

# 2025 Sharing Information on Progress **(SIP) Report**

Catolica Porto Business School

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## About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

**Antonio Guterres**

Secretary-General (2017 - Present)

United Nations

”

## Principles of PRME



### Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



### Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



### Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



### Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



### Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



### Practice

We adopt responsible and accountable management principles in our own governance and operations.



### Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

## The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





# Getting Started

This section provides foundational information about Católica Porto Business School, including key details and basic institutional data.

## Mission

Católica Porto Business School (CPBS) is an autonomous Higher Education Institution (HEI) within the *Universidade Católica Portuguesa* (UCP), the only university operating nationwide in Portugal. Located in Porto, CPBS offers a diverse range of programmes, including undergraduate, Master's, MBA and executive education programmes.

CPBS's mission is to develop professionals for a global, sustainable and ethical society, and advance knowledge on management and economics through impactful innovation, connections with practice, and the adoption of a global mindset. These three strategic axes – Impactful Innovation, Connections with Practice, and Global Mindset – define the School's approach.

The School's mission aligns with that of the University, which emphasises “excellence in academic training and the cultivation of science for the common good”, while promoting “integrated training geared towards the global context, based on the principles of truth and respect for individuals and the environment”.

## Vision

As a School naturally guided by humanist values, CPBS aims to be recognised as:

- A leading European school with respect to making a meaningful impact on society and practice.
- A prestigious European school for impactful research in management and economics.
- A prime option for students seeking holistic development as individuals.


## Graduates & Enrollment

2024 Statistics	Number
Graduates	409
Faculty & Staff at the University	1740
Faculty & Staff at the Institution	122
Student Enrollment at the University	21100
Student Enrollment at the Institution	2771
Undergraduate Attendance	1090

2024 Statistics	Number
Masters-Level Postgraduate Attendance	647
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	1034

## Degrees Offered



### Bachelor Programs

-  Bachelor of Science (B.Sc. or B.S.)








### Masters Programs

-  Master of Science (M.Sc. or M.S.)
-  Master of Business Administration (M.B.A.)

## Undergraduate Degree Programmes

-  Undergraduate programme in Management – Law branch and Management branch
-  Undergraduate programme in Economics

## Masters Degree Programmes

-  Master's in Marketing
-  Executive MBA
-  Master's in Auditing and Taxation
-  Master's in Business Economics
-  Master's in Finance
-  Master's in Human Resource Management
-  Master's in Management



## Certificates, Professional Development, or Associate Programmes

- 📄 Double degree Master's programmes with Aston Business School, Corvinus University of Budapest, KEDGE Business School, La
- 📄 Double degree undergraduate programmes with KEDGE Business School and WU - Vienna University of Economics and Business
- 📄 International Student Week with Luiss Business School, Nottingham Business School and Tilburg University
- 📄 Global Education Certificate



# Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

## Letter of Commitment



EMPOWER YOUR FUTURE!



**João Pinto**  
Dean, Católica Porto Business School

### Letter of Commitment to the PRME Principles

As Dean of Católica Porto Business School, signatory of the Principles for Responsible Management Education (PRME) since 2018, I am proud to reaffirm our School's enduring commitment to PRME. These principles, supported by the United Nations, are integral to our mission of preparing future generations for the challenges and opportunities of a rapidly changing world.

At CPBS, we firmly believe that leadership, strategy, and sustainability are essential ingredients for meaningful innovation and lasting impact. Our School has long championed ethics, responsibility, and sustainability, weaving these values throughout our programmes, research, and engagement with society.

Our steadfast commitment to integrity, responsibility, and sustainability is deeply embedded in our community, inspired by our Christian and humanist heritage. Over 30 years ago, we became pioneers by integrating ethics into our undergraduate curriculum, firmly establishing ethical discernment at the heart of our educational mission. Today, our dedicated research line in ethics and sustainability continues to guide our scholarly work. In addition, the consulting unit (CEGEA) and the knowledge transfer centres at CPBS – the Católica Centre for Thriving Futures, the Ethics Forum, the Innovation in Sustainability and Regeneration Hub, the Leadership Laboratory and the Service Management Lab – play a vital role in connecting academic excellence with the wider society. Through these centres, we actively foster the exchange of expertise and best practices, reinforcing our commitment to responsible leadership, regeneration, and innovative solutions. Furthermore, CPBS offers a wide range of opportunities for





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volunteering, encouraging our students to engage directly with the community and make a positive social impact alongside their academic journey.

We are dedicated to nurturing talent, fostering financial literacy, and promoting internationalisation, always with a view to creating value for our students, alumni, and partners.

