

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Peter T. Paul College of Business
and Economics

September 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 Peter T. Paul College of Business and Economics, including key details and basic institutional data.

Graduates & Enrollment

2025 Statistics	Number
Graduates	698
Faculty & Staff at the University	4304
Faculty & Staff at the Institution	190
Student Enrollment at the University	15,404
Student Enrollment at the Institution	2,657
Undergraduate Attendance	2,244
Masters-Level Postgraduate Attendance	380
Doctoral Student Attendance	18
Certificate, Professional Development, or Continuing Education Attendance	15

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)



Purpose

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

Letter of Commitment



Peter T. Paul College of
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Dean's Office

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September 4, 2026

I am proud to share Paul College's Progress Report, highlighting our continued commitment to embedding the Principles for Responsible Management Education (PRME) throughout our teaching, research, student experiences, and engagement with the broader community.

Paul College was once again named a PRME Champion for 2026–2028, making us one of only two institutions in the United States to receive this distinction. This recognition is a credit to our faculty, staff, students, and partners, and our belief that sustainability should be an integral part of how we prepare future business leaders.

Over the past year, the integration of the UNH Entrepreneurship Center (ECenter) into Paul College has created new connections between entrepreneurship, responsible management, and sustainability. Through experiential programs, mentorship, and competitions, the ECenter empowers students from across the university to develop innovative solutions to social, environmental, and economic challenges.

Students are also putting these principles into practice through experiences that connect their education to real-world challenges. Through the International Changemaker Grant, Paul College faculty led interdisciplinary student teams working with global communities on sustainability-focused projects, including developing a solar-powered irrigation system to improve food security and community self-reliance in Senegal and creating a business and marketing plan to support micro-enterprises and access to education in rural Kenya.

Closer to home, signature events such as the Holloway Competition and Undergraduate Research Conference increasingly showcase student ventures and research focused on sustainability and societal impact. With guidance from faculty mentors, students are also examining challenges facing New Hampshire, including workforce shortages, housing affordability, demographic shifts, and economic development.

In 2025, 30 of the 87 peer-reviewed articles published by Paul College faculty contributed to sustainable development and/or responsible management education — from Professor Qingran Li's research on renewable energy policy and its role in climate action to Professor Justin Pomerance's work examining barriers to mental health care and social equity.

We are grateful to Professor Shuili Du for her leadership as our Faculty Fellow in Sustainability over the past three years, and we welcome Senior Lecturer Scott Lemos to the role. An environmental economist whose teaching and research span sustainability, environmental challenges, and

economic development, Lemos will build on that foundation by helping further integrate sustainability into business education and expanding learning opportunities for our students.

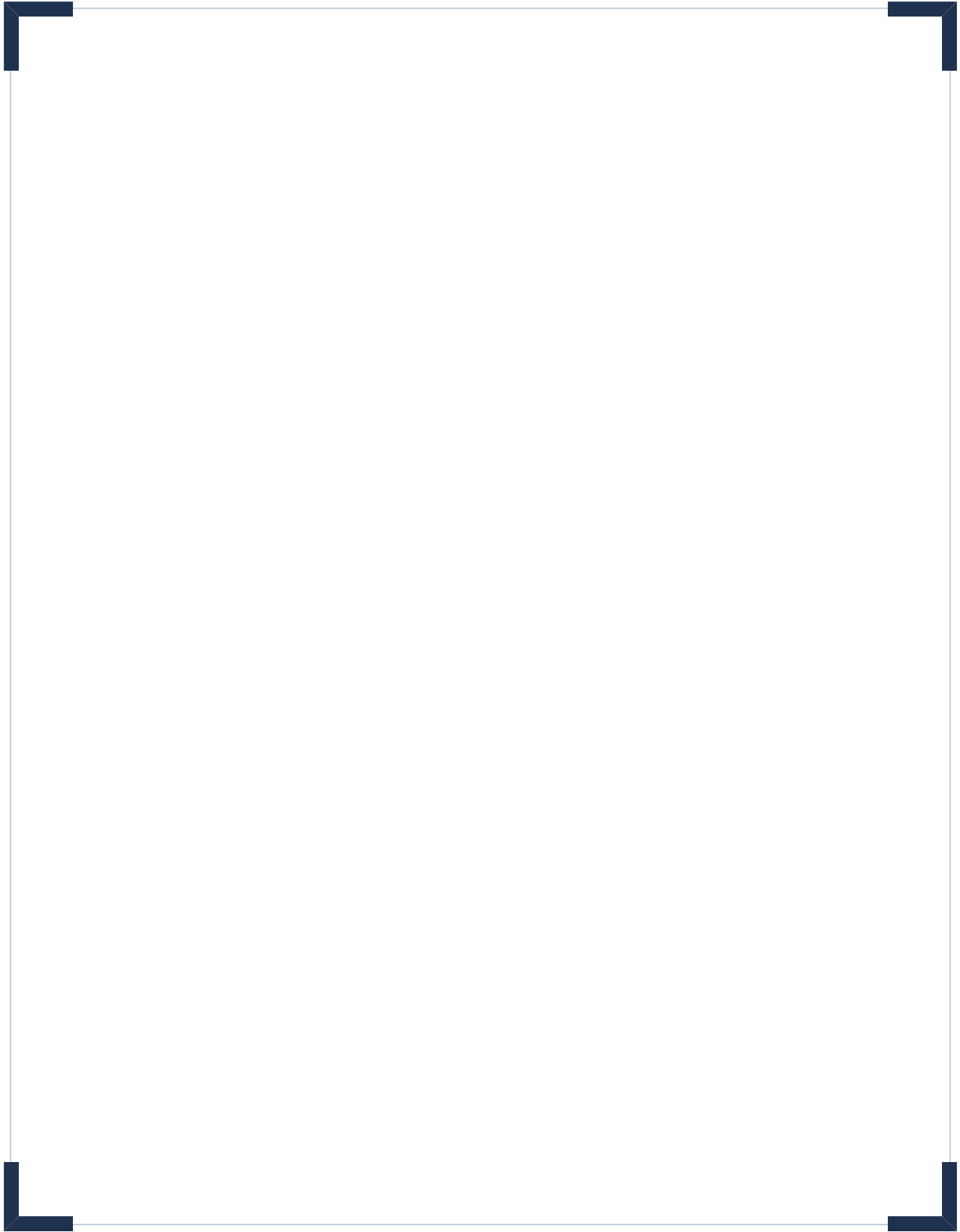
As a PRME Champion, Paul College remains committed to preparing students not only to succeed in a changing business world, but to lead with purpose — creating sustainable value for organizations, communities and society.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lucy Gilson', written in a cursive style.

