

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Brandeis International Business
School

October 2026

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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 Brandeis International Business School, including key details and basic institutional data.

Graduates & Enrollment

2025 Statistics	Number
Graduates	326

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)



Values

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



Who Champions Responsible Management Education at Our Institution

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

Student Voices

The following narrative demonstrates how Brandeis International Business School has influenced students' academic journey and personal growth.

Brandeis School of Business and Economics

I am an MA candidate in International Economics and Finance (STEM-designated) at Brandeis International Business School, graduating in December 2026. I am building my career in impact investing and sustainable finance, with a focus on ESG research and active shareholder engagement.

Of the seven principles PRME asks institutions to embody, three map most directly onto how I have spent my time at Brandeis: Purpose, Partner, and Practice.

Purpose: fostering inclusive prosperity

Inclusive prosperity starts with who gets access. I co-founded Women in Economics and Finance (WEFi) at Brandeis because representation in finance is a structural problem rather than an individual one. The organization had gone defunct, so we rebuilt it from nothing, re-engineering the budget, restructuring how we ran programming, and growing membership 300% within thirty days of relaunch. What I have learned running WEFi is that access is not passive. It requires someone actively building the room, inviting people in, and making it worth their time to show up. Prosperity that is genuinely inclusive has to be constructed deliberately, and usually by someone who noticed they were missing from the room first.

Partner: connecting across business, government, and civil society

I am part of the Partnerships team with the NextGen in Sustainable Finance Podcast, a US SIF initiative co-hosted by Lamisa Hossain and CEO Maria Lettini. The podcast exists because its founders noticed that at sustainable finance conferences, where the future of the industry was being debated on every panel, almost no one speaking was an early-career professional.

My role is scaling the platform across East Coast universities and building partnerships so more students can find a way into this field. It has also connected me to practitioners across asset management, development finance, and policy who I would never have met through coursework alone. I am using this platform to deliberately build bridges between people who should be in these conversations around impact and sustainable finance.

Practice: modeling responsible governance and operations

Three experiences have pushed me to actually practice the principles behind responsible governance and operations.

My Social Impact Investing course, where I designed an outcomes-based Social Impact Bond for sixty women entrepreneurs across Uttar Pradesh and Bihar. Structuring it required tiered payment triggers, an SPV intermediary, and an independent evaluator framework tied to verified outcomes. It taught me the discipline of proving impact rather than asserting it.

The Brandeis Social Impact Startup Challenge, where I won first place with FlowSafe, a platform connecting domestic violence survivors to shelters, and now serve as Project Manager coordinating event planning and execution. Running it taught me that building the infrastructure for other people's ideas matters as much as having your own.

The New England Impact Investing Initiative, where I joined this fall as an Impact Investing Fellow. It is a practitioner-led program built specifically to democratize access to impact investing education, which is itself the principle in action.

Values Voices

BUS297 and DeisHacks Values

In my 2 semester class BUS297: "Leadership in Social Impact Innovation", I want students to understand that they do not have to choose between building a successful career and doing useful work in their community. This class and its connection to the DeisHacks Hackathon gives them a chance to work on both at the same time.

The starting point is a problem that matters to a community organization. Students have to listen to the people doing the work, understand what they need, and figure out what they can realistically build. A clever idea is much less useful if the organization cannot use it. The Felton Cards project is a good example: students had to think about the center's need for service data and its guests' need for privacy together.

In my social-impact and entrepreneurship/intrapreneurship teaching, I ask students to take their commitments to the organization seriously. They need to check their facts, protect confidential information, communicate professionally, and finish the work they agreed to do. Those expectations are part of learning to lead. I want students to leave with experience making something useful for other people, and a better understanding of the responsibility that comes with it.

