HULT
INTERNATIONAL BUSINESS SCHOOL

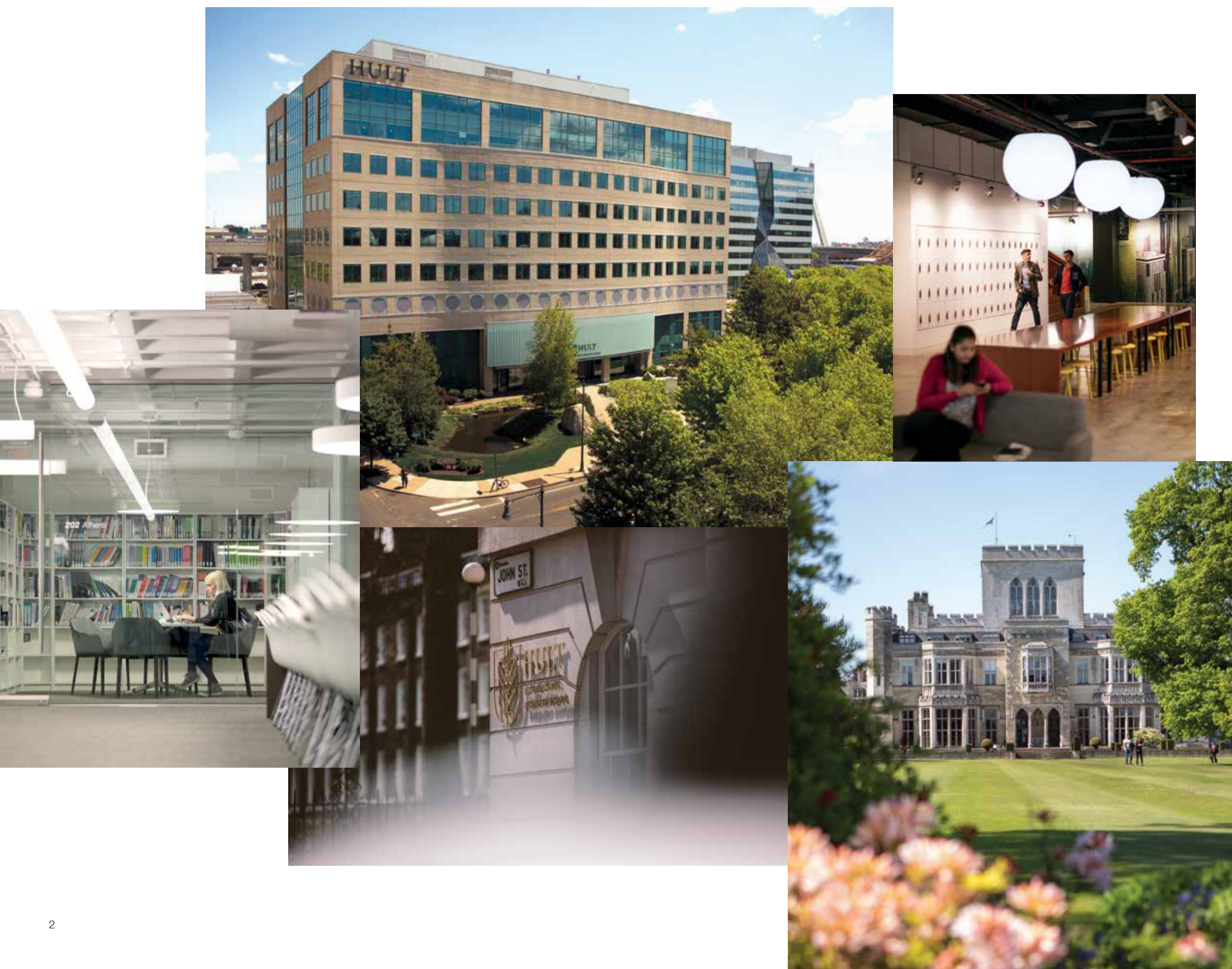Educating not just leaders of business,
but leaders of the world.

UN Principles of Responsible Management Education

2018-2020
Sharing Information on Progress Report

PRME Principles for Responsible
Management Education

THE GLOBAL COMPACT
WE SUPPORT

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About Hult

Hult is a new kind of non-profit business school that constantly innovates to meet the needs of students, employers, and society in a world that is changing faster than ever before. More than a business school, Hult is a dynamic and multicultural community that educates, inspires, and connects some of the most forward-thinking business talent from around the world.

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.

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.

Go beyond business

At Hult, we believe a business school should give you so much more than a degree. Our students graduate with a global network in place, the practical skills to make an impact from day one, a future mindset needed to thrive in a time of change, and lifelong learning opportunities so that they can stay on the cutting edge long past graduation.

Graduate into a global network

Build an international network by collaborating with students from around the world. Our students represent more than 160 nationalities and speak over 100 languages—you never know where your next contact, investor, or business venture will come from.

In demand with leading companies

Employers hire Hult graduates for their entrepreneurial attitude, curiosity, and international outlook. We specialize in helping international students find international jobs. In 2018-19, Hult graduates from our graduate programs accepted job offers at 825 companies in over 60 countries.

The future is lifelong learning

Change never stops, so your business learning shouldn't either. We empower you to be able to stay up-to-date with emerging trends by taking a complementary elective each year for the rest of your life.

Put theory into practice

At Hult, we believe you learn best by doing. As an integral part of your studies, you'll have multiple opportunities to apply your knowledge and skills by working in teams to solve real-world problems.

Accreditations and rankings

Hult is recognized by business education's three most prestigious international accrediting bodies: The Association to Advance Collegiate Schools of Business (AACSB International), Association of MBAs (AMBA), and EQUIS (The European Quality Improvement System). We are the first and only business school in the U.S. to achieve this triple accreditation, which is held by just one percent of business schools worldwide.

Executive Education

Hult Ashridge is a global network for the brightest executive talent to connect, learn, grow and share ideas. We're unique because we're embedded in business. We believe everything we do should deliver real results to individuals and organizations. We take time to understand your needs and tailor our programs to suit you. Our programs are led by business leaders, not just academics, who understand the reality of business, not just the theory. Through our immersive approach to learning, you'll be challenged, encouraged and inspired.

Research

Our strength lies in translating groundbreaking thinking into the practices that underpin our programs, to help organizations perform at the highest level and stay ahead of the game.

Our research falls into three themes, which reflect our existing research progress and also harness the school's differentiating advantage as a uniquely international institution, with students and faculty hailing from and teaching in different parts of the globe as a single community.

Creating Disruption highlights the strategies that anticipate, shape, and react to changes in international markets. What local or global events, technology, or scenarios enable or trigger a new strategy? How are strategies constructed, communicated, and implemented? How well do specific strategies perform, especially in multinational environments? How can strategies that are successful in one market be leveraged in another market that might be half way around the globe?

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.

Innovating Pedagogy focuses on developing new and creative approaches to teaching and learning to ensure impact in organizational and leadership settings. This includes the development of new teaching tools that can be used by teachers inside and outside of Hult.

Ethics, responsibility and sustainable development (ERS) are themes at the heart of each of these research challenges, as global social and environmental issues are creating disruption and driving the need to transform behavior through better leadership.

"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

2020 has been a year of disruption. The Covid-19 pandemic has revealed the fragility of society and taught us the need to improve our resilience. From accelerated climate change, racially motivated violence, hostile use of Artificial Intelligence, increasing geopolitical conflicts, an ever-widening gap between rich and poor, businesses today must think about their role within an increasingly complex 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, the diversity of the 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 UN for Sustainable Development Goals.

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, the Masters in International Business, and the undergraduate BBA 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 2020-2022.

We take our mission very seriously. 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.
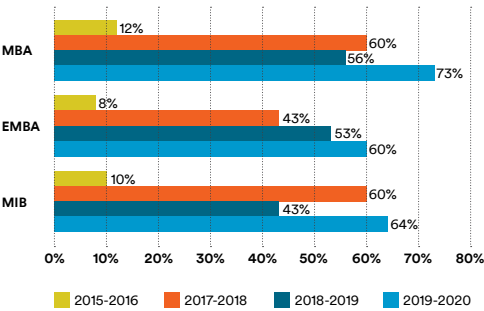
What we teach

We have achieved a significant increase in the integration of PRME themes into the curricula and assessment of core courses in our main management degree programs. 73% of the core courses on the MBA now include PRME themes, up from 12% in 2016.

We have also achieved a significant increase in the integration of PRME themes into the curricula of our executive education programs. PRME themes featured in 53% of our open enrollment executive education programs and 52% of our customized executive education programs.

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

MBA
- 2015-2016: 12%
- 2017-2018: 60%
- 2018-2019: 56%
- 2019-2020: 73%

EMBA
- 2015-2016: 8%
- 2017-2018: 43%
- 2018-2019: 53%
- 2019-2020: 60%

MIB
- 2015-2016: 10%
- 2017-2018: 60%
- 2018-2019: 43%
- 2019-2020: 64%

0% 10% 20% 30% 40% 50% 60% 70% 80%

▮ 2015-2016   ▮ 2017-2018   ▮ 2018-2019   ▮ 2019-2020

Research with impact

PRME themes have been explicitly integrated into Hult's three priority research focus areas: Creating Disruption, Transforming Behavior, and Innovating Pedagogy.

The proportion of our faculty publishing on PRME-related themes has grown from 23% in 2014 to 31% in 2019.

Global Leadership

300,000 students from around the world were involved in the 2020 Hult Prize, responding to that year's challenge to build bold businesses that have a positive net impact on the environment with every sale completed, dollar earned, and decision made.

Societal Impact: Mission, Governance, and Strategy

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."

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.

In addition to the immediate health and economic challenges associated with the Covid-19 pandemic, today's world is also faced with many other 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 Sustainable Development Goals 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. Additionally, Ashridge House (headquarters of Hult 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, celebrating diversity in race, culture, and sexual orientation, and ensuring access for those who are financially disadvantaged and those with disabilities.

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, and advancing diversity and inclusion among our staff, faculty and leadership.

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 two distinct strategy documents for the areas of Teaching and Learning, and Research. PRME strategic priorities are explicitly referenced in the Research Strategy. A process is currently underway to revise the Teaching and Learning Strategy, and ethics, responsibility and sustainability themes will be referenced in the revised strategy document.

2016-2018 PRME target	Progress		2020-2022 target
Strategy Ensure societal impact is integrated into the School's strategy. (No target set in 2018)	●	**Achieved.** Responsible Management and ERS referenced in school's strategy. Governance mechanisms around curriculum and research introduced/strengthened.	Ensure the integration of societal impact and ERS (and Teaching and Learning sub-strategy) is maintained whenever these strategies are reviewed and updated.

Our summary of the expectations of our stakeholders:

Stakeholder Group	Concerns and expectations regarding ethics, responsibility and sustainability (ERS)
Students	· Students want to know that their curriculum is up-to-date and relevant—this includes that it focuses on ERS themes. · Students expect our school to champion diversity in the curriculum, in the student body, and among staff, faculty and the school's leadership. · Most students assume campus operations will be run ethically and many expect high environmental performance from campuses.
Executive Education clients	· Corporate clients want to know that educational content is up to date and relevant—this includes that it focuses on ERS themes. · A significant proportion of Executive Education clients are specifically interested in ERS content. · Approximately 80% of customized Executive Education clients require ISO14001 certification as a precondition for tendering for work.
Regulators and accreditors	· Most national regulators have expectations regarding the societal impact of the school. · The U.K.'s QAA has specific expectations regarding the integration of ERS content into curricula, learning outcomes and assessment. · 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.
Higher Education Initiatives	· Initiatives such as PRME, ABIS and GRLI champion business schools taking a greater focus on ERS in curricula. · 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.
Employees	· 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. · Faculty and staff expect the school to champion diversity, equity, inclusion, and belonging.
Local community	· 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.
Society in general	· 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.

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

THE GLOBAL GOALS
For Sustainable Development

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

WHAT WE TEACH

GOAL #4 TARGET 7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

WHO WE TEACH

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 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.

SUSTAINABLE CAMPUSES

| 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 eco-systems, 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.

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 Curriculum Committee, the Teaching and Learning Committee, Admissions Committee and Academic Board. The 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 three priority research themes: Creating Disruption, Transforming Behavior, and Innovating Pedagogy. 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.
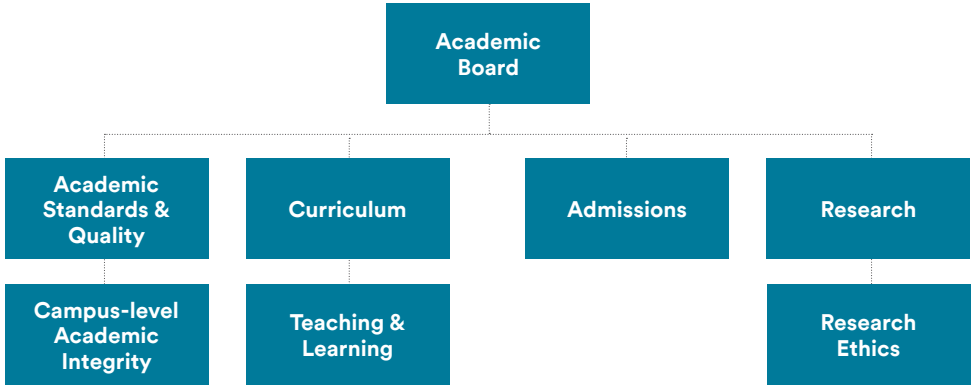
Spotlight: Diversity, Equality, Inclusion and Belonging at Hult

In the wake of the murder of George Floyd in May 2020, and the ensuing protests against police brutality towards black people that spread across the United States and internationally, Hult International Business School initiated a series of listening exercises to understand the experiences of Black people and people of color within the Hult community.