Lucy Gilson

Dean, UNH Paul T. Paul College of Business and Economics



Definition of Purpose

At Paul College, Purpose means equipping students to lead responsibly by embedding sustainability, ethics, and inclusive prosperity into business education—empowering them to create value for people, planet, and profit in a world of thriving ecosystems.

Institutional Engagement

26% - 50%

of faculty at Peter T. Paul College of Business and Economics 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

Paul College empowers students through hands-on, experiential learning to become sustainability leaders. Faculty engage in transdisciplinary collaboration to drive inclusive and sustainable development. Together, we uphold values of diversity, equity, inclusion, and environmental stewardship, equipping our community to address sustainability challenges within and beyond the college.

Who Champions Responsible Management Education at Our Institution

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

Student Awareness

0% - 25% of students at Peter T. Paul College of Business and Economics are aware that we are a PRME Signatory Member.

Student Engagement

51% - 75% of students at Peter T. Paul College of Business and Economics actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

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

How We Define Teach

We define Teach as empowering students to become responsible leaders by embedding sustainability, ethical decision-making, and societal impact throughout their educational experience. Through innovative pedagogy, experiential learning, and interdisciplinary engagement, we help students develop the knowledge, skills, and values needed to contribute to a more sustainable and inclusive world.

Educator Recognition

At Peter T. Paul College of Business and Economics, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities

Barriers to Innovative Curriculum

In 2025, Peter T. Paul College of Business and Economics identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations
- ❖ Change fatigue
- ❖ Curriculum inertia
- ❖ Faculty resistance
- ❖ History and institutional tradition
- ❖ Limited interdisciplinary collaboration
- ❖ Overloaded faculty
- ❖ Risk aversion
- ❖ Uncertain return on investment

Barriers to Innovative Pedagogy

In 2025, Peter T. Paul College of Business and Economics identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Assessment rigor concerns
- ❖ Budget constraints
- ❖ Change resistance
- ❖ Faculty resistance
- ❖ Overloaded faculty
- ❖ Risk aversion
- ❖ Student engagement concerns



Research

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

How We Define Research

We define Research as creating and disseminating knowledge that advances responsible management education and practice. Through rigorous, impactful, and often interdisciplinary scholarship, we address societal and sustainability challenges while informing business decisions, public policy, and the development of responsible leaders.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Peter T. Paul College of Business and Economics was awarded funding for research that is:



Local



Regional

Socializing Research

In 2025, Peter T. Paul College of Business and Economics contributed research findings to:

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

Research Barriers

In 2025, Peter T. Paul College of Business and Economics identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Publishing barriers
- ❖ Skills and expertise gaps
- ❖ 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

Partnerships are at the center of Paul College's values, and we constantly work to advance these crucial connections to increase the school's social impact. From social franchising, to advancing inclusive leaders, to helping small- and medium-sized businesses, we continue to develop and grow these partnerships with sustainability as our focus.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AASHE (Association for the Advancement of Sustainability in Higher Education)

Student Organization Partnerships

- ❖ Enactus
- ❖ Hillel International
- ❖ Muslim Student Association
- ❖ Net Impact



Practice

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

How We Define Practice

We adopt sustainable and responsible management in our governance and operations by setting SDG-aligned goals, designing for long-term environmental stewardship, and embedding equity and decent work. Our approach integrates facilities, operations, HR, and curriculum to deliver measurable impact, inclusive opportunity, and continuous improvement.

Institutional Policies and Practices

- ❖ AASHE STARS report
- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides



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

Paul College fosters open dialogue to share successes and failures in our sustainability journey, enabling collective learning and deeper alignment with our values and purpose. Through seminars, conferences, and panels, students, faculty, alumni, and business leaders engage in critical conversations to advance a sustainable and resilient future together

Engagement Opportunities

Peter T. Paul College of Business and Economics 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
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Peter T. Paul College of Business and Economics 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

Peter T. Paul College of Business and Economics faces the following barriers in transparent communications:



**Audience
reach**



**Engagement
gaps**



Media visibility

SIGNATORY

Peter T. Paul College of Business and Economics



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