

RSM - a force for positive change

# Sustainability reporting meets impact reporting

## Strategic context for developing an institutional responsible impact narrative

Wilfred Mijnhardt, Policy Director RSM

Presentation for:

AESIS programme on Institutional structures for societal impact of science,

Online, 25 May 2022

## Agenda for today

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1. Setting the scene: Multi-dimensionality of institutions
2. Introduction to BSIS model for institutional impact mapping
3. Strategic value of BSIS
4. Zoom in 1: Impact & regional ecosystem (BSIS 5)
5. Zoom in 2: Impact & sustainability reporting (BSIS 6)
6. Groupwork on multidimensionality



## Part 1: Setting the scene: Multi-dimensionality of institutions

Quality, Responsibility & Impact

When impact & responsibility entered the scene, strategic change was needed at multiple levels in universities:  
in mission, strategy, governance structures/roles, knowledge production model and faculty models



## Multi-dimensionality of contexts at institutional level

Universities are confronted with growing external multi-dimensionality

### Institutional level:

3 contexts / perspectives / lenses co-exist for research, education and engagement

#### 1: Quality context

On standards & methodologies via national and international disciplinary and institutional quality assurance mechanisms, national and international accreditations

#### 2: Responsibility context

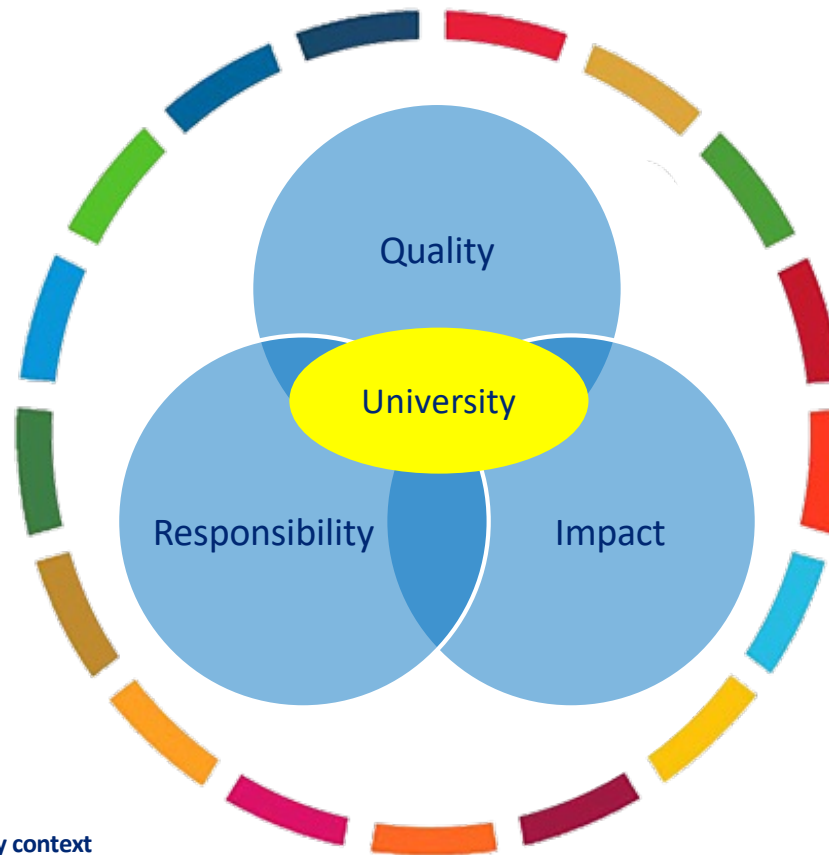
On principles & norms, ethics & integrity, via (professional & academic) associations and industry level platforms (like DORA) and science system level changes (like open science movement, EDI)

#### 3: Impact context

Relating engagements and differentiations and innovations in the portfolio of activities, aiming for transformative influence on careers, business & society, planet, rankings

### Industry level:

Institutions operate within an overall (global) sustainability context  
Represented by 17 UN SDG's



#### Goals

- 1: Eradicate poverty
- 2: Food
- 3: Health
- 4: Education
- 5: Gender equality
- 6: Water
- 7: Energy
- 8: Economy
- 9: Infrastructure
- 10: Reduce inequality
- 11: Cities
- 12: Sustainable production
- 13: Climate
- 14: Oceans
- 15: Biodiversity
- 16: Institutions
- 17: Implementation

