></div> <b>Partially achieved.</b> Some partial steps taken to improve faculty competence on teaching ERS themes related to their specialism.	Ensure ERS is explicitly built in to faculty recruitment, onboarding, development and review processes.





# Societal Impact Through Campuses And Operations

Hult's strategy is to locate campuses in modern buildings with high environmental performance built in by design. Many of Hult's campuses have been designed to very high environmental standards.

The Ashridge House campus, which has much older buildings, has had an active program of environmental improvement for several years and uses the ISO140001 Environmental Management System.

Ashridge Executive Education began the work to become certified to ISO14001 in 2007, and achieved certification in 2011.





GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT		
Hult International Business School contributes to several of the Global Goals through the way it manages its campuses and operations.		
GOAL #3	Ensure healthy lives and promote well-being for all at all ages.	
GOAL #5	Achieve gender equality and empower all women and girls.	
GOAL #6	Ensure availability and sustainable management of water and sanitation for all.	
GOAL #7	Ensure access to affordable, reliable, sustainable, and modern energy for all.	
GOAL #8	Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all.	
GOAL #12	Ensure sustainable consumption and production patterns.	
GOAL #13	Take urgent action to combat climate change and its impacts.	
GOAL #15	Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.	
GOAL #16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels.	

2016-2018 PRME target	Progress	2018-2020 target
<b>Campus management</b> Continue the environmental activities already being undertaken across all campuses, and establish an ongoing environmental data collection and monitoring process.	<div><div></div> <b>Partially achieved.</b> Environmental activities across all campuses continued, including Ashridge ISO14001 certification. An environmental data collection and monitoring process was established across the Hult campuses, but concerns surfaced about the reliability of the data collected over first two years.</div>	Establish reliable environmental data collection and monitoring process across all campuses.

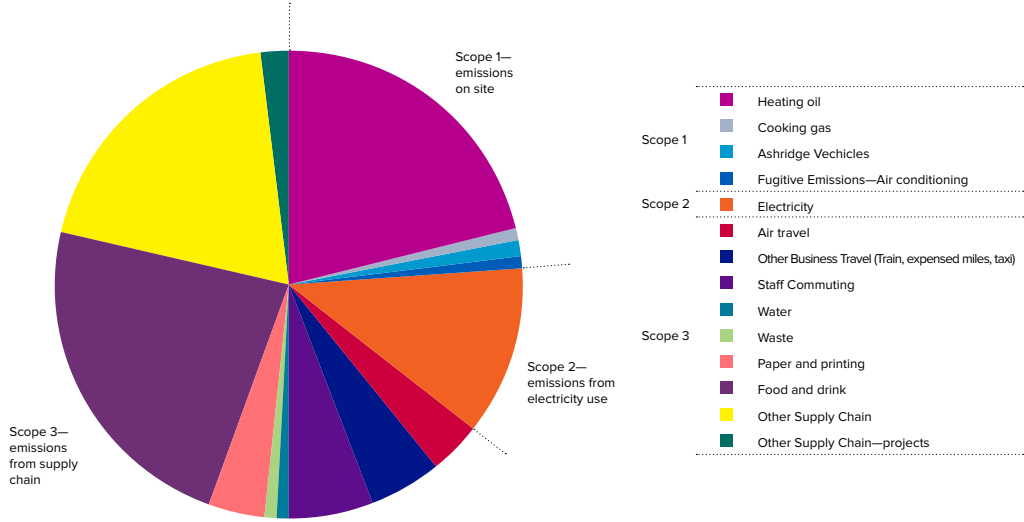
Energy and carbon footprint

Ashridge Executive Education has been measuring its carbon footprint and other data regarding environmental impact since 2006 as part of its ISO14001 accreditation.

A process to track and measure carbon footprints and other environmental performance data across all Hult campuses was initiated in 2016, but data collected so far has not been judged reliable enough to include in this report. We have set ourselves the target of establishing a fully reliable data collection and monitoring process by 2020.

As a result, this section of our PRME report includes relevant quantitative and qualitative performance data about the Ashridge campus, as well as qualitative data about all Hult campuses.