The PRME Principles, in their breadth and ambition, inspire and guide us as we pursue our mission and strategic vision. They resonate deeply with our aspiration to develop professionals who are not only equipped with knowledge and skills, but also with a profound sense of purpose and responsibility towards society. Our commitment to integrity, responsibility, and sustainability is reflected in every facet of our community. This dedication is truly transversal to our entire training offer, as it is embedded within the curriculum of both bachelor's and master's degrees, and further strengthened by a significant portfolio of executive training specifically designed to address ethics, responsibility, and sustainability (ERS).

Moreover, we are proud to note that a significant number of our outputs – both in research and practice – are closely aligned with several United Nations Sustainable Development Goals (SDGs), reinforcing our impact on global challenges and societal transformation.

In our educational approach, we strive to cultivate learning environments that spark curiosity, critical thinking, and ethical discernment, empowering our students to become reflective and responsible leaders. Our research endeavours are animated by a desire to generate knowledge that is both rigorous and relevant, contributing meaningfully to the understanding of organisations and their role in society.

The spirit of partnership and dialogue is ever-present in our collaborations with business, civil society, and, notably, a range of international networks to which CPBS proudly belongs. Examples of these valued networks include, but are not limited to, the PRME initiative itself, the European Foundation for Management Development (EFMD), the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA), the Business Graduates Association (BGA), the *Chambre de Commerce et d'Industrie Luso-Française* (CCILF), and the Portuguese-German Chamber of Commerce and Industry (CCILA). Through these global partnerships, we enthusiastically seek to address complex challenges together and enrich our collective understanding of responsible management education.

Above all, we are committed to ensuring that our own practices as a School embody the very standards of responsibility and sustainability that we champion, embracing continuous improvement and transparency in all that we do.





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We recognise the importance of reporting our progress transparently and sharing best practices with our peers. The strength of our alumni network and our close ties to industry reflect the real-world impact of our approach and the value of lifelong learning.

I warmly invite all members of our community – students, faculty, staff, alumni, and partners – to join us in this exciting journey. Let us work together, with ambition and purpose, to advance responsible management education and to shape a future defined by ethical leadership, innovation, and positive impact. Your engagement and commitment are essential as we continue to build a School that truly makes a difference.

Porto, September 30<sup>th</sup> 2025



## Definition of Purpose

CPBS aspires to be recognised as a premier destination for students, nurturing their holistic growth and empowering them to create sustainable value for business and society. We aim to inspire future leaders who will contribute to a more inclusive and responsible global economy, driving positive change across communities and industries worldwide.

## Institutional Engagement

**26% - 50%** of faculty at Catolica Porto Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



# Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



## How We Define Values

As a community of students, staff, faculty, and partners, CPBS commits to responsibility and accountability towards society and the planet, ensuring its work generates positive and sustainable impact. We seek to embody these values in our teaching, research, and engagement, fostering leaders dedicated to meaningful and lasting change.

## Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts

## Student Awareness

**26% - 50%** of students at Catolica Porto Business School are aware that we are a PRME Signatory Member.

## Student Engagement

**76% - 100%** of students at Catolica Porto Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

## Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

### Celebrating Values

ERS are deeply entrenched in the University's matrix of Christian and humanist values. UCP's Code of Ethics and Conduct establishes as its fundamental principles dignity, justice, honesty and integrity, and these are the main guiding beliefs for the School's philosophy towards education. Since its inception, CPBS has naturally been guided by this matrix, which is embedded in its values, mission and vision, and included at strategic and operational levels. CPBS's mission involves the development of



“professionals for a global, sustainable and ethical society” and its vision statement includes the aspiration to become “a leading European School with respect to making a meaningful impact on society and practice”.

The School's core values are *Person-centricity*, *Excellence*, and *Experimentation*. The three core values are interrelated and mutually reinforcing. *Excellence* is driven by *Person-centricity*, a foundational UCP value, which focuses on developing well-rounded, ethically grounded individuals. This approach contrasts with high-volume, low-contact educational models seen in other institutions.

*Experimentation* supports *Excellence* by enabling CPBS to deliver differentiated, high-value offerings.

#### *Person-centricity*

CPBS shares the Christian humanist principles of UCP, including respect for dignity, justice, equality, honesty and integrity. The School is dedicated to developing individuals holistically, equipping them not only to thrive in a global, interconnected world but also to lead change towards a better future. Since its inception, CPBS's *raison d'être* has been strongly grounded in responsible management, ethics and sustainability, central to its mission. As a proud signatory of the UN-supported PRME, the School previously submitted SIP reports in 2020 and 2023. CPBS is an inclusive community that actively promotes non-discrimination and equal access, ensuring no one is privileged or disadvantaged based on religion, gender, nationality, disability, sexual orientation, social background, ethnicity, or race.