A number of listening and feedback conversations were organised with students, alumni and staff to listen and understand the experiences of our black community and community of color.

A diversity and inclusion task force has been created and a number of proposals for action within the Hult community have been made, shaped by the insights gained through the listening and feedback process.

These proposals are currently being discussed through a further series of feedback conversations with students, alumni and staff. After any further changes are agreed as a result of this process, these proposed actions will be communicated more widely.

At present, these proposals for action fall into three broad areas: People – how do we support this focus on diversity, equity, inclusion and belonging through staff and student support networks? Policies and procedures – what policies and procedures need to be put in place to prevent discrimination and ensure equity? And Programming – what programming needs to be put in place for education, professional development, and well-being support?

Updates on progress on these plans will be included within the next Hult PRME report in 2022.

In the meantime, we reiterate our belief that Hult is stronger the more diverse it is, everyone has the right to be themselves at work and school, and that we want Hult to be a genuinely welcoming home to people from a broad range of backgrounds. Diversity, equity, inclusion and belonging is a priority for Hult.

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Academic Standards & Quality	Curriculum	Admissions	Research
Campus-level Academic Integrity	Teaching & Learning		Research Ethics

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
Reporting Principles for defining report content	
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.
Reporting Principles for defining report quality	
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 and societal impact 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 60% 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.

A similar approach has been strongly encouraged with the undergraduate BBA program.

Example class templates with indicative readings were developed, and the initiative rolled out for the first time during the 2017-18 academic year.

Professors across the postgraduate and undergraduate programs are now also strongly encouraged to integrate PRME-related themes into the assessments students need to do on each core course.

Each year the course teaching and assessment materials are independently reviewed to monitor the proportion of core courses integrating PRME-related themes into their curricula and assessment, and this information is presented and discussed at Curriculum Committee and Academic Board.

The results of these initiatives can be seen on the following pages.

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.

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

Core Course	PRME-related themes covered
Leadership	• Responsible and ethical leadership • Skills for engaging with organizational stakeholder groups • Valuing diversity, building and leading diverse teams • Ethical issues and challenges when leading globally
Organizational Behavior	• Well-being, diversity and organizational behavior • Role of personal values in understanding organizational behavior/employee engagement • Leading change for Corporate Sustainability
Accounting	• Integrated reporting/social & environmental reporting • Ethics in accounting/fraud
Managerial Economics	• Limitations of GDP, happiness indices, natural capital/economics of ecosystems & biodiversity • Keynes vs Hayek/public policy to correct market failure • Development economics • Economic globalization: benefits and drawbacks for poverty and wealth
Operations Management	• Calculating carbon footprints • Circular economy • Human rights in supply chains
Financial Management	• Investor focus on responsibility and sustainability • Financial innovation and ethics (2008 crash) • Impact investing
International Marketing	• Base of the pyramid • Obesity, marketing and healthy lifestyles • Responsible marketing • Social marketing
Global Strategy	• Stakeholder approach to strategic management (Freeman) • Creating Shared Value (Porter)
Entrepreneurship	• Social entrepreneurship
Emerging technologies / Innovation	• Ethical aspects of emerging technologies • Governance of innovation/considering social/environmental issues in the innovation process
Future societies	• Anthropocene and climate emergency • Planetary boundaries
Data analytics	• Human right to privacy/data ethics

Hult Degree Programs

	Dedicated course on ERS themes?	Core courses that include ERS themes in the curriculum	Core courses that include ERS themes in assessment
Bachelor of Business Administration	● Yes	46% / 66% / 62%	29% / 55% / 47%
Full-time Global MBA	● Yes	12% / 60% / 56% / 73%	10% / 19% / 35% / 40%
Part-time Global Executive MBA	● Yes	17%	
Metropolitan Executive MBA	● Yes	8% / 43% / 53% / 60%	8% / 31% / 35% / 37%
Masters in International Business	● Yes	10% / 60% / 43% / 64%	5% / 15% / 11% / 32%
Masters in Finance	● No	40% / 33% / 64%	27%
Masters in International Marketing	● Yes	30% / 50% / 75%	10% / 29% / 45%
Masters in Business Analytics	● No	17% / 9%	18%
Masters in Disruptive Innovation	● No	38% / 82%	50% / 27%

● Yes   ● No   ▮ 2015-2016   ▮ 2017-2018   ▮ 2018-2019   ▮ 2019-2020

Hult Ashridge Executive Degree Programs

	Dedicated course on ERS themes?	Core courses that include ERS themes in the curriculum	Core courses that include ERS themes in assessment
Executive Apprenticeship MBA	● Yes	50% / 40% / 40%	5% / 15% / 15%
Executive Apprenticeship Masters in Leadership and Management	● No	22% / 22% / 67%	11% / 11% / 11%
Masters in Leadership (Quality Improvement)	● No		20% / 20% / 20%
Masters in Executive Coaching	● No	80% / 80% / 80%	40% / 40% / 40%
Postgraduate Diploma in Organizational Supervision	● No	33% / 33% / 33%	33% / 33% / 33%
Elite Coach Apprenticeship Scheme	● No	8%	
Executive Doctorate in Organizational Change	● No	33% / 33% / 67%	33% / 33%

● Yes   ● No   ▮ 2015-2016   ▮ 2017-2018   ▮ 2018-2019   ▮ 2019-2020

2018-2020 PRME target	Progress	2020-2022 target
Curriculum By 2020, across undergraduate, postgraduate and executive education, increase the proportion of required courses that include ERS themes in the curriculum and in assessment.	● **Achieved.** Steady increase in integration of ERS themes into curriculum and assessment across all core courses.	By 2022, 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 three compulsory courses entirely focused on PRME themes: **Exploring Self and Society**, **Design Thinking for Social Impact**, and **Socially-Responsible Business**. It is also compulsory to choose one elective on Ethics and Philosophy.

PRME-related themes also feature in core courses including **Navigating the Business Environment**, **Principles of Economics**, **Economic Theory and Application**, **Macroeconomics**, **Financial Accounting**, **Managerial Accounting**, **Principles of Management**, **Principles of Marketing**, **Principles of Entrepreneurship**, **Business and the World Economy**, **Emerging technologies**, **Future Societies**, and **Global Strategy**.

Of the core courses on the Boston campus, 65% include PRME-related themes in their curriculum and 60% include them in their assessment. Of the core courses on the London campus, 60% include PRME-related themes in their curriculum and 50% in their assessment.

Of the core courses on the San Francisco campus, 65% include PRME-related themes in their curriculum and 30% include them in their assessment.

The market expansion of Ekofolio – a blockchain-powered platform that is trading forest-backed tokens—was the consulting challenge undertaken by 50 undergraduates at the London campus. Due to their support, managers of Ekofolio were able to grow its business and improve its customer acquisition strategy.

Vestapak – a startup focused on eliminating single use plastic through reusable packaging – was supported by London undergraduate students with detailed market research and the design of a go-to-market strategy for their B2B and B2C clients in 2019. This resulted in increased confidence in the new service's launch and a stronger market presence for Vestapak, which magnified their social impact.

Spotlight: London Undergraduate Electives

The elective course **Sugar, Cotton, and Slaves** explores the ethics of slavery, mercantilism, imperialism and colonialism. It also considers the environmental impact of plantation agriculture. The students do an assignment where they assess the human and environmental cost of a modern consumer product.

The elective course **Global Human Rights** explores key concepts and debates concerning human rights and their role in securing justice, peace and stability on the international stage. Guest speakers have included George Vulkan, a Holocaust Survivor, Luca Ponzetta of the Ethical Trading Initiative – a multi-stakeholder initiative focused on labor standards in corporate supply chains, and Richard Howitt, former MEP, a key architect of the EU Non-financial Information Directive, and a representative of European interests in the UN Business and Human Rights Forum.

The elective course **Compassion, Human Suffering and the Ethics of Care** asks students to consider our rights and responsibilities towards one another as humankind and will explore the moral and ethical consequences of suffering, and compassion as a moral and ethical response to suffering. Guest speakers this year have included a series of key workers to share their stories of life on the front line during this time of crisis.

Integration of Ethics, Responsibility and Sustainability (ERS) in curricula and assessment in core courses on the undergraduate BBA program on different campuses in the 2019-20 academic year

	San Francisco		Boston		London	
	ERS in curriculum	ERS in assessment	ERS in curriculum	ERS in assessment	ERS in curriculum	ERS in assessment
Navigating the Business Environment	●	●	●	●	●	●
Financial Accounting	●		●	●		
Principles of Economics	●		●	●	●	●
Principles of Entrepreneurship	●		●			
Storytelling and Persuasion				●		●
Rhetoric and Argumentation					●	
Exploring Self and Society	●	●	●	●	●	●
Quantitative skills for business						
Emerging Technologies	●	●	●	●	●	●
Managerial Accounting						
Economic theory and application			●	●	●	●
Principles of Finance			●	●		
Principles of Management	●		●	●	●	
Principles of Marketing	●				●	
Introduction to statistics and data analysis	●					
Design thinking for social impact	●	●	●	●	●	●
Socially responsible business	●	●	●	●	●	●
Business law			●			
Global strategy	●				●	●
Future societies	●	●	●	●	●	●
TOTAL per campus	13/20	6/20	13/20	12/20	12/20	10/20
% of courses with ERS per campus	65%	30%	65%	60%	60%	50%

● ERS themes integrated

There has been a big increase in the integration of PRME-related themes across the core courses on the **Hult Global One-Year MBA** program—from 12% in 2015-16 to 73% in 2019-20.

For the 2019-20 academic year, PRME-related themes have been integrated into several core courses across the different campuses, as shown in the table.

The longstanding core course on **Business and Global Society** is organized around the intersection of macroeconomics 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.

For the **Organizational Behavior** course, themes of employee well-being and diversity and inclusion featured at the San Francisco, London and Dubai campuses – the Dubai course for example included focus on gender and LGBT and diversity and inclusion, #MeToo, personal values, power and politics and ethics, work-life balance, employee well-being, and how all these linked to corporate purpose. In San Francisco, the **Managerial Economics** course discussed market failure and the role of government, and climate change and inequality. In Dubai, this course included a focus on inequality, as well as problems with GDP and alternative measures of success. For this course, on both these campuses, questions on these themes featured in the final exam.

For the **Marketing** course, the Boston campus featured a class on CSR and an assignment on NGO campaigning, and the San Francisco and Dubai campuses both featured classes on Bottom of the Pyramid. The **Operations** course in Dubai and San Francisco featured classes on sustainability. At the Dubai campus, the **Strategy** course for example included a class focused on Creating Shared Value, and the **Leadership** course asked students to develop a Personal Development Plan that included a focus on responsibility, personal values and social impact. At the San Francisco campus, the **Accounting** course included a class on Integrated Social and Environmental Reporting.

A core part of the MBA curriculum is the **Future Mindset and Challenge** course. This capstone project asks students to see opportunity in uncertainty and imagine a future that doesn't yet exist. Using a creative mindset and emerging technologies, they propose ways that business can make that future a reality. Several of the 2020 proposals made related to ERS topics and SDG goals:

· SDG#2 Hunger: As Covid-19 has led to chronic food shortages and high prices even in advanced countries like Korea, this team proposed using Artificial Intelligence (AI) and the Internet of Things (IoT) to create "Smart farms" that would improve farmer's productivity.

· SDG#3 Health and Well-being: Shocked by the lack of health information in Latin America brought to light by Covid, students used the IoT to collect real time health data to create a 'snapshot' that enables countries to focus on 'proactive prevention rather than forced reaction,' Another team, addressing depression—a disease that is expected to be the second most common illness by 2030 among the younger generation—looked at the role of technology in supporting a system of well-being that could save lives.

· SDG#6 Clean water: Given shortages of water in many part of India, one team proposed an IoT /AI led-infrastructure that would collect data and monitor consumption, enabling officials to redirect water where needed.

· SDG#7 Clean Energy: Given the lack of access to electricity across much of Africa, Bonisago uses AI to support bringing affordable solar power to Lesotho.

· SDG#12 Responsible Consumption: Seeking to address plastic pollution, this team combined AI, blockchain, and IoT to create a gamefied app, rClean Stream, that rewards users for returning their plastic bottles to a reverse vending machine where the plastic is recycled.

Integration of Ethics, Responsibility and Sustainability (ERS) in curricula and assessment in core courses on the Global One-Year MBA program on different campuses in the 2019-20 academic year

	San Francisco		Boston		London		Dubai		Metropolitan	
	ERS in curriculum	ERS in assessment	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 Development 1	●	●	●	●	●	●	●	●	●	
Organizational Behavior	●	●			●	●	●	●		
Accounting	●		●		●		●			
Managerial Economics	●	●			●		●		○	○
Marketing	●		●	●	●		●			
Data and Decisions			●	●	●	●	●			
Leadership Development 2									○	○
Operations	●		●				●	●	○	○
Financial Management	●	●			●		●	●		
Business and Global Society	●	●	●	●	●	●	●	●	○	○
Strategy	●				●		●		○	○
Future Mindset and Challenge							●	●	○	○
TOTAL per campus	9/12	5/12	6/12	4/12	9/12	4/12	11/12	6/12	1/6	0/6
% of courses with ERS per campus	75%	42%	50%	33%	75%	33%	92%	50%	17%	0%

● ERS themes integrated   ○ Course did not run

Spotlight

In the required core **Business and Global Society course** on the **Global One-Year MBA**, 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: Uber helping to reduce violence against women by providing both a service and income focused on women in South Africa; Sucroal S.A. bringing education on wheels to migrant workers' children in Colombia; addressing gender equality by a FMCG company partnering with a local producer to make sanitary napkins accessible and affordable in rural areas of India; creating an ecosystem of partners – from Waste Management to 3D printing - to develop affordable homes in Dhaka, Bangladesh; engaging a marine engineering and dredging company in a cost-effective system to remove plastics from the North Atlantic and then recycle and resell them; proposing that textile manufacturer Inditex create a sustainable clothing manufacturer in the Zaatari refugee camp in Jordan and that the 100-year old Grupo Herdez food company develop a highly nutritional supplement to address malnutrition and child obesity in Mexico, to recommending an alliance between BASF and BMW to rescue children from mining mica in India.