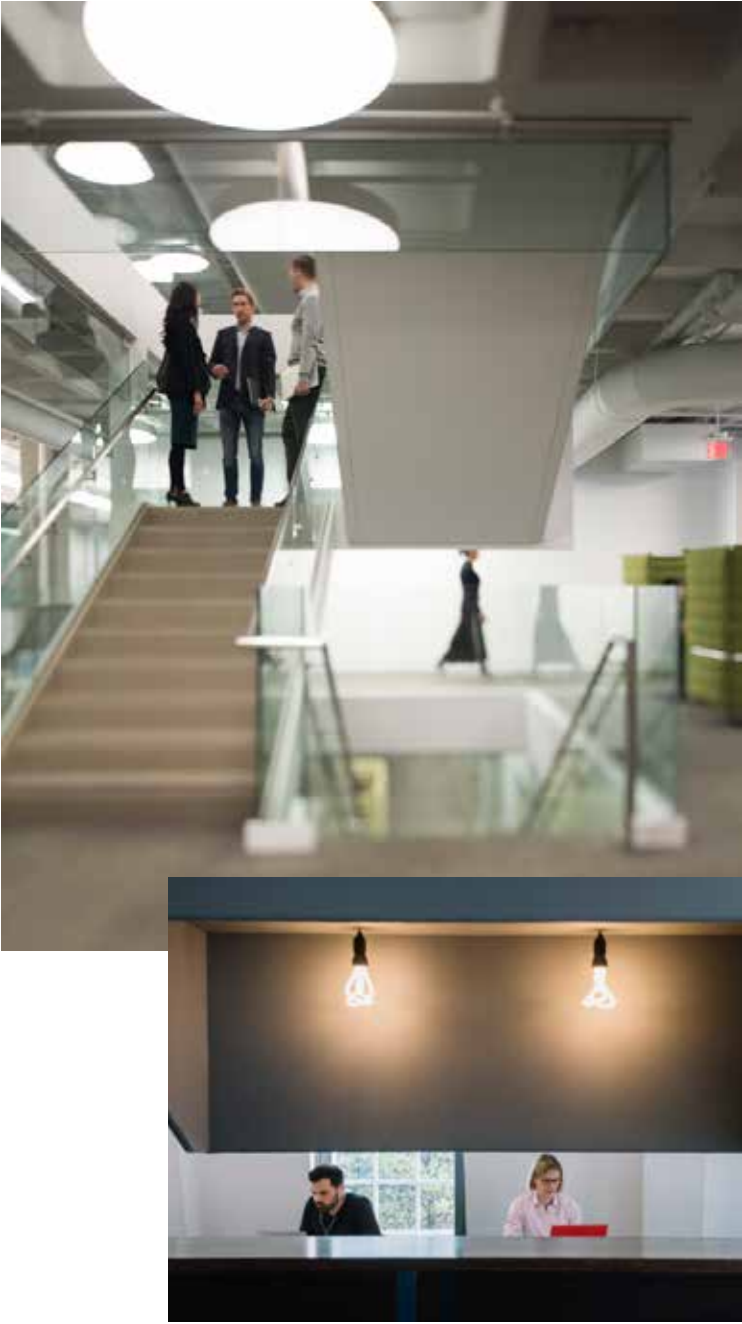
Ashridge Executive Education Full Carbon Footprint 2016-17



Ashridge has been measuring its overall carbon footprint since 2006 (looking at scopes 1, 2 and 3). Our major Scope 1 emission generated on campus is from burning heating oil. Overall our most significant emissions come from heating oil and electricity use, as well as the emissions embedded in our supply chain—particularly food and drink.

Since 2007, Ashridge has adopted carbon reduction targets in line with U.K. Government targets—a 34% reduction in emissions by 2020 and an 80% reduction in emissions by 2050. In 2014, in anticipation of the Paris Climate Agreement, Ashridge added a new target—to eliminate its Scope 1 carbon emissions by 2050.

Since 2006, Ashridge’s overall carbon footprint has reduced by 19%. The carbon footprint reduced by 2% between the 2015-16 and 2016-17 academic years.