Celebrating Values

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

DeisHacks 48-hour Hackathon 2026

The 9th annual DeisHacks Hackathon gives students a way to put their business and technical skills to work for the community. One of the differences between this event and a traditional hackathon is that it is tied to a 2 semester class BUS297: "Leadership in Social Impact Innovation". Brandeis Students in BUS297 embed on the boards of local non profit institutions and spend all of the fall semester working with a mentor to understand the challenges and mission of the organizations - and to identify a problem worthy of tackling. At the start of the fall semester, the Brandeis Board fellows from BUS297 bring these challenges from local nonprofits to a 48 hour hackathon, where 200+ students from across nearly every major at Brandeis spend a weekend working together in multidisciplinary teams on possible solutions. The event brings students from different majors into the same team; participating does not require a computer science or business background - but each team is coached or project managed by a Brandeis Board Fellow from BUS297. The other difference from a traditional hackathon is the long tail of implementation the projects carry forward. After the event, the Board Fellows have until May to implement these hacks into the business logic of the local institution.

In 2026, the winning team worked with the Community Day Center of Waltham on a problem involving both operations and privacy. The center needed better records of the services it provides, but wanted to preserve its low barriers to access. The students developed Felton Cards, a system designed to track use of meals, showers, laundry, and other services without requiring guests to provide personally identifiable information.

That project is a useful example of what responsible management looks like in practice. Better data mattered to the organization, and the way it collected that data mattered to the people it serves. Students had to design for both. DeisHacks also connects to our social-impact teaching, where students work with organizations before the event to identify challenges and follow up afterward on implementation.



Teach

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



Courses that support RME

Brandeis International Business School reports 3 courses in 2025 that support responsible management education and sustainable development goals.

Economic of Race and Gender | Econ 69a

Economics 69a provides an introduction to the economics of race and gender with an emphasis on policy issues. We learn and use the tools of microeconomic analysis to understand how economists model individual decision-making, and to gain insight into how microeconomic theory can explain some of the changes experienced by women and minorities in the United States and other countries over the last century.

Some of the questions we examine include:

- Why do women typically specialize in household work in married households? How and why has this changed over time?
- Do pronatalist policies work to increase fertility rates?
- Do parental leave policies help or hurt women's careers?
- Why do women earn less than men?
- Why do African Americans earn less than whites?
- What are the causes and consequences of 'missing women' in developing countries?



Digital Fabrication with Robotics | BUS232F

Digital Fabrication with Robotics introduces students to the technologies and workflows used to turn an idea into a physical object. Through hands-on projects, students learn 3D design, scanning, printing, basic electronics, and robotics. The course emphasizes how these technologies work, why designs fail, and how to troubleshoot or work around technical limitations. Students develop physical prototypes and complete a final research paper examining a digital-fabrication application, its current capabilities, its potential uses, and the barriers to further development. The course connects practical design skills with an understanding of how digitization and automation are changing manufacturing and business.

In Digital Fabrication with Robotics, I teach students how to take something they can imagine and make it in physical reality. The course combines hands on projects in 3D design, 3D scanning, 3D printing, electronics prototyping, and robotics. Students work with the tools themselves so they can understand how things work, what their limitations are, why they fail, and how to troubleshoot or design around those limitations. The secret goal of this course is not just to teach a survey of design for manufacturing skills, it is to build empathy for working with teams of engineers and designers in

the student's future careers.

The final paper asks students to take that understanding beyond the classroom. They choose an application of digital fabrication and investigate where the technology is today, how it works, where it might go, and what is stopping it from getting there. They also consider what it could mean for their careers and for the way people do business.

The Summer 2026 papers included cardiac bioprinting and meniscus regeneration, with attention to safety, affordability, and the barriers to clinical use. Other papers examined embodied AI robots and automated manufacturing, including material reliability, resource use, and changing workforce skills.

For me, the connection to responsible management is in that combination of technical understanding and judgment. I want students to be able to evaluate a technology's promise, recognize what has not been demonstrated, and understand what it would take to use it responsibly.