Spotlight

In the **Social Innovation elective course** on the **Global One-Year MBA**, 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. The challenges are always formidable, and in 2020, were exacerbated by Covid-19.

Students supported the UNDP's Youth Leadership Program, "Innovation for Sustainable Development" by applying course concepts such as theory of change and social marketing to help aspiring entrepreneurs to progress their ideas on how to improve society into fledgling enterprises. Among the many challenges addressed by the students were building awareness and creating solutions to environmental challenges in Tunisia, encouraging a whole new generation of fig growers and advancing agriculture in Iraq, addressing issues of youth unemployment in Lebanon, introducing toilets that educate about sanitation in Jordan and creating a yoghurt factory in Somalia.

In Tunisia, one entrepreneur created a free mobile application – Awareness+ – to raise awareness of sexually transmitted diseases and provide free testing information through a partnership with a public prevention center. But how could he reach the relevant population? In Iraq, as one young woman saw fear of using plastic bags mount with the Covid-19 pandemic, she designed an eco-friendly, washable cloth bag to address both disease transmission concerns as well as plastic pollution. She employed local women, just a few of the country's 30.4% unemployed women. Her challenge: in a country that ranked 152 of 189 on environmental issues, how could she attract and educate consumers on the bags' bigger message?

Our **Global Executive MBA** is a two year program designed for working professionals. There has been a big increase in the integration of PRME-related themes across the core courses on the Global Executive MBA program—from 8% in 2015-16 to 60% in 2019-20.

For the 2019-20 academic year, PRME related themes have been integrated into several core courses across the different campuses, as shown in the table.

The core course on **Business and Global Society** is organized around the intersection of macroeconomics 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.

For the **Leading Globally** course, at the Dubai campus, this course featured a focus on the ethical challenges of leading globally and examined of Ikea in Saudi Arabia.

For the **Leading with Personal Impact** course, in Dubai this course asked students to develop a Personal Development Plan that included a focus on responsibility, personal values and social impact. In London, this course included a focus on authenticity and values-based leadership, and in Boston on the ethics of leadership.

The **Financial Management** course included a class on the circular economy in London and the **Operations** course in Dubai included a class on cradle-to-cradle, as well as human rights issues in supply chains.

The **Leading for Innovation** course included a focus on ethics and governance in innovation in London and Boston. The **Leading Change** course included a case on leading change on gender diversity in London.

The **Managerial Economics** course in Dubai included a focus on the limitations of GDP as well as market failure and government intervention, discussing debates between Keynes and Hayek. At the Dubai campus, the **Strategy** course included a class focused on Creating Shared Value.

Spotlight: EMBA Assignments and ERS at the Dubai campus

Accounting: Students are required to watch the film Enron: The Smartest Guys in the Room, and respond to the following: Which wrongful/unlawful accounting practices your company/department/business could engage with? Explain clearly how those practices could have a beneficial impact in either the P&L, the Balance Sheet, or the Cash Flow Statement. State why your company/department/business should not engage in such practices and what would be potential consequences of doing so.

Managerial Economics: Essay assignment: "Economic inequality is the macroeconomic challenge of our time". Discuss.

Operations: Case analysis assignment: At least one of the areas analyzed should address the area covered in the section of the syllabus that presents issues around 'Cradle-to-cradle design and the circular economy, and human rights in global supply chains'.

Integration of Ethics, Responsibility and Sustainability (ERS) in curricula and assessment in core courses in the Global Executive MBA on different campuses in the 2019-20 academic year

	Boston		London		Dubai		Online	
	ERS in curriculum	ERS in assessment	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	3/8	1/8	7/12	2/12	8/12	8/12	5/6	3/6
% of courses with ERS per campus	38%	13%	58%	17%	67%	67%	83%	50%

● ERS themes integrated   ○ Course did not run

There has been a big increase in the integration of PRME-related themes across the core courses on the **Hult Masters in International Business**—from 10% in 2015-16 to 64% in 2019-20.

For the 2019-2020 academic year, PRME-related themes have been integrated into several core courses across the different campuses, as shown in the table.

The **Ethics in Business** core course is entirely focused on ethics, responsibility and sustainability themes.

As part of the **Leadership** course at the Dubai campus, students were asked to develop a Personal Development Plan that included a focus on responsibility, personal values and social impact. The **Accounting** course in San Francisco included a class on Integrated Social and Environmental Reporting. The **Economics** course in both Boston and Dubai included a focus on the limitations of GDP as a success measure and public policy target, and at the Dubai campus, this course also looked at market failure and government intervention, discussing debates between Keynes and Hayek, and also considered ethical issues in supply chains related to the sourcing of chocolate and palm oil.

For the **Marketing** course, in Boston, San Francisco and Dubai, there was a focus on marketing and sustainable development, with San Francisco also focusing on Base of the Pyramid, and Boston on marketing ethics. In Boston, this course also included an assignment on marketing and sustainable development. The **Data and Decisions** course included a focus on the ethics of big data at the San Francisco campus. The **Strategy** course in both San Francisco and Dubai included a class on Creating Shared Value.

Just as in the MBA program, a core part of the Masters in International Business curriculum is the capstone **Future Mindset and Challenge**. This final project asks students to see opportunity in uncertainty and imagine a future that doesn't yet exist. Using a creative mindset and emerging technologies, they propose ways that business can make that future a reality. Representative projects in 2020 that related to ERS topics and SDG goals included:

- SDG#3: Health and Well-being: Up to 25% of the 1.2 billion people aged between 10-19 experience mental health diseases, often leading to suicides and self-harm. This team proposed using artificial intelligence (AI) and gamification to build awareness and help detect mental disorders in adolescents sooner, thereby enabling them to get care, and improve the quality of life for both teens and their families.

- SDG#3: Health and Well-being: The safety and security of women is a big issue in many countries. This team targeted Brazil due to its high femicide and rape rates. They created a wearable device for women that would detect their heart rates and voice patterns which change in times of danger. The information and location is then transmitted to nearby emergency services who then come to the women's rescue.

- SDG#4: Education: More than 1.2million students drop out of high school every year in the U.S., and never really recover in terms of their future earnings and social stability. This team's solution is "AitAro", an interdisciplinary approach that involves teachers and students, and incorporates IoT and AI to create relevant content for students that reflects their aspirations, opportunities and learning disabilities, thereby encouraging students to stay in school and reduce drop out rates.

- SDG#12: Responsible Consumption: Through its clever use of AI, the Wasted Waste Watcher (WWW) provides a method of accountability and a way to encourage consumers to change their behavior. The www app helps to sort the trash collected to build a waste footprint profile for the client, incentivizing them to reduce their waste and in so doing, lower their waste service costs. (Other innovative projects addressing waste used technology creatively to tackle the growing problems created by E-Waste and Food Waste.

- SDG #13: Climate Action: This team focused on the issue of CO2 emissions in the aviation industry, especially in the U.S. They used AI and IoT to connect the control tower, terminals and the planes themselves, creating a tech-driven 'CEO/manager' of the terminal focused on emissions. The software monitors air traffic effectively, and optimizes handling of aircraft volume to reduce the unnecessary burning of fuel. It also reduces operation costs for airlines and increases profit for airports in the industry level.

Integration of Ethics, Responsibility and Sustainability (ERS) in curricula and assessment in core courses in the Masters in International Business on different campuses in the 2019-20 academic year

	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 Development 1	●	●			●	●	●	●
Accounting	●	●						
Macro / Global Economics			●		●	●	●	
Marketing	●		●		●		●	
Data and Decisions	●		●		●		●	
Ethics in Business	●	●	●	●	●	●	●	●
Leadership Development 2					●			
Project planning and execution			●				●	
Financial Management					●			
Strategy	●	●					●	●
Future Mindset and challenge	●	●				●	●	
TOTAL per campus	7/11	5/11	5/11	1/11	7/11	4/11	8/11	3/11
% of courses with ERS per campus	64%	45%	45%	9%	64%	36%	73%	27%

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. The program includes a compulsory course on **Marketing in Society**. PRME-related themes also feature in core courses including **Leadership, Customer Journey, Marketing Strategy and Execution, Marketing Analytics and Insights, Sales and Business Development, Digital Media and Communications, Innovation and New Product Development, Brand Management,** and **Future Mindset.**

Of the core courses on the Boston campus, 80% include PRME-related themes in their curriculum and 30% include them in their assessment. Of the core courses on the London campus, 70% include PRME-related themes in their curriculum and 60% in their assessment.

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 Introduction to **Financial Management, Corporate Finance and Valuation, Modeling and Analytics, Behavioral Finance, Investments, Portfolio Management** and **Future Mindset.**

Of the core courses on the Boston campus, 64% include PRME-related themes in their curriculum and 27% include them in their assessment.

Students start the one-year **Hult Masters in Business Analytics** in San Francisco. Ethics, data and privacy themes feature in curricula of one of the 11 core courses (9%) and feature in assessments in two of the core courses (18%).

Students start the one-year **Hult Masters in Disruptive Innovation** in San Francisco. PRME-related themes feature in curricula of nine of the 11 core courses (82%) and feature in assessments in three of the core courses (27%). Themes include: global social and environmental challenges, the circular economy, innovation for social and environmental impact, ethics of consulting, data governance, privacy and regulation, social risk and opportunities for social impact in Fintech, ethics, responsibility and governance in managing emerging technologies, and ethics and machine learning.

Hult Ashridge Executive Degree Programs

On the **Executive Apprenticeship MBA program**, there is a core course on **Developing Sustainable Business Practice**, and PRME-related themes feature in **Creating Strategic Value, The Future of Work, Effective Leadership, Business Finance, Driving Innovation, Digital Transformation, and Brands and Branding.**

The **Executive Apprenticeship Master in Leadership and Management** is a 100% online course. Six of its nine core courses include PRME-related content— **Leadership, Leading Change, Operations, Innovation, Strategy, and Value Creation.**

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, 40% are pursuing research inquiries on PRME-related themes.
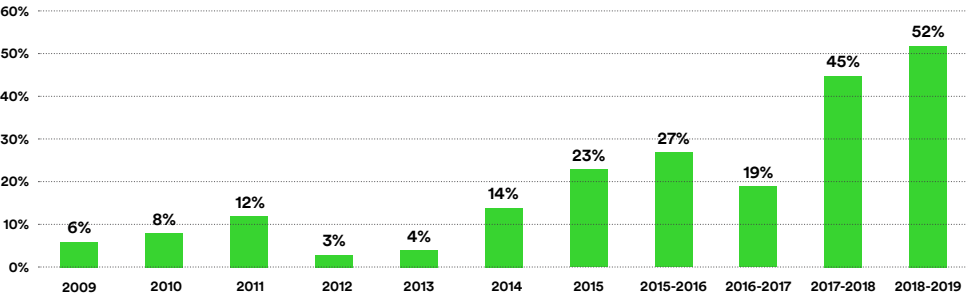
Hult Ashridge
Executive Education

Work has been undertaken for a number of years to increase the integration of ethics, responsibility and sustainability themes into the curricula of open enrollment and customized executive education programs.

Proportion of open enrollment executive programs that include a focus on ethics, responsibility and sustainability
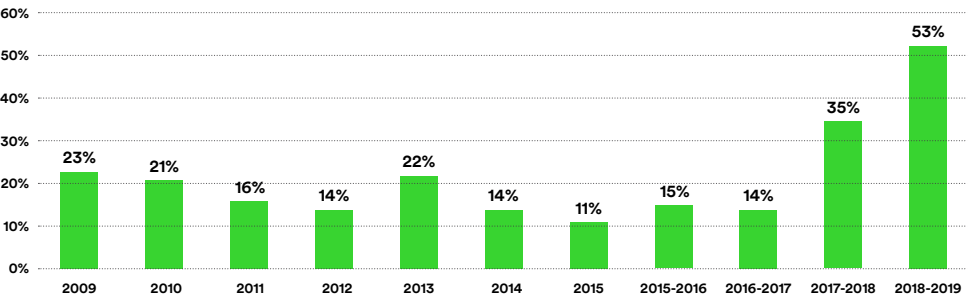
Proportion of customized executive education programs that include a focus on ethics, responsibility, and sustainability

Note: From 2009-2015, the reporting period was calendar year to coincide with the previous Ashridge financial year. From October 2015 onwards, the reporting period is October-September, to coincide with the Hult financial year.

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 2018-2019 academic year, with these themes featuring in 53% of open enrollment programs and 52% of customized executive education programs.

Work is continuing to systematically embed consideration of societal impact, sustainability and responsibility into the design process for new client work. In 2018-19, this work has been taken forward through a workstream called "The

Hult-Ashridge Curriculum: Developing 21st Century Capabilities" where, through a series of workshops and discussions, faculty and clients have worked to think through how best to develop the core capabilities humanity needs to successfully rise to the grand challenges of the 21st century and foster new forms of wealth, health and well-being. This has supported the development of new learning programs, psychometric tools and evaluation frameworks.