Heating and electricity

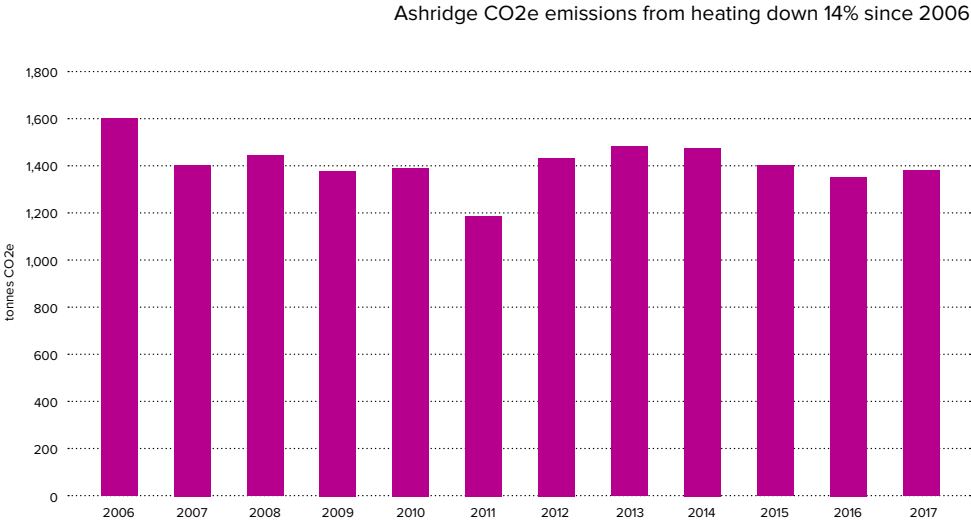
Numerous energy saving activities are in place across the Hult campuses:

- Boston: During the building renovation to create Hult’s Boston Campus, the entire building was fitted with LED lights and energy efficient building materials, resulting in substantial energy reductions. Perimeter lighting is fitted with a light sensor, so the lights only come on when there is not enough natural daylight. New high efficiency elevators and air conditioning have recently been fitted.
- London Postgraduate: The entire campus is fitted with low energy lightbulbs. Heating and air conditioning are on timers to improve efficiency.
- San Francisco: The heating, ventilation, and air conditioning system uses smart programing to reduce energy consumption. Team-room lighting is fitted with “Watt-Stopper”, which switches lights off when rooms are not being used. LED lighting for the entire campus is currently being evaluated.

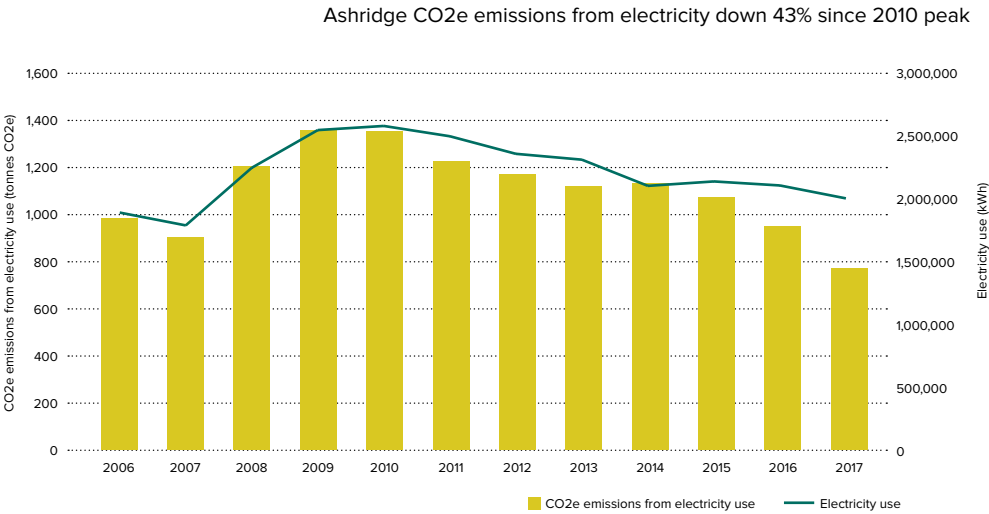
Carbon emissions from heating at the Ashridge campus have reduced by 14% between 2006 and the 2016-17 academic year. Between the 2015-16 and 2016-17 academic years emissions from heating oil rose by 2%. Energy savings have been made by investments in improved insulation, new boilers, and a building management system. Emissions from heating rose in the past year due to slightly colder average temperatures.

Carbon emissions from electricity use at the Ashridge campus have reduced by 43% since their peak in 2010. Electricity use at Ashridge has declined by 22% over this period and the rest of the emissions reduction has been achieved by the U.K. electricity supply becoming lower carbon. Significant investments have been made in motion sensors and LED lighting.