Entrepreneurship and Rapid Prototyping | BUS233

BUS233 Entrepreneurship and Rapid Prototyping is a co-taught class developed by Aldo Musaccho and Ian Roy that applies hands-on project based learning in developing, testing, and launching a product or service. Students work in teams to apply design thinking, lean-startup methods, project management, and customer-driven design. The idea is that by the end of the semester each team would have a pitch deck they could show an investor, get a check, and know what to spend the money on to make it happen. Case discussions and coaching sessions are combined with support from the MakerLab and the Library's survey and data analytics team. Teams build minimum viable products, gather customer feedback, and revise their ideas through repeated testing.

Assignments include developing product specifications, progress pitches, and a final tested product, service, or storefront with at least one cycle of customer interaction. The syllabus also addresses sustainability, ESG, the circular economy, and B Corporations - and many student teams choose to pursue a socially responsible product or service to design.

Connection to sustainability, responsibility, and ethics

The syllabus explicitly connects entrepreneurship with environmental and social responsibility through its treatment of global warming, sustainability, ESG, the circular economy, and B Corporations.

Students are also asked to consider adding a social element to their business model. Customer testing requires teams to respond to evidence, while the AI policy permits critique and feedback without replacing students' own critical thinking and writing.



Teaching Voices

The following statement demonstrates ways in which educators at Brandeis International Business School support sustainability and responsible management in their classrooms.

Ian Roy: carrying the work beyond the prototype

I teach through making and testing. I want students to get far enough into a project that they have to work through the difference between what they expected and what actually happens. Across BUS232, BUS233, and BUS297 (and in many of the Engineering courses we collaborate with) that means building something, learning from the result, and taking responsibility for what comes next.

In BUS232, Digital Fabrication with Robotics, students take designs from the screen into physical form. They learn how the tools work, why a print or a mechanism fails, and how to improve it. Their final papers extend that technical understanding into questions about how these technologies might be used. The Summer 2026 papers examined medical bioprinting, robot design, and manufacturing costs, including barriers involving safety, affordability, and reliability. I want students to understand enough of the technology to evaluate its promise without overlooking its limits.

In BUS233, Entrepreneurship and Rapid Prototyping, students work in teams to develop a product or service and test it with real customers. They have to use feedback to revise what they are building, rather than treat the first idea as the answer. We also examine sustainability, the circular economy, ESG, and B Corporations, connecting decisions about a business model to its environmental and social responsibilities.

I also want to democratize software prototyping and implementation so that students do not need to be computer science majors to turn a useful idea into something people can try. AI-assisted coding and low-code tools can help students build an app, automate a workflow, or test a digital service for a community partner. That opens more of the work to people who understand the problem but have not previously had the technical means to address it. Moving beyond a prototype still requires judgment:

testing with users, protecting their data, and planning who will maintain the software. I want students to understand both what these tools make possible and what they remain responsible for when someone else relies on their work.

BUS297 brings that approach into sustained work with community organizations. Students spend two semesters learning about a partner's needs and taking responsibility for an assignment. The DeisHacks Hackathon gives them a chance to bring a team around a problem and develop a prototype, but the course continues after the event. Students have to consider what their partner can use, respond to feedback, and follow through. My role is often to coach them through uncertainty, help them define a manageable problem, and ask questions that move the work forward.

I also want students to develop their own personal brand of leadership. They bring different strengths to these projects, and there is room to lead through careful analysis, technical skill, communication, or helping a team work well together. The experience gives them something concrete to reflect on and explain: how they contributed, what they learned, and what they would do differently.

In BUS233 and BUS297, I encourage students to use AI as a sounding board or critic while keeping responsibility for their own thinking and writing. The tools work well if you apply critical thinking first, and they work horribly when you use them as a replacement for critical thinking. I want them to use these tools to extend human thinking by asking better questions and improve their work, to democratize software prototyping and implementation, and to be able to explain and stand behind what they produce.