Leadership in Action

One of Hult Ashridge's flagship leadership development open enrollment programs—**Leadership in Action**—is an immersive simulation reproducing real-life scenarios which enable participants to learn key leadership lessons and practice their responses to extremely challenging situations. In 2018-19 this program was fully redesigned to draw on Hult's most recent research on leadership and sustainability and responsibility and enable participants to reflect on and develop key leadership capabilities for leading in organizations and society towards achieving the UN Sustainable Development Goals.

The Transformational Leader

Another of Hult Ashridge's flagship leadership development open enrollment programs—**The Transformational Leader**—takes participants through a series of stretching transformational experiences. This program embraces nature-based learning, culminating in a reflective day immersed in the natural eco-system of the Ashridge forest.

Strategies for Growth and Innovation

This open enrollment executive education program supports participants to explore approaches for the successful implementation of innovation strategies and culture. One means it employs for achieving this is through an immersive challenge to develop solutions to the food waste challenge in our society

Supporting leadership development in healthcare

Through its work, Hult Ashridge also helps strengthen the leadership capability in key institutions in society with central roles to play in achieving the UN Sustainable Development Goals, such as the healthcare sector.

The partnership between Hult Ashridge, Diabetes U.K. and Novo Nordisk **Collaborating to Develop Clinical Champions for Diabetes** has received critical praise as an innovative collaboration between the NHS, industry and the patient organization demonstrating clear benefit to both patients and the healthcare system. The partnership has won a number of awards, including the overall winner of the EFPIA Health Collaboration Award in 2018 and a Gold winner at the EFMD Awards in 2017, and a finalist in the Health Sector Journal Partnership Awards 2018 and Business Charity Awards 2018.

Hult Ashridge Client Director Dr Guy Lubitsh commented on the EFPIA award: "It is wonderful to be recognized for leading this ambitious initiative to address problems associated with diabetes, as it impacts so many lives around the world. I have enjoyed bringing together a unique partnership across organizational boundaries and a thriving community of clinical leaders who are passionate about changing services. It was inspiring to see such an astonishing effect on the system without adding any extra resources."

Hult Ashridge Webinar Series: Leadership for the future

Hult Ashridge also takes the opportunity to facilitate and support dialog among different actors in society on critical issues related to global social responsibility and sustainability. As part of its response to the Covid-19 pandemic, Hult Ashridge organized a series of leadership webinars for organizations to support managers to adjust to the turbulence associated with the pandemic, and to help think about the future.

The concluding webinar in this series – Navigating a New Future: Leadership for a Sustainable Recovery – focused on proposals for a Green New Deal and the potential for government stimulus packages that could help support recovery and advance achievement of the UN Sustainable Development Goals, and why and how business leaders might support calls for such actions.

Extra–Curricular Activities

Our campuses have a thriving network of extracurricular 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.

Some are campus-wide, like membership in Net Impact, and the Hult Fun Run which raises money for local charities such as the Jimmy Fund that supports cancer research in Boston.

A few examples from the 2018-2020 academic period include the following:

Boston

The Sustainable Futures Club hosted America Recycles Day dedicated to promoting and celebrating recycling in the United States. America Recycles Day allowed students to experience effective ways to repurpose materials that are generally sent to a landfill. The Sustainable Future Club also worked with our campus dining partner to create a better recycling system within dining facilities on campus.

The Business for Impact Club promoted business as a powerful tool and force for positive social and environmental change, engaging students in their journey for impact to change the world. The Club held networking events to connect students, entrepreneurs, and businesses focused on creating a positive social and environmental impact, and led students in reflecting and discussing how traditional business could change to have greater impact.

Women+ In Business strives to create an equal and comfortable playing field amongst genders. Women+ In business equips their members with skills to reach their maximum potential while overcoming common barriers faced by women in the business field.

Impact Investing Club hosted workshops to help students build the knowledge and technical skills needed to be an informed impact investor. They promoted understanding and awareness of the opportunities that pressing social and environmental problems present for investors.

LGBTQ+ and Allies worked toward creating a more accepting environment for all students on campus regardless of sexual orientation or gender identity through education, support, social action, and advocacy. LGBTQ+ and Allies created a more inclusive environment through the education of their peers about how to be an effective ally.

Volunteering Club lead multiple service events on campus, such as Operation Christmas Child and a clothing drive to allow their classmates to experience service while remaining on campus. In addition, they went into the Greater Boston community to complete services trips to the Boston Red Sox Food Pantry. The Volunteering Club raised over $700 for Habitat for Humanity: upon the cancellation of their Habitat for Humanity trip due to the Covid 19 lockdown, they donated all fundraising to the organization.

Innovation Day was created and implemented by the student club, INNO Crew. It featured numerous businesses demonstrating their sustainable and socially conscious products at a fair event during the day. The day was capped off with a panel discussing disruptive innovation and how it can be used to solve social and environmental problems currently faced by the world.

External & Community Partnerships Student volunteers at TEDxYouth@Beacon Street supported teen activism by providing a platform for energizing young changemakers through talks, media, performances and exhibits.

Dubai

Activities at Hult's Dubai campus tap into students' desire to engage both locally and globally. Students volunteer in their community, address global issues such as poverty and development, and deliberately seek the dynamics posed by working cross-culturally. The following provides a glimpse of activities during 2018-2020:

Dubai Cares' Walk for Education strives to break the cycle of poverty by ensuring all children have access to quality education. Each year, Hult students joined more than 14,500 UAE participants in walking 3km in solidarity with the millions of children in developing countries who walk long distances every day to go to school.

The Dubai Cares' Walk for Education—in its 11th year —sends a loud and clear message to the world about the importance of providing children and youth safe access to school.

At **International Women's Day**, guest speakers holding senior positions from Hilti Emirates discussed job opportunities in a range of different fields and shared lessons on how women could excel. They focused on gender parity and pushing for equality.

The Business and Current Affairs Think Tank challenged its diverse members to analyze how current affairs influence business operations and seek solutions. Topics included discussing how effective humanitarian aid is in developing economies, and issues of feminism and women empowerment in the workplace.

The Global Minds for Sustainable Activities Club learn from best practices, and make a point of implementing sustainable strategies within the student community.

Students learned about the "The Catalyst" program - the first clean-technology start-up accelerator in the Middle East sponsored by the Masdar Institute of Science and Technology in partnership with BP. Charged by the government to advance renewable energy through education, R&D, investment and commercialization, students interested in clean tech or who had an eco-friendly business idea/company were invited to attend, and learn more about how this holistic model is driving new sources of economic growth.

In the **L'Oréal Brandstorm Challenge**, student teams were challenged to build a plastic-less future in the beauty industry by inventing new circular business solutions and changing middle-class consumer behavior. Winning teams were invited to pitch their innovation to top L'Oréal executives at their headquarters in Paris.

Entrepreneurship 4 Sustainability Club members attended a panel discussion hosted by the INSEAD Middle East campus and organized in partnership with the Zayed Sustainability Prize. Leveraging their experiences and unique perspective, speakers shared the challenges rooted in the closely interwoven global sustainability nexus of water, health, energy and food, and shared the latest technologies and trends to better understand how to address them.

London Undergraduate

TedX Event – London undergraduate students organized a TEDx event in 2020 that brought together an array of speakers on sustainability. Among them, Jean-Charles (JC) Seghers, a Hult Masters graduate from 2010 and now Head of Climate Transparency and Pathways at The Climate Group, a non-profit focused on climate change. Striving to keep temperatures from rising above 2°C—one of the most ambitious live projects in climate change—JC works with governments around the world to better measure, track, and reduce their emissions. Students also heard from Riaz Shah, a senior partner at Ernst and Young (EY) who shared his interest in technology, education, and entrepreneurship. One of the social enterprises that Riaz is especially passionate about is the One Degree Academy, the school he co-founded to give excellent education opportunities to children in one of the poorest areas in the U.K.

Hult's **Model United Nations Club**, also known as Model UN or MUN, is an educational simulation and academic competition in which students learn about diplomacy, international relations, and the United Nations. MUN involves and teaches research, public speaking, debating, and writing skills, in addition to critical thinking, teamwork, and leadership abilities. Delegates attend MUN conferences such as LIMUN (London), and Oxford MUN throughout the year. This year the Hult MUN Club promoted high-quality education and knowledge through the medium of Model United Nations Conferences within the United Kingdom and across the world.

The **Social Entrepreneurship Society** is an inclusive membership community for anyone interested in creating a startup or working with enterprises in the impact sector. As social entrepreneurs, they aim to generate impact through a series of different events that connect students with entrepreneurs to help them build their business.

As a new club at Hult in 2020, the club completed its first event: an Impact Retreat to Thailand. There they visited four communities across Thailand (Bangkok, Chiang Mai, Mao Kepong Village, Koh Samed) and learned about doing sustainable business practices under the guidance of Forbes' "30 under 30" entrepreneurs. Students experienced life-changing seminars and hands-on workshops on the beaches, spent a night with a humble Thai host family in the middle of the mountains, and even had the chance to stay in a treehouse in the forest! One of the highlights: each attendee spent more than 15+ hours of Community Service working on business projects to help the local communities.

The **Social Impact Club's** main target for this academic year was to have one guest speaker per term coming in to talk about social and environmental issues, and undertake actions like picking up trash in the neighboring areas, feeding the homeless, and sensitizing others to social and environmental issues. The Social Impact Club ran an online raffle to gather funds to help with the COVID-19 situation, and raised over £350 in funds to donate to those most in need.

London Postgraduate

The Social Impact Club strives for change in the world right now and in the future, and in many different industries. The club hosted workshops to learn what businesses are doing to integrate socially responsible behavior into their companies, held networking events with leaders and entrepreneurs in the social impact space, and engaged in community service events and volunteer activities. The club led the school's environmental initiative to switch from paper cups to real ones, and started using crockery for Student Services events to limit the use of plastic and paper.

Students organized a **clothing drive** prior to rotation where many students and staff donated not only clothes but also books, small furniture and electronic appliances before they left campus. All donations were given to "Little Lives", a children's charity.

Plastic Free Hackney (PFH) – a campaign group aiming to eliminate single-use plastics in the borough of Hackney – was introduced to Hult by a Hult alumnus, who started working with them to achieve their plastic-free goal. The introduction led to welcoming PFH as a guest presenter at Hult's 2020 Virtual careers fair as well as their hiring of two Hult interns within the PFH marketing team.

Prime Advocates - an innovative legal, business and ESG advisory firm that is structured as a not-for-profit firm—puts its profits into impact programs to further their social change agenda. Working with them since 2017 has led to numerous mentoring opportunities for Hult female entrepreneurs through its Women of Impact initiative.

Alumni Activities

Long after students leave Hult, their efforts to have social and environmental impact continue.

Global Alumni Day is an annual event that celebrates and unites Hult's international alumni community all on the same day. Chapters across the world host local events and post updates, photos and videos on social media, creating an amazing sense of community and unity, regardless of the geographical borders. Recent themes have included 'Love Thy Planet' and 'Giving back to the local community' focusing on environmental and social impact. More than 1,000+ alumni across 40+ cities globally took part, contributing in a variety ways: planting trees, recycling plastic, donating clothes, cleaning up local parks, mentoring underprivileged children, among others.

Alumni involved in sustainability projects include Jacob Cherian, a self-starter and entrepreneur turned environmental enthusiast. Having encountered plastic pollution in the remote forests on Kodakanal, in the south of India, he started a social movement for cleaning up his local forest. In March 2019 he threw a party around picking up the trash – 35 people joined on day one, and it has been 4,000 since then. This impromptu project led to Jacob's next venture, TerreGeneration. The company is currently developing reusable products to replace the most used plastics across 12 "buckets" of life: from bathroom to kitchen, from commute to office, laddering up to large-scale industrial change.

Hult alumni Paulo Andrade Oliviera (MBA Boston, 2014) and his new wife took a year off from their corporate jobs to travel the world to better

understand poverty on the ground and, as Paulo explains it, to 'get dust in their faces'. They worked with NGOs every place they went, most notably Sasane in Nepal—an organization focused on saving young girls in remote mountain villages from human trafficking. The NGO provides them with a path to self sufficiency—teaching them their legal rights, offering them training to become paralegals to help combat trafficking, and creating jobs in the trekking industry to enable them to earn an income. Sasane, through Paulo's sponsorship, became one of the partners in Professor Lawrence's Social Innovation elective as students were charged with creating plans to build awareness of Sasane and their mission, and develop business ideas that would support the young women. In one approach, students proposed engaging the tourism industry to pay the girls—future employees—to go to school so families would not need to 'sell' them for income.

San Francisco Undergraduate

"The Movement" – a newsletter and series of events – was started by an undergraduate student seeking to educate Hult students about sustainability and inspire them to act by re-using and recycling. To make their point, all students were given re-fillable, re-usable ceramic mugs.

San Francisco Postgraduate

The Sustainability Club's "Level Up" initiative involved a group of students who collected waste management data six times a day for the 36 trash containers in the school building. A dataset was created, identifying the times when the most trash was disposed, and when most students were inclined to disrespect recycling guidelines. The idea was to provide students who would act as 'guardians' during the hours with the highest waste disposal rates and educate students on properly discarding their trash.

For the past three years, the **Circular Economy Club & Net impact Club** has set specific, measurable environmental goals to be achieved every nine months (an academic year) by club members. Those translated into events such as weekend beach cleanups, inviting social entrepreneurs as speakers to campus, offering documentary film nights, and even soap making classes – all with the target of environmental and social impact.

Code for Venezuela Hackathon: Organized by Professor Omar Hernandez, working with Diego Gimenez, Code for Venezuela, and Dr Jorge Luis Hernández-Rojas from Médicos Por La Salud, Hult San Francisco students participated in a global hackathon to make a positive impact on the humanitarian crisis in Venezuela. Using python and Tableau, the team collaborated to perform data engineering on a complex dataset and develop an interactive dashboard designed to communicate information tailored to NGOs to focus on how they can best allocate their resources to public hospitals.