Ashridge CO2e emissions from heating oil use



Ashridge electricity use and CO2e emissions from electricity use







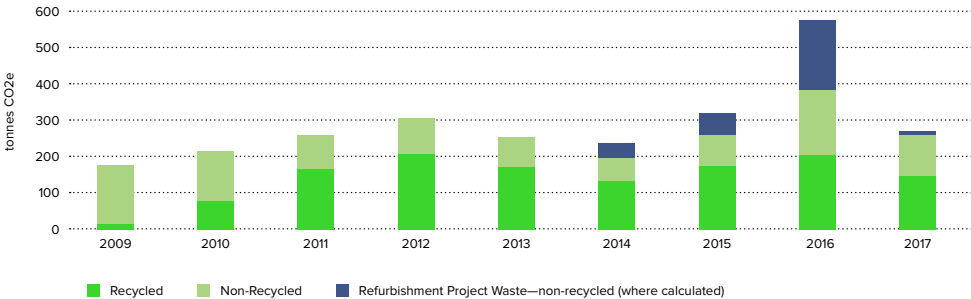
Waste and recycling

Waste and recycling activities are in place across all Hult campuses.

- Boston: Hult Boston’s restaurant, Little Lingo, uses biodegradable materials and has a robust composting program on-site.
- London Postgraduate: waste is sorted for recycling by cleaners. Cups for hot drinks are fully recyclable. All toners and cartridges are collected for recycling.
- Dubai and Shanghai: at the start of each year, students are given reusable water containers to eliminate the need for paper cups.
- San Francisco: Hult’s San Francisco campus is a member of the Levi’s Plaza Recycling program which currently diverts between 78% and 80% all collected waste from the landfill by either recycling or composting.

- Ashridge: The Ashridge campus has a target to reduce the overall weight of waste produced and a second target to increase the proportion of waste that is recycled. Unfortunately, total waste produced is up 45% since 2009, but the proportion of waste that is recycled has grown from 8% to 55% over the same period. A particular achievement in the past few years is a reduction in food waste by 69% since 2012. A recent project to start filtering and bottling our own water in glass bottles for teaching and conference rooms has reduced the number of plastic water bottles used from 8,300 per month to 2,400, saving a bit more than a tonne of plastic waste each year.

CO2e emissions from Ashridge waste

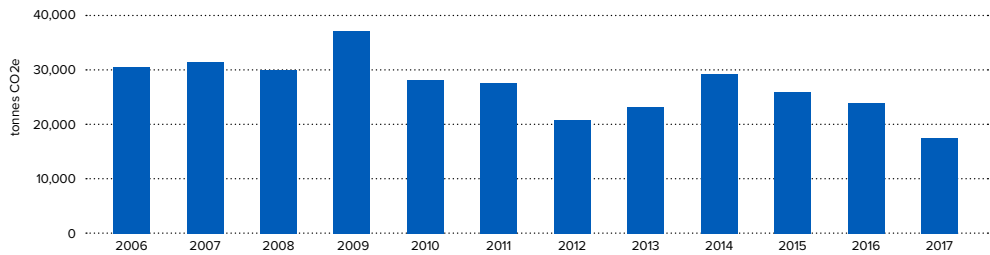


Water

Across our campuses, we have been taking action to reduce water use.

- Boston: water-saving devices fitted include low-flow toilets and urinals, and motion-activated faucets.
- London Postgraduate: a rainwater harvesting tank provides water for toilets and urinals.
- At Ashridge, water use has declined 53% since its peak in 2009, and declined 26% in the last year. Low flow showers, taps and toilets were fitted during the recent refurbishment of bedrooms.

CO2e emissions from Ashridge water use



Food

There is a substantial food provision service at Ashridge House. Food supply chains are complex and involve many ethical, responsibility, and sustainability issues. Concern for food provenance has become a bigger and bigger issue in recent years. Led by Head Chef Paul Patterson, Ashridge House has been using the Soil Association Food for Life Accreditation for sustainable food sourcing as a framework to improve sustainable food sourcing.



Key changes made:

- We have virtually eliminated processed products containing undesirable additives and trans fats (a handful of products still need to be changed).
- We have switched suppliers so that nearly all of our meat now comes from farms that meet minimum U.K. animal welfare standards. However, most of the pork we serve comes from the Netherlands and Denmark, where animal welfare standards are lower.
- We are already meeting requirements for fresh seasonal and local produce, sustainable fish, and serving meat and salt in moderation.
- We have switched to free-range eggs. Some sugar and all tea, coffee and bananas are now sourced via Fairtrade.
- We use organic flour for all our homemade bread, and we have increased the proportion of bread that is wholemeal.
- We have completed training in sustainable food for chefs and front of house staff.
- We have begun communicating with diners about seasonal produce and food provenance.
- We have introduced a once a week meat-free day in the staff dining hall.