#### *Excellence*

Aligned with UCP's mission, CPBS strives for excellence in academic training and scientific contribution for the common good. The School develops professionals who think critically, conduct rigorous and ethically grounded research, collaborate to solve societal challenges, and maintain curiosity. For example, undergraduate students engage in project-based courses on Economic Sociology, focusing on SDGs, and Social Philosophy and Ethics, debating concepts such as justice, economic efficiency and business ethics. CPBS invests in attracting and retaining talent for learning, teaching, innovative research and industry connections, while providing high-quality support services. The School's differentiated approach includes numerous channels to bring industry expertise into the classroom, facilitating knowledge exchange and direct contact with the job market.

#### *Experimentation*

With a deeply ingrained culture of innovation, CPBS strives to be at the forefront of its activities. The School embraces experimentation and continuous improvement, leveraging its political and economic independence, smaller size and agile governance. For example, in 2006, it introduced multidisciplinary, project-based courses in undergraduate programmes to develop transversal skills. CPBS was a pioneer in integrating Business Ethics into curricula 30 years ago, developed collaborative programmes with other UCP schools, and created the Católica Business Schools Alliance (CBSA), a network of Catholic business schools in Portuguese-speaking countries.

Based on the aspirational ERS guidance towards its vision, mission and values, the School adopted three strategic axes that frame the core activities of teaching, research and service as well as guide the development of resources (faculty, finance, infrastructure and reputation):

- Global mindset: The School sees society as a multidimensional, complex and interconnected system facing major ethical and sustainability challenges. CPBS aims to embed this mindset in its core activities and the development of its faculty, staff and reputation.
- Impactful innovation: CPBS aims to make a difference for internal and external stakeholders, adopting a pioneering attitude that fosters experimentation, and/or ensures differentiation in what it does.
- Connections with practice: CPBS aims to engage with corporations, non-profit organisations and practitioners to shape its core activities and develop its resources and assets.



# Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



## How We Define Teach

CPBS's teaching and learning approach embeds responsible management into innovative pedagogies, provides flexible and differentiated pathways, and fosters a global mindset. The School enriches the student experience through diverse interactions, international opportunities, and holistic development, preparing graduates to become responsible, globally oriented professionals.

## Educator Recognition

At Catolica Porto Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Financial incentives
- ❖ Professional development opportunities
- ❖ Publication or research support

## Fostering Innovation



### **A lot**

Our institution supports innovation significantly through teaching and learning.

## Experiential Learning



### **To a great extent**

Teaching and learning at our institution strongly encourage experiential learning.

## Learning Mindset



### **A lot**

Our institution supports a lifelong learning mindset significantly through teaching and learning.

## Method of Teaching and Learning



### **In person**

Traditional classroom-based learning with face-to-face instruction.

## **Barriers to Innovative Curriculum**

In 2024, Catolica Porto Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Collaboration barriers
- ❖ Compliance and legal concerns
- ❖ History and institutional tradition
- ❖ Learning curve for faculty
- ❖ Risk aversion
- ❖ Scalability issues

## **Barriers to Innovative Pedagogy**

In 2024, Catolica Porto Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations
- ❖ Assessment rigor concerns
- ❖ Change resistance
- ❖ History and institutional tradition
- ❖ Learning curve for faculty
- ❖ Resistance from students
- ❖ Scalability issues
- ❖ Curriculum inertia



# Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

## How We Define Research

At CPBS, research advances knowledge in economics and management through rigorous, impactful studies that foster sustainable value creation, support the UN SDGs, and contribute to community development, while directly informing education and engaging students in responsible management and practice-oriented learning.

## Research vs Research for RME/Sustainable Development



## Research Funding

In 2024, Catolica Porto Business School was awarded funding for research that is:



National



International

## Socializing Research

In 2024, Catolica Porto Business School contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

## Research Awards

In 2024, Catolica Porto Business School was awarded 3 research awards for responsibility- and/or sustainability-related research.



### **GEE/ANACOM prize for 'Papers on Competition in Telecommunications and Digitalisation in the Economy (2020)'**

**Granter:** GEE/ANACOM

**Grantee:** Joana Pinho

**Award Description:**

Joana Pinho won the GEE/ANACOM prize for 'Papers on Competition in Telecommunications and Digitalisation in the Economy' in 2020, with the paper 'Collusion in Two-Sided Markets'.