Societal Impact Through Education: Who We Teach

Hult's vision is to make the world's best management education accessible to the entire world and 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 and for students with disabilities.

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).

Hult also works to ensure access and to support students with disabilities, including physical disability, mental health or learning difference or disability. Hult provides reasonable accommodations to students with disabilities to ensure all students have equal access – a reasonable accommodation is a modification or adjustment to a course, program, or activity that enables a qualified student with a disability to obtain equal access. Students with disabilities are supported to access support both through the admissions process and once on campus.

Spotlight: The Covid-19 Pandemic and ensuring continuity of access to education

Hult's operations and safety teams have been continuously monitoring the Covid-19 situation, and we are following the recommendations made by the World Health Organization as well as the local authorities in the regions where we have campuses.

We are 100% committed to providing the same quality education because we believe that education and learning should never stop.

As the Covid-19 pandemic was declared and countries around the world entered lockdown in early 2020, Hult switched to virtual classes and courses quickly and seamlessly.

At Hult, we do not use recorded online lectures and only teach live. As we moved online, the courses continued with the same interactive classes and led live by the same professor as on campus. Classroom discussion and teamwork were prioritized, and students were continually challenged to participate through interactive team and project work, class polls, virtual breakout rooms, and class presentations.

From Fall 2020, we introduced what we call Limitless Learning to ensure continued maximum access to education. For those students able to travel to campus, we have taken several measures in line with public health advice to ensure a covid-secure campus environment. In addition, we've installed technology in our classrooms, like state-of-the-art cameras, high-quality microphones, and multi-screens. This gives us the ability to instantly adjust to the most current local guidelines and alternate students attending in person and virtually to assure social distancing in the classroom if needed. This technology also provides the ability for students to attend their classes on-line wherever they are in the world, if they are unable to be on campus by the start of the fall and then seamlessly join those same classes in person when they arrive.

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.

2018-2020 PRME target	Progress	2020-2022 target
Student diversity and access 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.	● **Not Achieved.** no significant change towards target in gender balance in cohorts.	By 2022, pursue activities to work towards achieving 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 2022, track and publish proportion of students with disabilities who successfully complete their degree.	● **Achieved.** Disabilities policy updated and communicated to enrollment teams	By 2022, track and publish proportion of students with disabilities who successfully complete their degree.

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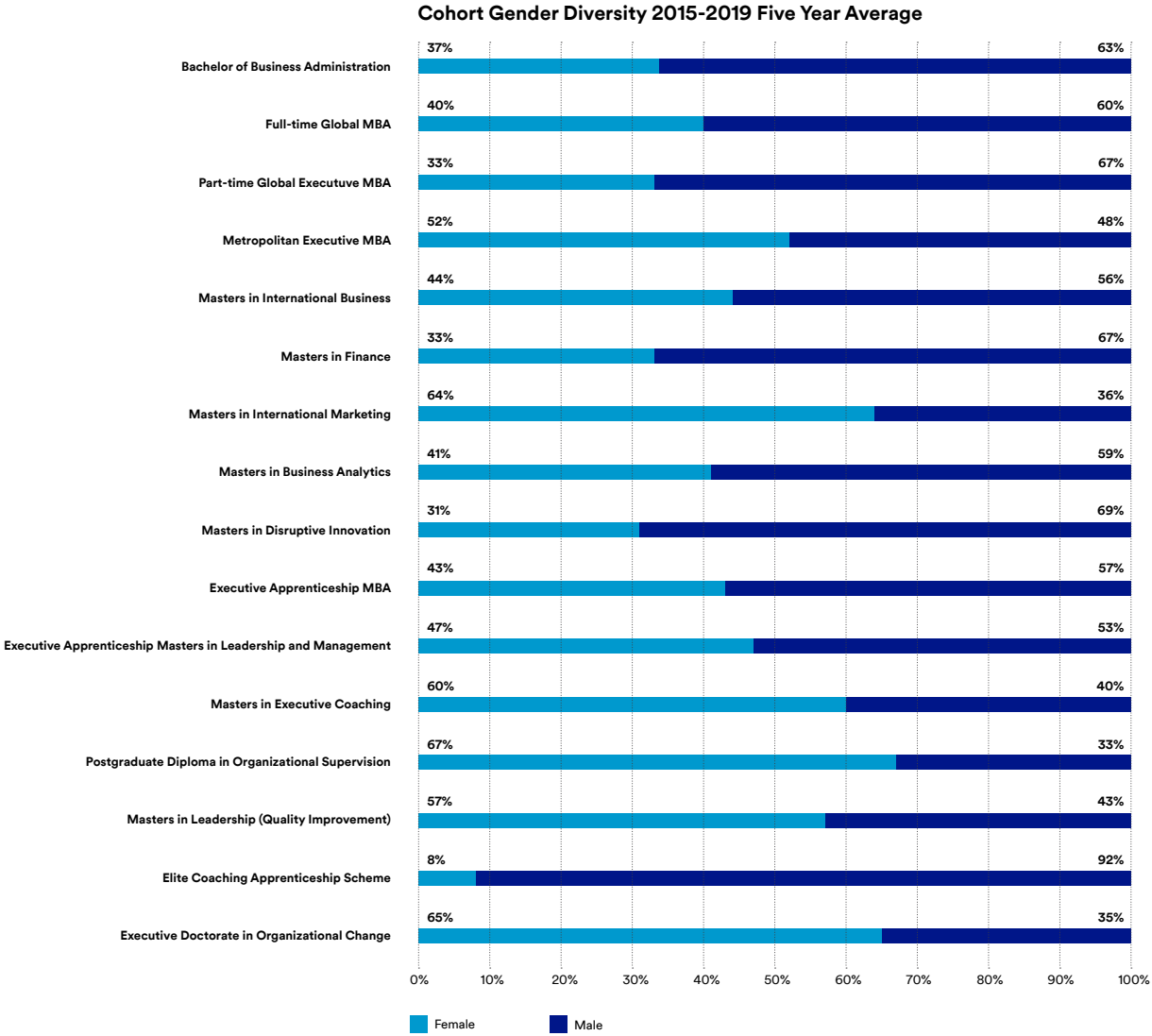
Similarly we aim to achieve a gender balance in our "Hult Ambassadors" program where current students talk to prospective students about their experiences. We also support active "Women in Business" student clubs on each campus.

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

Since publishing in 2018 our target to, 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, we have sadly made little tangible progress towards achieving this gender balance in our cohorts. However, we continue to pursue this goal through the activities described above, with confidence that they will help contribute toward achieving this goal in the future.

Most Hult 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.

Cohort Gender Diversity 2015-2019 Five Year Average

Program	Female	Male
Bachelor of Business Administration	37%	63%
Full-time Global MBA	40%	60%
Part-time Global Executuve MBA	33%	67%
Metropolitan Executive MBA	52%	48%
Masters in International Business	44%	56%
Masters in Finance	33%	67%
Masters in International Marketing	64%	36%
Masters in Business Analytics	41%	59%
Masters in Disruptive Innovation	31%	69%
Executive Apprenticeship MBA	43%	57%
Executive Apprenticeship Masters in Leadership and Management	47%	53%
Masters in Executive Coaching	60%	40%
Postgraduate Diploma in Organizational Supervision	67%	33%
Masters in Leadership (Quality Improvement)	57%	43%
Elite Coaching Apprenticeship Scheme	8%	92%
Executive Doctorate in Organizational Change	65%	35%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Female ■ Male

We aspire to make the world's highest quality management education accessible to the whole world.

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.

Student Nationality: Five Year Average 2015-2019

Program	LDC/SIDS/African	Other Asian	Other Latin American and Caribbean	Central and Eastern Europe	Western Europe	North America	Other Australasia and Oceania
Bachelor of Business Administration	9%	21%	16%	7%	38%	9%	
Full-time Global MBA	11%	32%	26%	7%	13%	10%	
Part-time Global Executuve MBA	16%	32%	4% 7%	29%	9%	1%	
Metropolitan Executive MBA	4% 4%		65%	13%	13%		
Masters in International Business	9%	36%	9% 5%	31%	10%		
Masters in Finance	13%	37%	12% 6%	31%	8%		
Masters in International Marketing	5%	40%	16% 5%	25%	9%		
Masters in Business Analytics	9%	52%	16% 5%	13%	6%		
Masters in Disruptive Innovation	6%	22%	18% 4%	39%	10%	1%	
Executive Apprenticeship MBA					100%		
Executive Apprenticeship Masters in Leadership and Management	1%1%1%			97%		1%	
Masters in Executive Coaching	1%3%2%			92%		1%1%	
Postgraduate Diploma in Organizational Supervision	11%			89%			
Masters in Leadership (Quality Improvement)					100%		
Elite Coaching Apprenticeship Scheme					100%		
Executive Doctorate in Organizational Change	6% 6% 7%			70%		10%	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Least Developed Countries, Small Island Developing States and African countries

Other Asian countries

Other Latin American and Caribbean countries

Central and Eastern Europe

Western Europe

North America
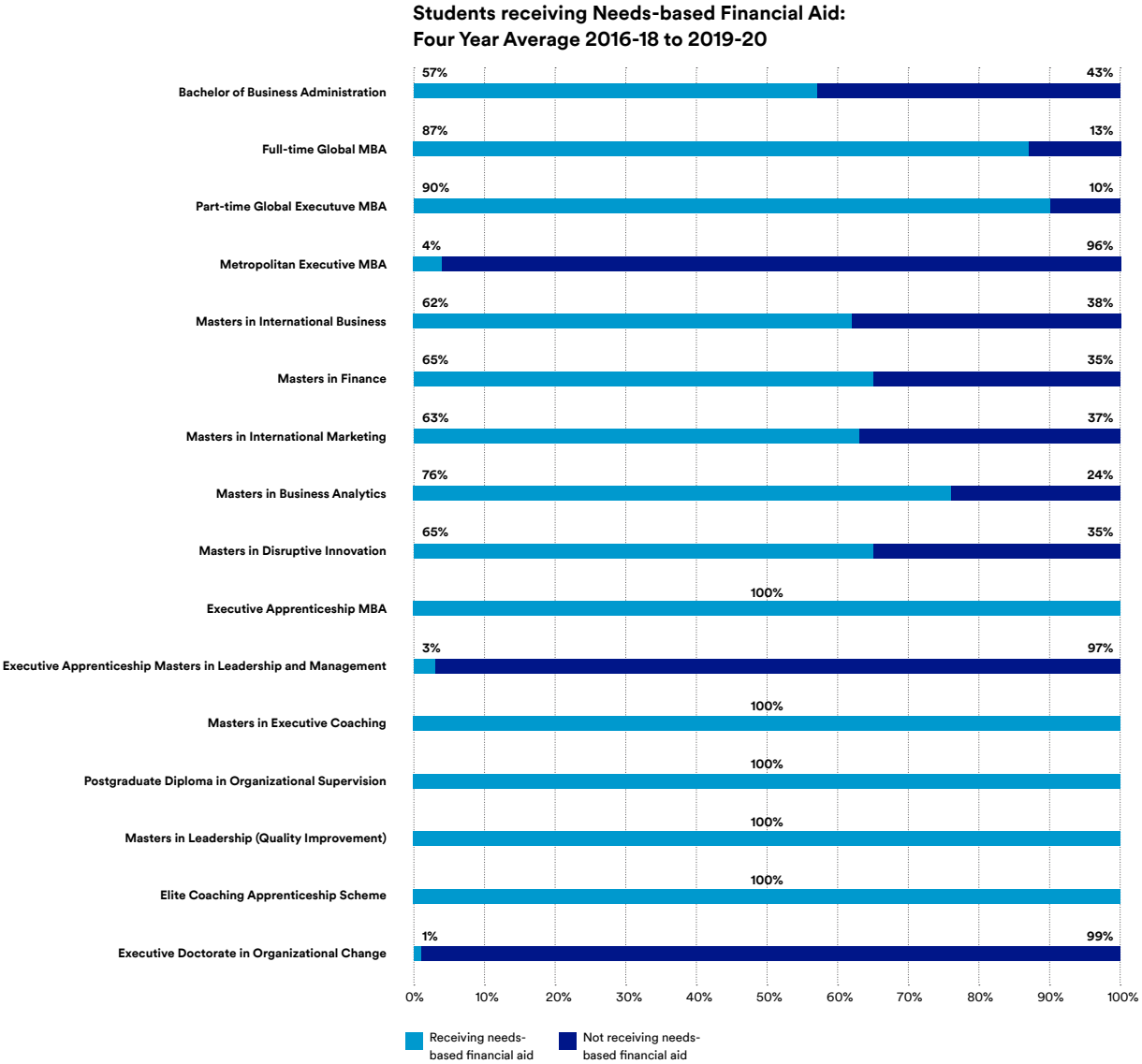
Other Australasia and Oceania

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 Executive Apprenticeship MBA and Executive Apprenticeship Masters in Leadership and Management 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.

**Students receiving Needs-based Financial Aid:
Four Year Average 2016-18 to 2019-20**

Program	Receiving needs-based financial aid	Not receiving needs-based financial aid
Bachelor of Business Administration	57%	43%
Full-time Global MBA	87%	13%
Part-time Global Executuve MBA	90%	10%
Metropolitan Executive MBA	4%	96%
Masters in International Business	62%	38%
Masters in Finance	65%	35%
Masters in International Marketing	63%	37%
Masters in Business Analytics	76%	24%
Masters in Disruptive Innovation	65%	35%
Executive Apprenticeship MBA	100%	
Executive Apprenticeship Masters in Leadership and Management	3%	97%
Masters in Executive Coaching	100%	
Postgraduate Diploma in Organizational Supervision	100%	
Masters in Leadership (Quality Improvement)	100%	
Elite Coaching Apprenticeship Scheme	100%	
Executive Doctorate in Organizational Change	1%	99%

■ Receiving needs-based financial aid   ■ Not receiving needs-based financial aid

Disabilities

Hult works to ensure access and to support students with disabilities, including physical disability, mental health or learning difference or disability. Hult provides reasonable accommodations to students with disabilities to ensure all students have equal access (a reasonable accommodation is a modification or adjustment to a course, program, or activity that enables a qualified student with a disability to obtain equal access). Students with disabilities are supported to access support both through the admissions process and once on campus.