	2014	2015	2016	2017
Additives & trans fats	●	●	●	●
75% freshly prepared	●	●	●	●
Meat comes from farms that meet minimum U.K. animal welfare standards	●	●	●	●
Eggs from cage free hens	●	●	●	●
Seasonal produce	●	●	●	●
Training for catering staff	●	●	●	●
No GM	●	●	●	●
Free drinking water	●	●	●	●
No fish from "Fish to Avoid" list	●	●	●	●
Info on display about food provenance	●	●	●	●
All suppliers apply food safety standards	●	●	●	●
Menus provide for dietary/cultural needs	●	●	●	●
5% Spend on Organic	●	●	●	●
15 Points from Free Range, "Fish to Eat", Fairtrade etc	●	●	●	●
Raw ingredients from local area	●	●	●	●
Raw ingredients from U.K.	●	●	●	●
Reducing plate waste	●	●	●	●
Serving meat in moderation	●	●	●	●
Veg or salad available with all meals	●	●	●	●
More than 50% of bread is wholemeal	●	●	●	●
Reducing salt	●	●	●	●
Fruit widely available	●	●	●	●

●

 Good progress

●

 On track with minor concerns

●

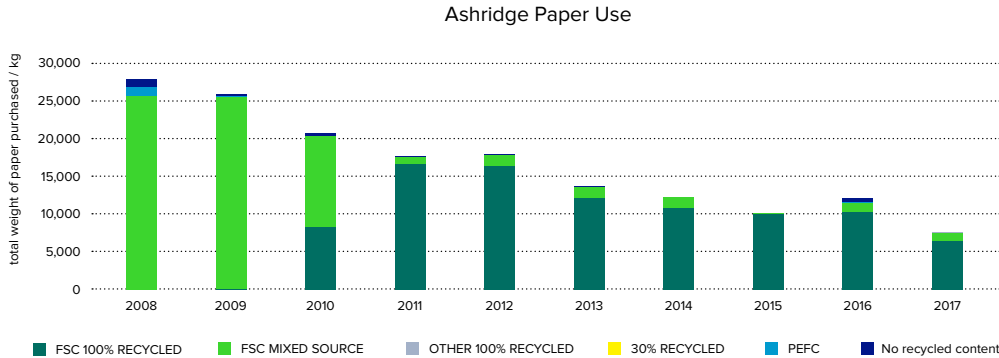
 Major action required



Paper

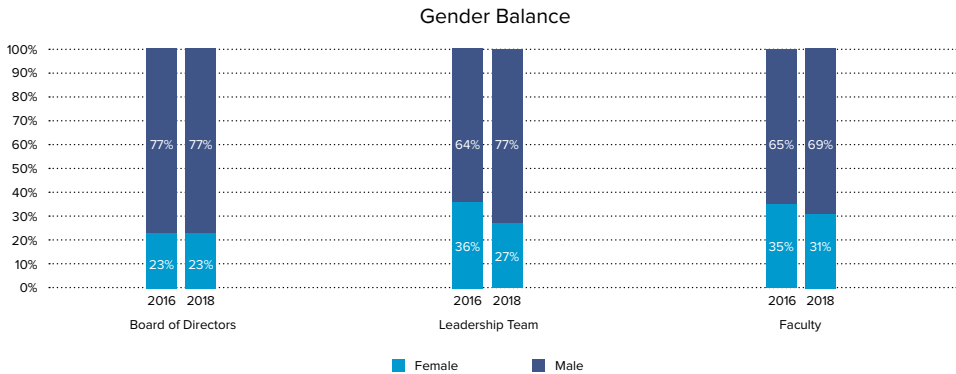
Ashridge paper use has declined by 73% since 2008, and now 84% of paper purchased at Ashridge is 100% recycled.

All paper purchased by the London Postgraduate campus is 100% recycled.



Diversity

Hult is committed to being an inclusive employer and aspires to advance gender equality and women in leadership.





Travel and Transport

The majority of Hult’s campuses are in city center locations, facilitating sustainable travel and commuting. Ashridge House’s rural location makes sustainable travel more challenging. In 2011, Ashridge amended its policy on lease cars for staff to require vehicles to have emissions of 120g / km or less, with stop/start technology. Ashridge’s travel policy also encourages staff to use alternatives to air travel when practical, such as video-conferencing and high speed rail.