### **MDS Best Paper Award at the 3rd Conference on Innovation, Sustainability and Regeneration**

**Granter:** MDS

**Grantee:** João Pinto and Paulo Alves

**Award Description:**

João Pinto and Paulo Alves: MDS Best Paper Award at the 3rd Conference on Innovation, Sustainability and Regeneration.



### **European Academy of Management Book of the Year 2022**

**Granter:** EURAM - European Academy of Management

**Grantee:** Arménio Rego and others

**Award Description:**

The book Paradoxes of Power and Leadership (Routledge), co-authored by Arménio Rego, M.P. Cunha, S. Clegg and M. Berti, was awarded the European Academy of Management Book of the Year 2022.

## Research Voices

The following statement demonstrates a way in which researchers at Catolica Porto Business School bring sustainability and responsible management into their research.



## Research Voices

### Testimonials on research interests in ERS

"I carry out research on leaders' ethics and virtues, as well as the respective outcomes at the individual, team and organisational levels. I explore topics like responsible and compassionate leadership, as well as leaders' humility, forgiveness, grit and perseverance. More recently, I have focused on how organisations and their members can protect and defend themselves against "dark triad" (narcissism, Machiavellianism, and psychopathy) leaders".

*Arménio Rego*

"I focus on the interconnectedness of internationalisation, open innovation, and sustainability, emphasising the need for a balanced approach to maximise benefits while upholding ethical and responsible business practices. My research explores how firms can effectively align innovation strategies with sustainability efforts, ensuring that environmental commitments support rather than hinder international performance. Ultimately, I advocate for a culture of international openness, innovation, digital adaptation, and sustainable growth, which demands a strong commitment to ethical leadership and responsible business strategies".

*Božidar Vlačić*

"I carry out research on consumer guilt, exploring how guilt influences consumer behaviour towards more ethical and sustainable choices and how organisations and brands can use guilt to influence consumption".

*Carla Carvalho Martins*

"I focus on ERS from a critical and philosophical perspective, which implies research based on the action of care, action in its vital foundation that animates everything that lives, and not only action centred on the human being".

*Conceição Soares*

"I focus on ERS by examining how a mental health hospital balances care and costs to achieve financial sustainability while maintaining good-quality patient services. Additionally, I analyse how international organisations integrate Generative AI (GenAI) for sustainable development, exploring its impact on resource efficiency, strategic decision-making, and alignment with sustainable development goals (SDGs). These projects emphasise responsible innovation, ensuring financial and technological advancements support ethical, sustainable, and socially responsible practices".

*Cristina Trocin*

"I focus on ERS by analysing the critical aspects of working conditions, leadership ethics, and education. I research work-life conflicts and strategies to reconcile professional and personal responsibilities effectively, aiming to enhance employee well-being and organisational performance. In

a separate line of inquiry, I explore the 'death of a company' from the perspective of authentic leadership and moral considerations, advocating that sometimes closing down a company is more ethical than letting it linger. I also research the effectiveness of educational programmes aimed at developing critical competencies, including critical thinking, communication, and teamwork. I aim to create evidence-based approaches that equip future leaders with essential skills for overcoming complex organisational challenges".

*Eva Dias de Oliveira*

"I focus on ERS by studying patient experience in healthcare services and analysing how the different touchpoints with healthcare providers should be managed to improve healthcare services and the well-being of patients, thereby helping healthcare providers to integrate environmental, social, and governance (ESG) principles into their decision-making processes".

*Joana César Machado*

"I focus on ERS by analysing the impact of sustainable financial strategies on corporate resilience, advocating for ethical investment practices, developing valuation models that help businesses integrate environmental, social, and governance (ESG) principles into their decision-making processes, and by developing pricing models for fixed-income securities to help lenders (investors and banks) and borrowers (firms) understand the main drivers of the cost of sustainable debt instruments".

*João Pinto*

"My research contributes to ERS by exploring the psychological and behavioural mechanisms that shape leadership, workplace stress, and organisational decision-making. I examine the ethical implications of leadership traits and organisational policies to promote responsible leadership and sustainable workforce well-being".

*Jon Gruda*

"I specialise in Economic Resilience Studies (ERS), focusing on the impact of growth on income inequality and planetary boundaries. My work involves developing strategies for countries, industries and cities to reduce inequality and comply with planetary boundaries, particularly those related to climate change".

*Leonardo Costa*

"I focus on ERS through my research on child poverty and well-being, a topic related to one of the three dimensions of sustainable development, that is, the social dimension; for development to be sustainable it has to ensure that all individuals from all generations are included in the benefits of economic growth; it is therefore important to assess the extent to which there is child poverty and low levels of child well-being, not only to understand these phenomena properly, but to identify the appropriate actions/policies to tackle the problem".