Hult first formalized its approach to support and accommodations for students with disabilities by publishing its disability policy in 2014. The policy has been updated several times since with input and adjustments from faculty, academic staff, lessons learned and regulatory changes. In 2018-19, a series of workshops were run with admissions teams to support them in the conversations they have with prospective students about accessing support through the admissions process and once studying on their educational program. We have set ourselves the target to create the processes to measure and monitor the proportion of students with disabilities completing their educational programs in comparison with the proportion of all students completing their program, as recommended by the Washington Group on Disability Statistics.

Societal Impact Through Research and Faculty

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 organizations, contributing to sustainable growth, and helping leaders integrate commercial success and societal well-being. 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 three 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.

Innovating Pedagogy focuses on developing new and creative approaches to teaching and learning, to ensure impact in organizational and leadership settings. This includes the development of new teaching tools that can be used by teachers inside and outside of Hult.

As many contemporary global, social and environmental issues are creating disruption and driving the need for transforming behavior,

ethics, responsibility and sustainable development are themes at the heart of each of these three research challenges. The UN Sustainable Development Goals (SDGs) set out a global approach to responding to these disruptive forces and transforming behavior, 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 Sustainable Development Goals.

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

Hult 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.
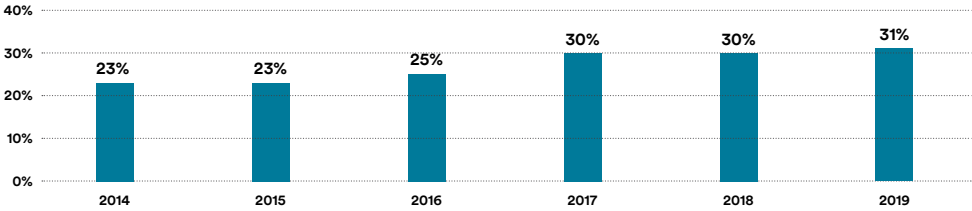

UN Sustainable Development Goals

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

Faculty members publishing intellectual contributions on PRME-related themes

Proportion of core faculty that have published on ERS themes in the preceding five years

2014	2015	2016	2017	2018	2019
23%	23%	25%	30%	30%	31%

Proportion of core faculty and adjuncts that have published on ERS themes in the preceding five years

2014	2015	2016	2017	2018	2019
13%	14%	15%	17%	17%	19%
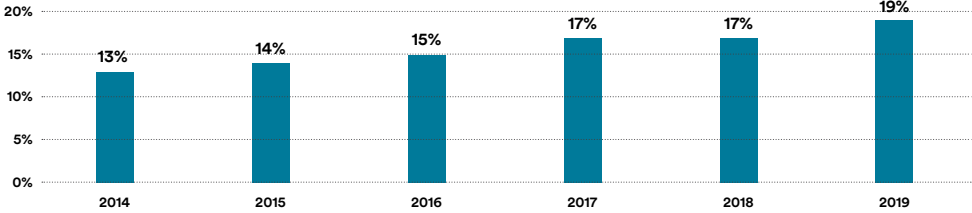
Some of the most active Hult scholars researching on PRME-related themes include the following:

Alessandro Lanteri
Social entrepreneurship and impact investing

Alistair Brandon-Jones
Sustainability and Operations

Amy Bradley
Compassion at work

Anthony Turner
Gender and leadership

Daniel Rukare
Corporate Responsibility in developing countries

David Lehr
Blockchain for social good

Evangelos Markopoulos
Sustainability and Strategy

Fiona Dent
Gender and leadership

Frederic Chartier
Financial inclusion in emerging economies

Gill Coleman
Leadership and change for sustainability, gender

Gonzalo Chavez
Microfinance, corruption

Hari Mann
Responsible investment

Isabelle Lescent-Giles
Gender and leadership, impact investing

Joanne Lawrence
Responsible leadership, gender and bias

Johan Roos
Responsible management education and governance

Margaret Gearty
Leading change for sustainability

Mark Esposito
Circular Economy

Matthew Gitsham
Leadership and change for sustainability, human rights

Megan Reitz
Speaking Truth to power, mindfulness

Nadine Page
Pro-environmental behavior change

Nikhilesh Sinha
Microfinance

Olaf Groth
Ethics and artificial intelligence

Omar Romero-Hernandez
Lifecycle analysis, renewable technology

Patricia Hind
Leadership and responsibility

Robert Barlow
Business and global governance, multi-stakeholder initiatives

Ronan Gruenbaum
Social innovation

Shelley Mitchell
Sustainability and management education

Stephen Rosenbaum
Bribery and Corruption

Ted Ladd
Business models for renewable technology, base of the pyramid

Vicki Culpin
Sleep and well-being, Gender and Leadership

Viktoria Dalko
Regulating stock markets

Yusuf Akbar
Corruption

2018-2020 PRME target	Progress	2020-2022 target
Research By 2020, grow the population of faculty making intellectual contributions on ERS-related themes.	● **Achieved.** Proportion of core faculty publishing on ERS themes increased from 30% in 2017 to 31% in 2019. Proportion of faculty and adjuncts publishing on ERS themes increased from 17% in 2017 to 19% in 2019.	By 2022, grow the population of faculty making intellectual contributions on ERS-related themes.

Featured Research Projects & 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.

The Human Moment: The Positive Power of Compassion in the Workplace

This book by Hult professor Amy Bradley argues that compassion is a core human value, which is too often overlooked in business. In these challenging and unprecedented times, workplaces have a crucial role to play in fostering kindness, care and understanding for one another as human kind. Based on a decade of research and packed with examples and case studies, this book argues that compassion is THE hidden key to business performance in the 21st Century.

Speak Up: Say what needs to be said and hear what needs to be heard

This book by Hult professor Megan Reitz with John Higgins helps managers understand the subtle elements that contribute to our holding back valuable ideas and observations, and how to navigate power differences so you can speak up with confidence and enable others to find their voice in a way that will be heard, as well as understand how your power enables others to speak up and how it might silence them.

Handbook of Sustainability in Management Education: In Search of a Multidisciplinary, Innovative and Integrated Approach

This handbook, published by Edward Elgar, and edited by Hult professor Shelley Mitchell with Jorge Arevalo, strives to enhance knowledge and application within sustainability in management education across different academic programs, geographic regions and personal/professional contexts. Cross-disciplinary and boundary-spanning, this book focuses on specific themes and is therefore split into four distinct sections: one on theory and practice, one on transformational interventions in business programs, one on the role of external agents and the last on innovative approaches in Sustainability in Management Education.

Why Climate Change and Other Global Problems Are Pushing Some Business Leaders to Embrace Regulation

This article, published by HBR.org by Hult professor Matt Gitsham, explores the growing phenomenon of business leaders calling on governments to introduce more ambitious public policy measures to tackle climate change, advance human rights, and address other pressing global challenges, exploring why they are pursuing such action, and what they're learning about how to do it well.

Maximizing the Value of Waste: From Waste Management to the Circular Economy

This article by Hult professor Omar Romero-Hernandez outlines a framework to guide companies on their journey from a linear consumption pattern to a holistic, circular approach and illustrates that waste management practices can be cost-saving and revenue-generating opportunities.
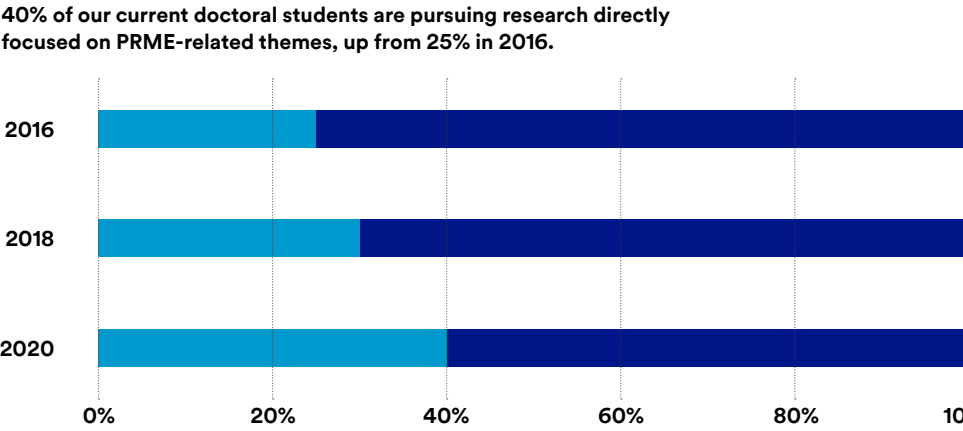
Hult Publishing

Launched in 2013, Hult's publishing initiative encourages faculty to develop and publish teaching cases and notes, as well as background notes and in-class exercises on PRME-related topics that support their integration into course curriculum.

During the 2018-2020 period, PRME-related pedagogical materials included a series of unique exercises on Leadership and Responsible Behavior that challenged students to act as a Board member and consider a CEO in ethically-charged situations, such as lying, abusive behavior, and embezzling funds, by a team of faculty from Dubai (Amanda Nimon-Peters, Alessandro Lantieri, and Matt Johnson).

In another instance, Boston faculty member Pamela Campagna presented a case and teaching note on a female entrepreneur in the Middle East who focused her consultancy on gender equality and mentoring other women.

The Case Centre's 2018 award-winning "best" case in the Ethics and Sustainability Category, "Sustainability as Opportunity: The Unilever Sustainable Living Plan" by Joanne Lawrence, Andreas Rasche and Kevina Kenny, was a bestseller in the Ethics and Sustainability category for the third year running (2017, 2018, 2019) and has garnered over 600 views in the book, Managing Sustainable Business (Springer, 2018).

40% of our current doctoral students are pursuing research directly focused on PRME-related themes, up from 25% in 2016.

Spotlight: International Leadership Association – 5th Annual Women's Conference - Capacity Building, Knowledge Sharing and Intergenerational Networking. June 2020

Professors Joanne Lawrence and Tessa Misiaszek, members of Hult's Boston faculty, were on a 'virtual' panel at the International Leaders' Association's Women and Leadership Conference in June 2020.

Addressing the "Future of Leadership", the purpose of the panel was to discuss the personal challenges and institutional barriers that female leaders face around the world, including the cultural norms that impact their ability to lead, and to explore some innovative pedagogical approaches to 'teach' gender equality to the next generation.

Their research looked at using 'serious play'—in this case, a gender-equality board game that had been used effectively with managers—as a possible pedagogy for teaching about gender and diversity issues among young graduate students. Was the game effective in changing individual attitudes and behaviors around gender equality, diversity and inclusion?

Professor Misiaszek presented the findings: the methods of teaching gender equality that speak to one generation will not necessarily speak to the next due to the disparity in their experiences, and proposed more specific, additional lines of research.

A second pedagogical tool was presented by Professor Lawrence, who shared how students in her Business and Global Society class must select an SDG goal as a final project and create a company-led 'system' to address it strategically. In recent years, the goals selected have moved from energy and climate change issues to a preponderance of projects focusing on SDG #5 – Gender Quality. Students have analyzed the issues and proposed unique ideas to improve women's lives through education, health, and something as simple and revolutionary as providing women-focused transportation in unsafe environments to enable employment. At the same time, their proposals helped to advance the company's strategic goals through creating an educated, healthy and safe workforce.

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.

In 2020, a new Teaching and Learning resources online platform was created to support faculty. Within this, an ethics, responsibility and sustainability section has been created with resources and inspiration available to support all faculty to integrate ERS themes into their teaching and assessments. Faculty who have already integrated these themes into their teaching and assessment are encouraged to share examples of their teaching materials and assessments through the platform.

2018-2020 PRME target	Progress		2020-2022 target
Faculty competence Ensure ERS is explicitly built in to faculty recruitment, onboarding, development and review processes.	●	**Partially achieved.** various steps taken to improve faculty competence on teaching ERS themes related to their specialism.	By 2022, 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 ISO14001 Environmental Management System. Hult Ashridge Executive Education began the work to become certified to ISO14001 in 2007, and achieved certification in 2011.

In 2019, a working group of campus operations directors was formed to advance sustainability practices across all campuses. This has been complemented by project groups formed on individual campuses to promote action and coordinate with local initiatives.

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.