Biodiversity

Ashridge House’s rural location, at the heart of the 5,000-acre Ashridge Park of historic woodlands and commons within the Chilterns Area of Outstanding Natural Beauty, presents a number of sensitive biodiversity issues.

In 2011, Ashridge adopted a new biodiversity policy clarifying the principles that inform how it manages its grounds, working to improve habitats for priority species like bees, butterflies, and bats.

We have worked with a local beekeeper to introduce beehives in the Ashridge Gardens: we now produce our own Ashridge Honey.

In 2013 we successfully secured funding from the U.K. Tree Council to replant the original orchard in the Ashridge Gardens. We worked with the Hertfordshire Orchard Initiative, the Dacorum Local Food Initiative, and the Tring Apple Fayre together with the 1st Warners End Scouts from Hemel Hempstead and pupils from Westfield Primary School in Berkhamsted to plant 60 fruit trees in National Tree Week in November 2013.

We now have apples, pears, plums, and cherries, with many local heritage varieties including Berkhamsted’s own apple, the Lane’s Prince Albert, Hemel Hempstead’s Brownlees Russet, the Aylesbury Prune, the Golden Transparent Gage, the Caldecott Pear, and the Nimble Dick Cherry.





A photograph of three people walking down a street in San Francisco. In the foreground, a man in a dark suit and blue jeans walks away from the camera, holding the hand of a woman in a black coat. Another woman in a light-colored trench coat walks slightly behind them. The street is lined with colorful, multi-story houses. In the background, the Transamerica Pyramid and other skyscrapers of the San Francisco skyline are visible under a clear blue sky.

# Societal Impact Through Global Leadership

Hult's core contribution is through its education and research, educating not just leaders of business, but leaders of the world. We also lead and support broader collective actions beyond our own school.

“The Hult Prize is how the world has to work in the 21st century”

**Bill Clinton**  
Former U.S. President



“Solving the world’s most pressing challenges is not just the right thing to do, it is also good business.”

**Ahmad Ashkar**  
CEO of Hult Prize



**The Hult Prize**

In 2009, an enterprising MBA student at Hult International Business School named Ahmad Ashkar had a compelling idea—leverage the crowd to generate start up ideas from young people to sustainably solve the world’s most critical social challenges. With the support of Hult, he acted on it. Today, the Hult Prize is the world’s biggest engine for the launch of for-good, for-profit start ups emerging from universities with over 2,500 staff and volunteers around the world. In nearly a decade, the movement has deployed more than \$50M USD of capital into the sector and mobilized more than one million young people to re-think the future of business as it continues to breed disruptive innovation on college and university campuses across 100 plus countries. The Hult Prize Foundation been called the “Nobel Prize for Students” and has been featured in a TIME Magazine Cover Story highlighting the “Top 5 Ideas Changing the World.”

The Hult Prize challenges young people to solve the world’s toughest issues by empowering them to make money, do good and make life better for millions of people through the creation of for-good, for-profit businesses. Through leveraging human capital, knowledge and the crowd like never before, the Hult Prize has helped launch socially-driven enterprises that share the common facets:

- Serve the world’s least fortunate
- Tackle humanity’s greatest challenges
- Pursue revenue and sustainability
- Use existing channels
- Create market efficiency
- Pursue large, untapped markets

Each year the Hult Prize team issues a big, bold challenge aligned with a market opportunity meant to inspire and enable the world’s brightest minds to solve its greatest social problems. A personal call to action is issued by a renowned challenger and broadcast widely through Hult Prize’s unparalleled network, reaching thousands of university students in more than 100 countries.

As students take on the challenge, learning opportunities abound through Hult-driven seminars, workshops, speakers and dedicated mentoring and coaching. University students are transformed into budding entrepreneurs, with viable business concepts, multi-disciplinary teams and a focused pathway to changing the world.



As the entrepreneurs are funnelled through a robust screening and selection process involving hundreds of independent and accomplished judges, they compete against fellow teams, refining their business “pitches”, improving and iterating their business models, and effectively creating the world’s largest crowdsourced arena for social and business innovation.

The best teams who emerge from the rigorous competition rounds are invited to one of the Hult Prize’s leading business accelerators: live-in work programs that leverage leading business, academic and legal experts who help transform these ideas into investment-ready start ups with management teams, business plans and prototypes in place.

Through a one-of-a-kind network of mentors, advisors and experts, the Hult Prize introduces start ups to potential customers and partners who can help grow the fledgling company’s core business activities, open new markets and develop the right advisory network to succeed.