*Liliana Fernandes*

"I contribute to ERS through a research line focused on happiness in secondary schools, where we identify the key factors influencing the well-being of teachers and students in Portuguese schools. Additionally, through another research stream on efficiency and productivity analysis, my work has helped enhance public practices, ultimately contributing to improved well-being and economic growth".

*Maria Conceição Silva*

"I focus on ERS by developing aspects of the classical political economy that are relevant for addressing contemporary social and ecological problems connected to sustainable human development. This includes the development of a theory of value that considers the biophysical costs of economic activity, and the criteria for the distribution of the social surplus that takes into account the need to address social inequality and its connection to poverty".

*Nuno Martins*

"My research addresses ERS through analysing the impact of sustainable financial strategies on corporate resilience by shedding light on the pricing factors and on the determinants of the choice for sustainable debt instruments. Additionally, I focus on the transparency and quality of financial reporting as an enforcement mechanism in capital markets".

*Paulo Alves*

"I focus on ERS through the development of studies on the Portuguese non-profit sector and the impact assessment of organisations within it, as well as through the systematic integration of topics such as social impact, shared value, and partnerships to increase impact in training at various levels of education".

*Raquel Campos Franco*

"I focus on ERS by analysing, both theoretically and in particular, empirically, the impact of energy transition on a net-zero emissions target by 2050. I have pursued a line of research that focuses on several features associated with this transition, such as the impact on the market of renewable energy production and carbon taxes, the economic impact of the closure of coal plants, and more recently, the economic value of electricity storage (envisioning the impact of large scale hydrogen use). This line of research has been partially financed by research projects".

*Ricardo Gonçalves*

"I am currently researching how digital servitisation can leverage manufacturing firms' environmental sustainability initiatives, so that they can meet their environmental sustainability goals while remaining innovative and competitive".

*Rui Sousa*

"I contribute to ERS by addressing critical societal challenges through innovative and responsible approaches. My research explores environmentally responsible solutions, promoting economic resilience and enhanced community engagement. Overall, my work supports a more inclusive and sustainable society, reinforcing ethical business practices, social responsibility, responsible consumption and environmental awareness in both academic and real-world contexts".

*Sandra Lima Coelho*

## Research Barriers

In 2024, Catolica Porto Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Data access and management
- ❖ Funding challenges
- ❖ Ethical concerns
- ❖ Participant recruitment
- ❖ Regulatory and legal restrictions
- ❖ Time constraints



# Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

## How We Define Partner

At CPBS, a partner is an organisation or individual from business, government, civil society, or academia that collaborates with the School to generate positive societal, stakeholder, and individual impact through education, research, innovation, consulting, and knowledge-transfer activities, fostering responsible, evidence-based, and practice-oriented management solutions.

## Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ GRLI (Globally Responsible Leadership Initiative)
- ❖ Local institutions and associations
- ❖ Quacquarelli Symonds (QS)
- ❖ Sulitest
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations Global Compact non-business signatory
- ❖ Association of African Business Schools (AABS)
- ❖ Business Graduates Association (BGA)
- ❖ Global Business Schools Network (GBSN)
- ❖ International Federation of Catholic Universities (IFCU)
- ❖ Strategic Alliance of Catholic Research Universities (SACRU)

## Student Organization Partnerships

- ❖ None



# Practice

We adopt responsible and accountable management principles in our own governance and operations.

## How We Define Practice

At CPBS, Practice means conducting all School activities with responsibility, transparency, and accountability, guided by humanist and Christian values. It reflects a commitment to ethical leadership, a culture of inclusivity, sustainability, and the well-being and development of all members, ensuring meaningful societal impact.

## Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Employee equity, diversity, inclusion
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water

## Policy Documents Related to RME and/or Sustainability

RME Policies

View document  Download document 





# Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

## How We Define Share

At CPBS, Sharing means openly exchanging successes, challenges, and lessons across the School and its wider networks. While progress has been made, we continue to strengthen this practice, fostering collective learning and reflection to live our values more fully and enhance our impact.

## Engagement Opportunities

Catolica Porto Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

## Communication Audiences

Catolica Porto Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

## Communication Barriers

Catolica Porto Business School faces the following barriers in transparent communications:



**Accessibility  
issues**



**Audience  
reach**



**Bureaucratic  
delays**



**Data privacy  
regulations**



**Donor  
sensitivities**



**Media visibility**



**Ownership  
issues**

SIGNATORY

# Catolica Porto Business School

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Portugal



## Website

<http://www.catholicabs.porto.ucp.pt>