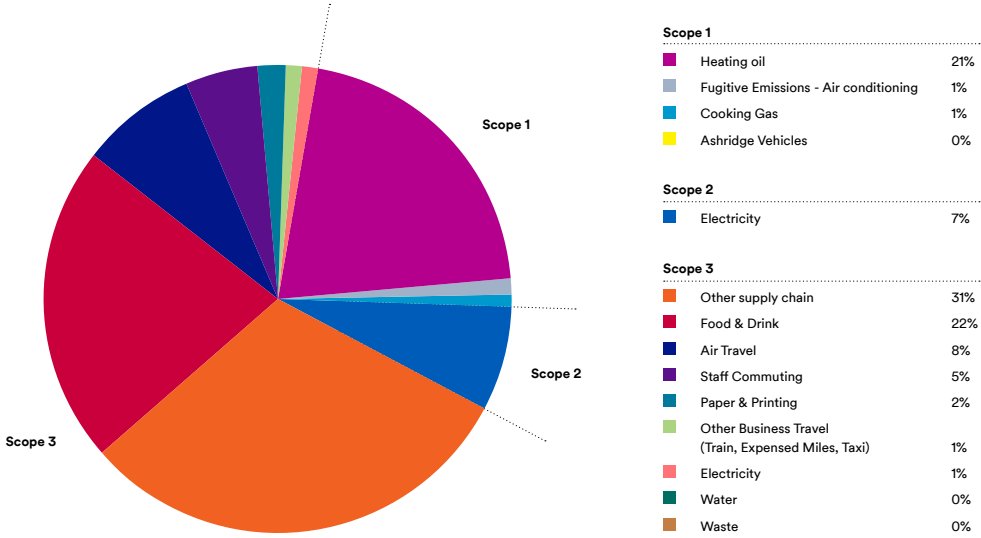| 2018-2020 PRME target	Progress	2020-2022 target
Campus management Establish reliable environmental data collection and monitoring process across all campuses.	🟡 **Partially achieved.** Environmental activities across all campuses have been continued, and an ongoing environmental data collection and monitoring process has been partially established.	By 2022, establish reliable environmental data collection and monitoring process across all campuses.

Energy and carbon footprint

Hult 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 is underway to collect and analyze the data to calculate the carbon footprint of each Hult campus. We hope to be in a position to publish this calculation in our next PRME report.

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.

Hult Ashridge Full Carbon Footprint 2018-19

Scope 1	
Heating oil	21%
Fugitive Emissions - Air conditioning	1%
Cooking Gas	1%
Ashridge Vehicles	0%

Scope 2	
Electricity	7%

Scope 3	
Other supply chain	31%
Food & Drink	22%
Air Travel	8%
Staff Commuting	5%
Paper & Printing	2%
Other Business Travel (Train, Expensed Miles, Taxi)	1%
Electricity	1%
Water	0%
Waste	0%

Hult 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, Hult 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, Hult Ashridge added a new target—to eliminate its Scope 1 carbon emissions by 2050. Since 2006, Hult Ashridge's overall carbon footprint has reduced by 12%. The carbon footprint increased by 5% between the 2017-18 and 2018-19 academic years.

Heating and electricity

Numerous energy saving activities are in place across all our 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. The air supply system recycles the heat from the outgoing air to warm up the air coming into the building. We have upgraded the hand dryers in our 29 toilets to Jet Blade Pro Super Slim (+HEPA Filter). These dryers automatically adjust their heat output according to the temperature in the room, making them extremely energy efficient.

- San Francisco: The heating, ventilation, and air conditioning system uses smart programming 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 10% between 2006 and the 2018-19 academic year. Between the 2017-18 and 2018-19 academic years emissions from heating oil rose by 4%. 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. A major project was initiated in 2020 to investigate the feasibility of switching from heating oil to ground-source heat pumps for heating.

Carbon emissions from electricity use at the Ashridge campus have reduced by 59% 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.
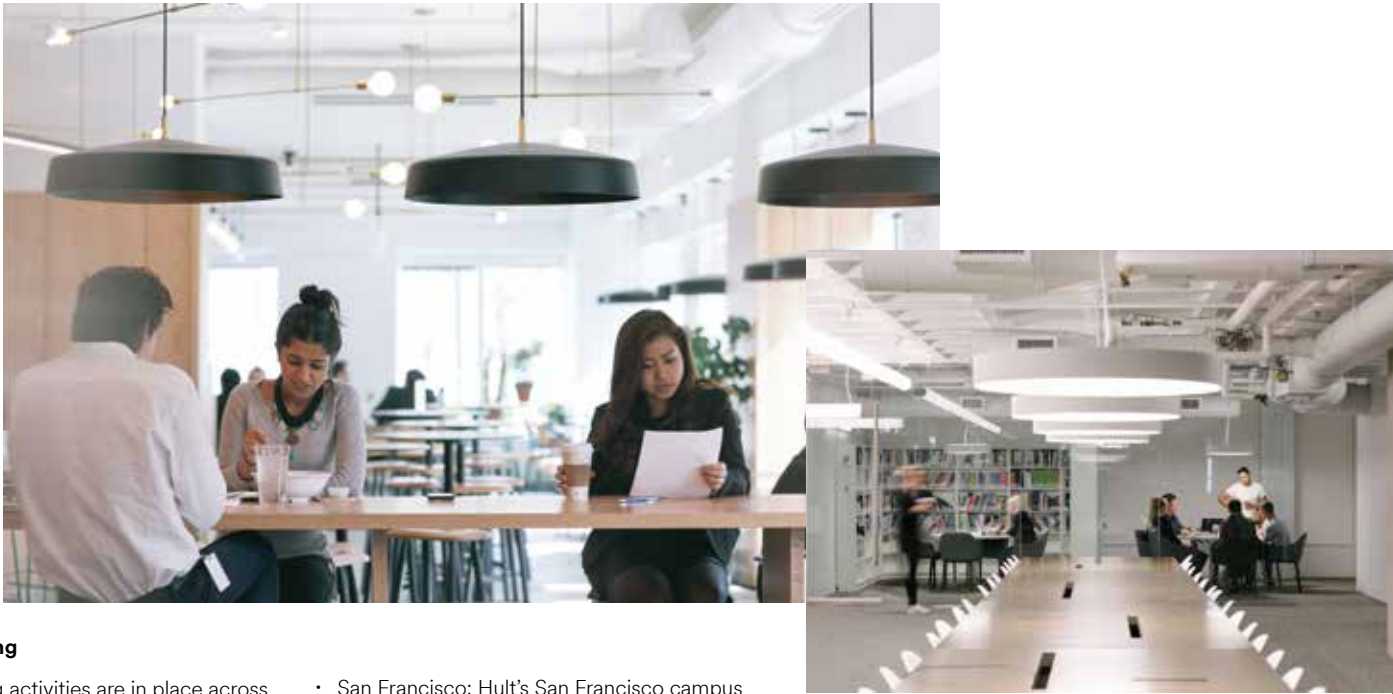
Hult Ashridge emissions from heating

Carbon emissions (CO2e - tonnes)   Heating oil usage (litres)

Hult Ashridge emissions from electricity use

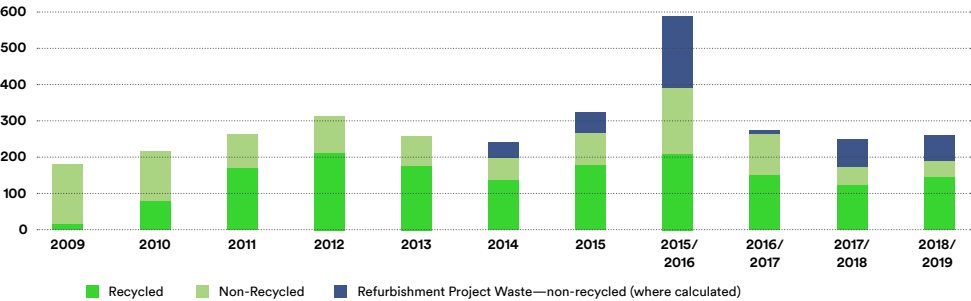Carbon emissions (CO2e - tonnes)   Electricity used (kwh)
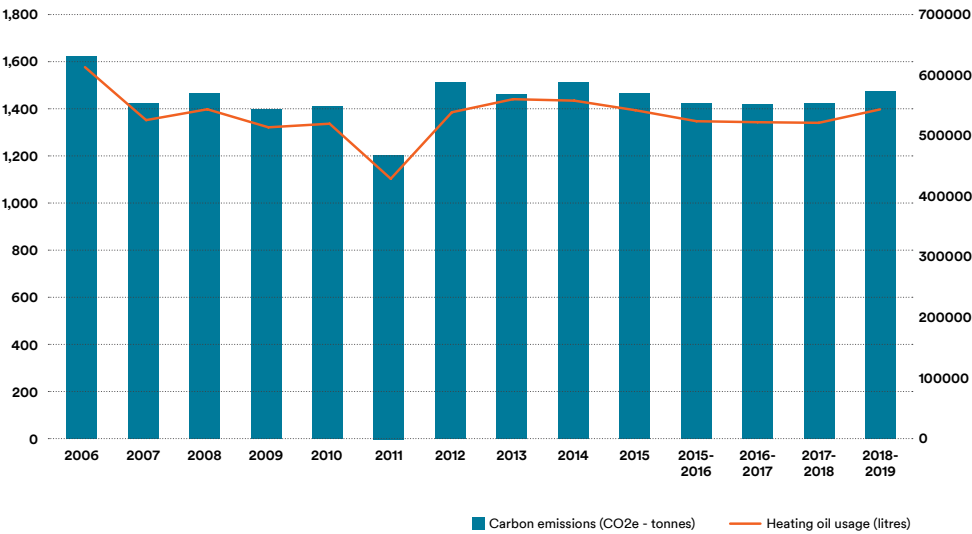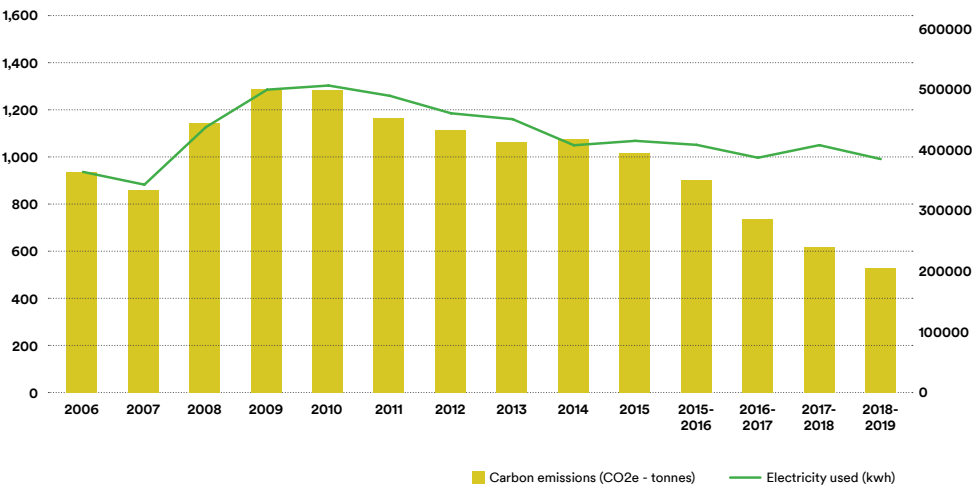
Waste and recycling

Waste and recycling activities are in place across all our 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. All plastic bottles in classrooms have been replaced with glass bottles. All e-waste is recycled. Organizers of events on campus are encouraged to minimise waste.

- 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. In 2019 the campus participated in the "Waste Free" challenge aiming to eliminate single use plastic, with the cafeteria eliminating plastic packaging and cutlery.

- 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 5% since 2009, but the proportion of waste that is recycled has grown from 8% to 77% over the same period. A particular achievement in the past few years is a reduction in food waste by 67% 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 by 88%, avoiding more than 1800kg of plastic waste each year.
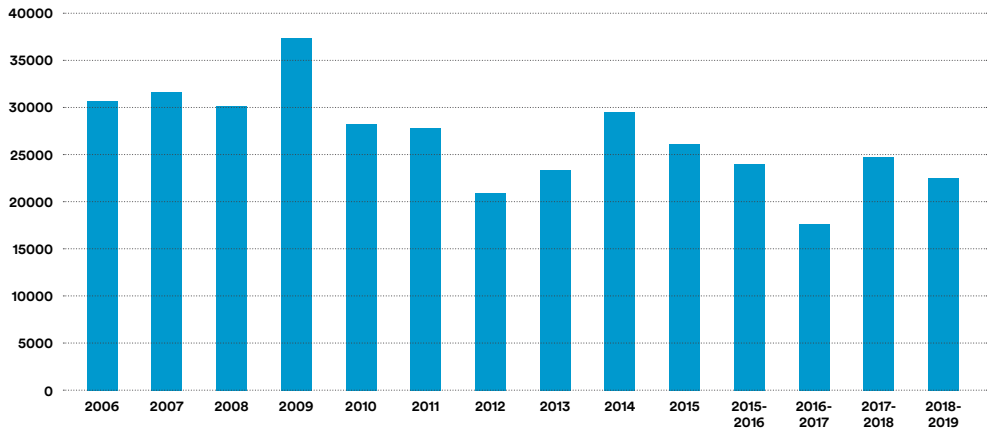
Water

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.

- Dubai: Water saving aerators are installed in all washrooms which helped us reduce water consumption by 50%.

- Ashridge: Water use has declined 40% since its peak in 2009, and declined 9% in the last year. Low flow showers, taps and toilets were fitted during the recent refurbishment of bedrooms.

CO2e emissions from Hult Ashridge waste

- Recycled
- Non-Recycled
- Refurbishment Project Waste—non-recycled (where calculated)

Water use at Hult Ashridge

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. The chart on the opposite page shows that our food provision now meets most of the criteria required for achieving this accreditation standard, but still falls short in a few areas that have proved stubbornly difficult for us.