The Hult Prize support extends beyond the annual competition cycle: the team takes personal interest in the start up’s success, and continues to see the burgeoning young company through additional rounds of financing and business expansion. In many cases, these start ups lead to the transformation of industries and the re-imagination of how business intersects with all its stakeholders—from investors to customers, from local communities to the world.

The Hult Prize is made possible through the ongoing support of the Hult family. Like Hult International Business School, the Hult Prize reflects the vision of Education First (EF) founder Bertril Hult of providing life changing education and transformative experiences to people everywhere.



	UN's SDGs	Hult Prize Challenge	Entrepreneur Winner
2010		Education	
2011		Clean Water	
2012		Energy Poverty	
2013		Global Food Crisis	
2014		Healthcare	
2015		Early Childhood Education	
2016		Doubling Income	
2017		Refugee Crisis	
2018		Harnessing the Power of Energy	Challenge in progress



GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT

With a decade of impact, the Hult Prize has crafted challenges and helped launch start ups that actively solve UN Sustainable Development Goals.



**Supporting global initiatives advancing Responsible Management Education**

Hult International Business School is a strong advocate of the UN Principles for Responsible Management Education and a Founding Partner of the Academy of Business and Society (ABIS) and works in partnership with other schools to champion both initiatives.

Professor Joanne Lawrence, along with MBA student Juanita Gonzalez, facilitated a session at the PRME Global Forum in New York in 2017 on how faculty can integrate the Sustainable Development Goals into the school's core curriculum and advance the concept of business as a transformative force.

Hult MBA students in Boston also made a powerful video for the Global Forum where they shared the insights they had gained from the course about the intersection of the UN Sustainable Development Goals and business, viewing the SDGs as not just social imperatives, but business opportunities.

Professor Matt Gitsham was the lead writer of the Outcome Statement for the 2017 PRME Global Forum, and also serves as a member of the steering committee of the PRME U.K. & Ireland Chapter.

Hult's Chief Academic Officer Professor, Johan Roos, represents Hult on the ABIS Supervisory Board.







# Progress Against 2014–2016 Targets And Targets for 2016–2018

# Progress Against 2014–2016 Targets and Targets for 2016–2018

Progress against 2016-18 targets and targets for 2018-2020

2016-2018 PRME target	Progress	2018-2020 target
<b>Strategy</b> Ensure societal impact is integrated into the school's strategy.	● <b>Achieved.</b> Responsible Management and ERS referenced in school's strategy, as well as Teaching and Learning Strategy and Research Strategy. Governance mechanisms around curriculum and research introduced/strengthened.	No target set.
<b>What we teach: Curriculum</b> Increase the proportion of required courses that include Learning Objectives (LOs) relating to societal impact across all undergraduate, postgraduate, and executive programs. (Subsequently amended to focus on curriculum rather than LOs)	● <b>Achieved.</b> Significant increase in integration of ERS themes into curriculum of core courses on MBA, EMBA and Masters in International Business. From 12% to 60% on MBA, from 8% to 43% on EMBA, from 10% to 60% on Masters in International Business.	By 2020, across undergraduate, postgraduate and executive education, increase the proportion of required courses that include ERS themes in the curriculum and in assessment.
<b>Who we teach: Student diversity and access</b> Develop a policy on overall goals regarding cohort diversity across all programs, with specific reference to gender, students from developing countries, and students from disadvantaged backgrounds.	● <b>Achieved.</b> Policy statement developed and agreed by Admissions Committee.	By 2020, achieve a minimum gender ratio average across all degree programs of 45-55%, with no degree program having less than 40% women or men in its cohort.  By 2020, develop and agree a formal policy on admissions and disabilities, including systematising and formalising processes for supporting students with disabilities.
<b>Research</b> Grow the population of faculty making intellectual contributions with societal impact.	● <b>Achieved.</b> Proportion of faculty publishing on ERS themes increased from 12% in 2015 to 17% in 2017.	By 2020, grow the population of faculty making intellectual contributions on ERS-related themes.
<b>Faculty competence</b> Develop a plan of activities for sharing and growing faculty learning on integrating societal impact themes throughout the curriculum through a combination of recruitment and faculty development.	● <b>Partially achieved.</b> Some partial steps taken to improve faculty competence on teaching ERS themes related to their specialism.	Ensure ERS is explicitly built in to faculty recruitment, onboarding, development and review processes.
<b>Campus management</b> Continue the environmental activities already being undertaken across all campuses, and establish an ongoing environmental data collection and monitoring process.	● <b>Partially achieved.</b> Environmental activities across all campuses continued, including Ashridge ISO14001 certification. An environmental data collection and monitoring process was established across the Hult campuses, but concerns surfaced about the reliability of the data collected over first two years.	Establish reliable environmental data collection and monitoring process across all campuses.
<b>Global Leadership</b> No target set		No target set.