Dr. Venkat Maroju and I are building on this experience as we develop BUS295 for Spring 2027. The planned course will organize students into small consulting teams working with social-impact organizations, with mentor-supported projects and deliverables the partners can act on. It is still in development; our aim is to connect the early prototyping of DeisHacks with the sustained work, and team collaboration needed to turn an idea into something useful.

Continue telling your story

What the BUS232F final papers show in Summer 2026

The final papers in BUS232F are a way for students to connect hands-on fabrication to a business application they care about. The assignment guidelines do not require an ethical lens, yet many students apply one anyways. The paper provocation includes:

- Digital fabrication methods are quickly changing the landscape of manufacturing worldwide. Access to cheap machines capable of rapidly producing high quality prototypes are spurring innovation across every industry that uses or makes physical stuff.

- What is the most interesting implication or application you see for this technology in the future? How could you apply this to something in your career, or how will it influence the future of how people do business?
- Approach a specific application - it could be anything from robot dogs, to consumer fabrication machines, to 3D printed organs, or simply design literacy - look into where the technology is today, describe how the underlying technology works, where it is going in the future, and what hurdles it has to overcome to get there.
- Pick a Digital Fabrication Application or Use Case and make sure to describe:
 - 1) Where the technology is today - do some research!
 - 2) How the underlying technology works - do some research!
 - 3) What does the future look like for this technology? Where is it headed?
 - 4) What are the hurdles to get there? What does the technology have to overcome or evolve past and what barriers are holding it back?

The Summer 2026 papers show students looking at the practical barriers alongside the possibilities and ethical implications of emerging technology. This is a powerful insight into the imagination and career ambitions of our students.

- Two papers examined medical applications. One investigated cardiac bioprinting, distinguishing experimental tissue structures from the much harder goal of a functioning transplantable heart. It examined blood supply, cell maturation, manufacturing consistency, cost, and regulation. Another looked at bioprinting for meniscus repair, including the challenges of mechanical strength, biological compatibility, clinical testing, affordability, and acceptance by patients and healthcare systems.
- A paper on embodied AI robotics examined how the physical design of a robot affects what its software can do. It discussed material choices, grippers, customization, and the difference between a part that works for a prototype and one that is reliable enough for repeated use around people.
- A fourth paper investigated how automation changes manufacturing costs. Alongside the possibilities for less waste, on-demand production, and local manufacturing, it considered equipment investment, maintenance, quality control, worker concerns, and the need for different technical skills.

This is the kind of thinking I want students to practice. They need enough understanding of the technology to explain its limits, and enough understanding of people and organizations to consider the consequences of using it.



Research

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

Research vs Research for RME/Sustainable Development

26 Peer-reviewed articles were published by Brandeis International Business School from this past calendar year.	vs	7 Peer-reviewed articles were published by Brandeis International Business School from this past calendar year in support of RME.
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Research Funding

In 2025, Brandeis International Business School was awarded funding for research that is:



No funding

Socializing Research

In 2025, Brandeis International Business School contributed research findings to:

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



Partner

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

Institutional Partnerships

- ❖ Local institutions and associations
- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Financial Times
- ❖ Graduate Management Admission Council (GMAC)
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ Net Impact
- ❖ GARP
- ❖ CAIA
- ❖ CFA Institute
- ❖ Quantitative Finance (CQF) Institute
- ❖ Bloomberg



Practice

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

Institutional Policies and Practices

- ❖ Carbon reduction or offset commitments
- ❖ Ethical data sourcing guides
- ❖ Accreditation body recommendation documents
- ❖ Curriculum guidelines
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ AI use guide
- ❖ Environmental stewardship policies
- ❖ Ethical leadership or good governance policies
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Travel guides



Share

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

Engagement Opportunities

Brandeis International 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
- ❖ Community events and consultation forums
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ We are currently working to offer engagement opportunities

Communication Audiences

Brandeis International Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Prospective and current students
- ❖ Research and academic networks

SIGNATORY

Brandeis International Business School



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