Key changes made:

- We have virtually eliminated processed products containing undesirable additives and transfats (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	2018	2019
Additives & transfats	Red	Yellow	Yellow	Yellow	Yellow	Yellow
75% freshly prepared	Yellow	Green	Green	Green	Green	Green
Meat is 'farm assured'	Red	Red	Red	Red	Red	Red
Eggs from cage free hens	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Seasonal produce	Yellow	Green	Green	Green	Green	Green
Training for catering staff	Red	Green	Green	Green	Green	Green
No GM	Green	Green	Green	Green	Green	Green
Free drinking water	Green	Green	Green	Green	Green	Green
No fish from "Fish to Avoid" list	Green	Green	Green	Green	Green	Green
Info on display about food provenance	Red	Yellow	Yellow	Yellow	Green	Green
All suppliers apply food safety standards	Green	Green	Green	Green	Green	Green
Menus provide for dietary/cultural needs	Green	Green	Green	Green	Green	Green
5% Spend on Organic	Red	Red	Red	Red	Red	Red
15 Points from Free Range, "Fish to Eat", Fairtrade etc	Green	Green	Green	Green	Green	Green
Raw ingredients from local area	Green	Green	Green	Green	Green	Green
Raw ingredients from U.K.	Green	Green	Green	Green	Green	Green
Reducing plate waste	Yellow	Green	Green	Green	Green	Green
Serving meat in moderation	Green	Green	Green	Green	Green	Green
Veg or salad available with all meals	Green	Green	Green	Green	Green	Green
More than 50% of bread is wholemeal	Yellow	Green	Green	Green	Green	Green
Reducing salt	Yellow	Green	Green	Green	Green	Green
Fruit widely available	Green	Green	Green	Green	Green	Green

● Good progress   ● On track with minor concerns   ● Major action required

Paper

Hult Ashridge paper use has declined by 76% since 2008, and now 71% of paper purchased at Hult Ashridge is 100% recycled.

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

Hult Ashridge Paper Use

Legend: FSC 100% Recycled | FSC Mixed Source | Other 100% recycled | 30% Recycled | PEFC | No Recycled Content
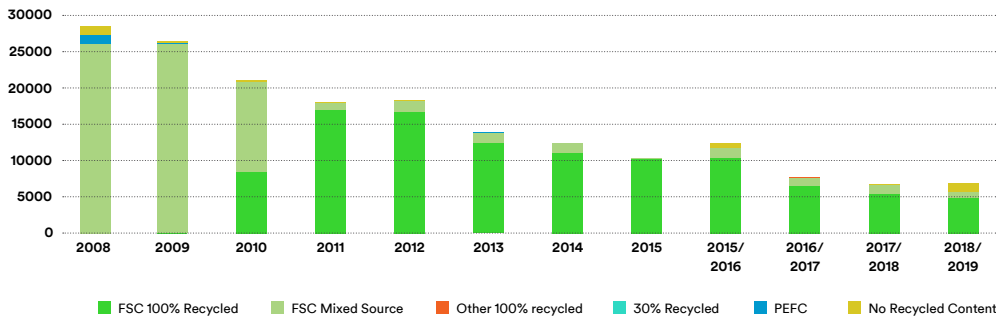
Travel and Transport

The majority of Hult's campuses are in city center locations, facilitating sustainable travel and commuting.

The London Postgraduate campus currently has 26 bike racks on the lower-ground floor, which are available for staff and students. We have subscribed to the Green Commute Initiative cycle scheme, which enables our staff to purchase a bike in instalments and encourages them to switch to a greener and healthier commute to work.

Hult Ashridge House's rural location makes sustainable travel more challenging. In 2011, Hult 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, Hult 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 with local heritage varieties of apple, pear, plum and cherry.
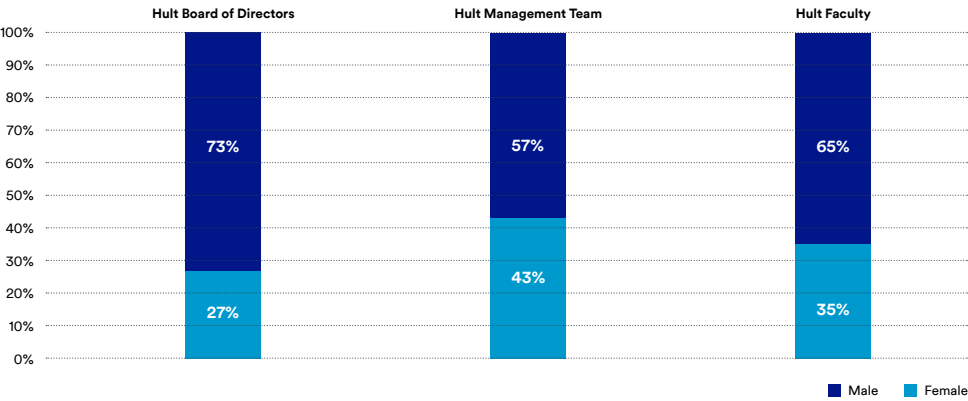
Diversity in leadership and faculty at Hult

We believe Hult is stronger the more diverse it is.
Everyone has the right to be themselves at work.
We want Hult to be a genuinely welcoming home
to people from a broad range of backgrounds.
We are committed to being an inclusive employer
and aspire to advance gender equality and
women in leadership.

Gender diversity in leadership and faculty at Hult

	Hult Board of Directors	Hult Management Team	Hult Faculty
Male	73%	57%	65%
Female	27%	43%	35%

■ Male ■ Female

Hult Ashridge Executive Education calculates and
publishes detailed information on the gender pay
gap among its employees, in line with U.K. law.

As of 4 April 2018, women currently make up over
50% of our global workforce at Hult Ashridge
Executive Education, with 50.0% of upper quartile
positions and 62.5% of upper middle quartile
positions being held by women.

In the lower middle quartile the employment split
is 37.5% of jobs being held by men whilst women
hold 62.5% of positions and in the lower quartile
46.6% are occupied by men with women retaining
53.4% of roles.

The average mean pay of full pay women is 22%
lower than full pay men, compared with 19% in 2017.

The average median pay of full pay women is
3.4% lower than full pay men, compared with 1.5%
higher in 2017.

The average mean bonus pay of women is 20%
lower than men, the same as in 2017.

The average median bonus pay of women is 42%
lower than men, compared with 69% in 2017.

26% of female employees received a bonus,
compared with 21% of male employees (these
figures were 18% and 26% respectively in 2017.

Societal Impact Through Global Leadership

Hult's core contribution to achieving the UN Sustainable Development Goals 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

Hailed by microfinance pioneer and Nobel Prize winner Muhammad Yunus as "the Nobel Prize for students", called one of the "Top Five Ideas Changing the World" by President Bill Clinton, (TIME Magazine, 2012), and lauded as "one of the world's most innovative companies"(FAST Company Magazine, 2018), the Hult Prize is the world's largest student competition committed to transforming students into 'impact' entrepreneurs focused on changing the world.

Launched in 2009 as one student's bright idea, the Hult Prize today partners with the UN Foundation to challenge students around the world to use business solutions to address some of the world's toughest challenges, specifically targeting the UN's 17 Sustainable Development Goals.

Open to undergraduate and graduate schools on every continent, students from more than 1,500 college and university campuses in 121 countries participate in the annual competition. To date, it has engaged 2.1 million students from around the world and generated more than 300,000 start up ideas that have tackled challenges from access to food, water and housing to healthcare, energy and jobs for the world's most vulnerable people. To help bring their ideas to fruition, winners of the Hult Prize receive USD$1 million in seed money from the Hult Foundation, along with ongoing mentoring.

Since its launch, more than $65 million has been deployed, making the Hult Prize the disruptive leader in education, soft skills training, and entrepreneurial development for the 21st century

One student's profound idea

The Hult Prize began in 2009 when an enterprising student at Hult International Business School's Boston campus named Ahmad Ashkar had a compelling idea: crowd-source solutions from college and university students for how to change the world and provide them with a platform to have a sustainable, profitable impact. He convinced Dr. Stephen Hodges, Hult's president, to host an intercollegiate tournament to solve the global education crisis, at that time in partnership with the Boston-based non-profit One Laptop per Child.

Ahmad invited teams from business schools to take up the challenge and the first annual Hult Prize (originally called the Hult Global Case Challenge) took place in Boston in the spring of 2010. Since then, the competition has gone global, engaging students from all over the world in pursuit of disruptive ideas to transform the world.

The Challenge

The year long competition kicks off in September on the eve of the opening of the UN General Assembly at UN headquarters in New York. A critical social problem driven by the Sustainable Development Goals is announced by former U.S. President Bill Clinton and an ambitious, aspirational target for the competitors is set. The resultant case study provides students with comprehensive frameworks and a compelling call to action. Teams of 3 to 5 students are challenged to develop an innovative, custom-tailored sustainable start-up to eradicate a serious, life altering challenge, such as providing access to education, water, healthcare, food, energy and jobs.

Universities may sponsor their own Hult On-Campus events which to date have involved more than 2.1 million students and generated 300,000 start-up ideas. The top 5, 000 are then invited to participate in the Hult Prize Regional Summits, which in 2019 were hosted in more than 75+ international cities representing every geographic region of the world. The Regional Summits provide students an opportunity to showcase their innovative ideas, to learn from their peers and to be inspired. The very best start-ups secure a spot in the Hult Prize Accelerator – the world's largest business incubator for impact. The final 6 teams present in New York where a winner is announced before an international audience.

As these students engage in solving the year's challenge, their learning grows more profound and —as many will say—their life's purpose is forever transformed.

A Collaborative Partnership

Focused on creating a new kind of business—the 'impact enterprise"—the Hult Prize is supported by Hult International Business School and by the Hult Prize Foundation. Generously funded by the school's founder, Swedish entrepreneur Bertil Hult and his family, the Hult Prize Foundation is a not-for-profit organization committed to launching the world's next wave of impact entrepreneurs.

Hult International Business School provides invaluable office space and administrative support, including hosting the regional events and the accelerator at its campuses worldwide. Hult student volunteers at each campus run the regional events, as well as help to manage the final event in New York.

Ripples the world over

The Hult Prize inspires not just those who compete, but also all those students, mentors, professors and judges who become involved as teachers and volunteers. Founder and CEO Ahmad Ashkar has received numerous accolades over the past decade for his tireless efforts in scaling the Prize. He has been recognized as one of the World Economic Forum's Global Shapers, named to the Advisory Board of UNDP, named Esquire Magazine Entrepreneur of the Year (2016), CEO of the Year (2017) by Arabian Business, by GQ Magazine Brazil as the Entrepreneur of the Year (2018), and ranked as one of the world's "Top 100 Most Powerful Arabs" by Gulf Business (2019). He has spent more than a decade creating, launching and advising for-good, for-profit companies in more than 100 countries.

The ripple effect of the Hult Prize over the past decade has been extraordinary: from the students it engages to the developing communities it supports, to the innovation it encourages and to the global leaders and policymakers it involves, the Hult Prize is creating the 'radical, disruptive ideas' that Ahmad advocates will indeed, truly change the world.

"Sponsored by Hult International Business School, the Hult Prize benefits from the business school's global footprint, research and global resources, "

Stephen Hodges
President of Hult International Business School

	UN's SDGs	Hult Prize Challenge	Entrepreneur Winner
2010		Education	
2011		Clean Water	m.Paani
2012		Energy Poverty	sunnymoney
2013		Global Food Crisis	ASPIRE FOOD GROUP
2014		Healthcare	NanoHealth
2015		Early Childhood Education	MPCT
2016		Doubling Income	bp
2017		Refugee Crisis	
2018		Harnessing the Power of Energy	RICE INC.
2019		Youth Unemployment	
2020		Bold Businesses for a Better Planet	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.

THE GLOBAL GOALS
For Sustainable Development

Progress Against 2018-2020 Targets and Targets for 2020-2022

Progress against 2018–2020 targets and targets for 2020–2022

2018-2020 PRME target	Progress	2020-2022 target
Strategy Ensure societal impact is integrated into the school's strategy. (2016 target. No target set in 2018)	🟢 **Achieved.** Responsible Management and ERS referenced in school's strategy. Governance mechanisms around curriculum and research introduced/strengthened.	Ensure the integration of societal impact and ERS into the School's strategy (and Teaching and Learning sub-strategy) is maintained whenever these strategies are reviewed and updated.
What we teach: Curriculum By 2020, across undergraduate, postgraduate and executive education, increase the proportion of required courses that include ERS themes in the curriculum and in assessment.	🟢 **Achieved.** Steady increase in integration of ERS themes into curriculum and assessment across all core courses.	By 2022, across undergraduate, postgraduate and executive education, increase the proportion of required courses that include ERS themes in the curriculum and in assessment.
Who we teach: Student diversity and access 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 systematizing and formalizing processes for supporting students with disabilities.	🔴 **Not Achieved:** no significant change towards target in gender balance in cohorts. 🟢 **Achieved:** Disabilities policy updated and communicated to enrollment teams	By 2022, pursue activities to work towards achieving 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 2022, track and publish proportion of students with disabilities who successfully complete their degree.
Research By 2020, grow the population of faculty making intellectual contributions on ERS-related themes.	🟢 **Achieved.** Proportion of core faculty publishing on ERS themes increased from 30% in 2017 to 31% in 2019. Proportion of faculty and adjuncts publishing on ERS themes increased from 17% in 2017 to 19% in 2019.	By 2022, grow the population of faculty making intellectual contributions on ERS-related themes.
Faculty competence Ensure ERS is explicitly built in to faculty recruitment, onboarding, development and review processes.	🟡 **Partially achieved:** various steps taken to improve faculty competence on teaching ERS themes related to their specialism.	By 2022, ensure ERS is explicitly built in to faculty recruitment, onboarding, development and review processes.
Campus management Establish reliable environmental data collection and monitoring process across all campuses.	🟡 **Partially achieved:** environmental activities across all campuses have been continued, and an ongoing environmental data collection and monitoring process has been partially established.	By 2022, establish reliable environmental data collection and monitoring process across all campuses.

🟢 Achieved   🟡 Partially Achieved   🔴 Not Achieved

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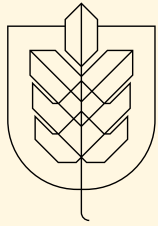
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