● Achieved    ● Partially Achieved





# Selected Faculty Publications



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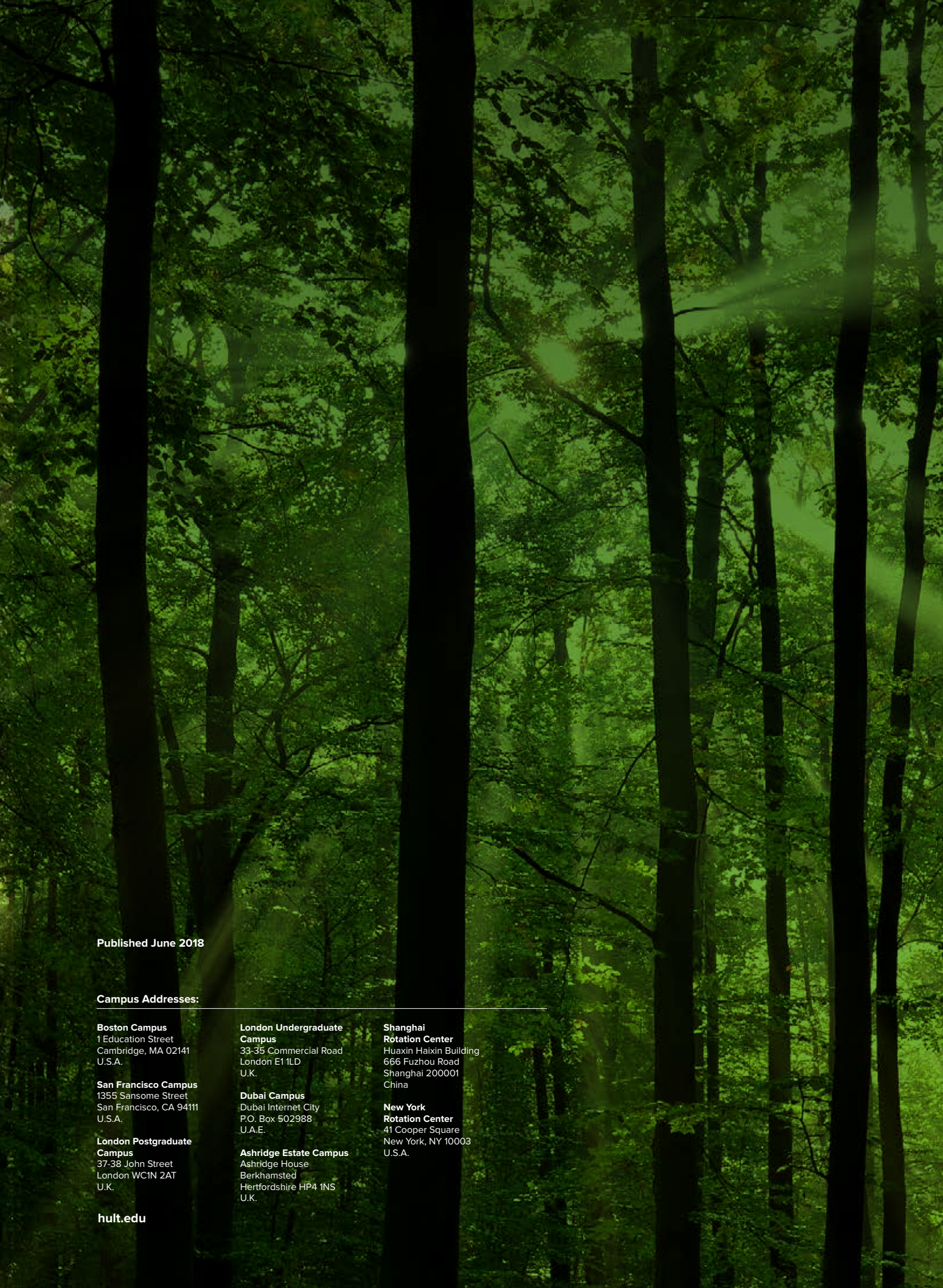
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