### Sustainability context

## Part 2: Impact perspective: BSIS dimensions

Business School Impact System (BSIS)



**BSIS: First comprehensive impact assessment tool for business schools**

**Identifies, measures and evaluates a portfolio of 7 dimensions in which the school makes a difference in the regional impact zone**

<p>Brings <b>tangible evidence</b> of the School's impact</p>	<p>Determines a business school's <b>Impact upon its environment</b></p>	<p>Internal <b>awareness</b> &amp; External <b>recognition</b></p>
<p>Not an <b>accreditation</b> system Not a <b>ranking</b></p>	<p>No <b>score</b> No <b>comparisons</b> No <b>failure</b></p>	<p>Closely linked to <b>strategic issues:</b> identity, branding, competitive positioning</p>

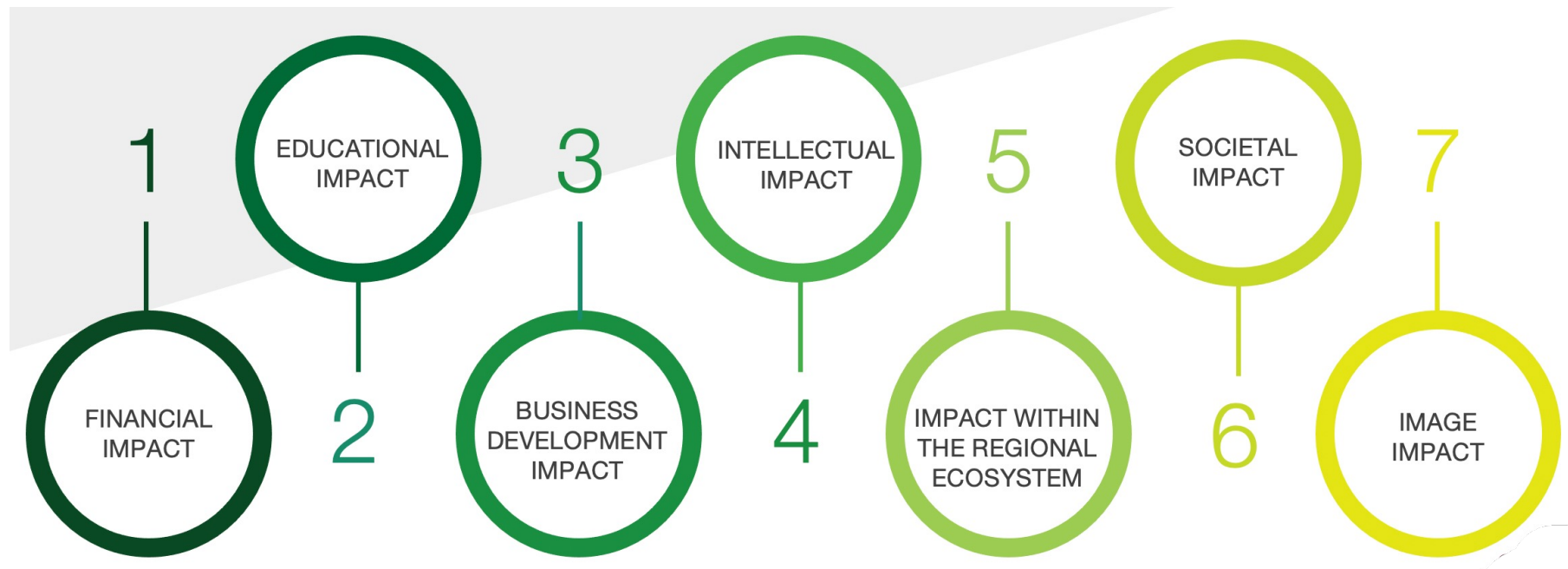


Results so far:

**53 Schools,**  
**58 campuses**  
in  
**17 Countries**

and growing

# BSIS: Scope of assessment: 7 “impact dimensions”



Comprehensive approach: 135 indicators in 7 dimensions



<https://www.efmdglobal.org/>

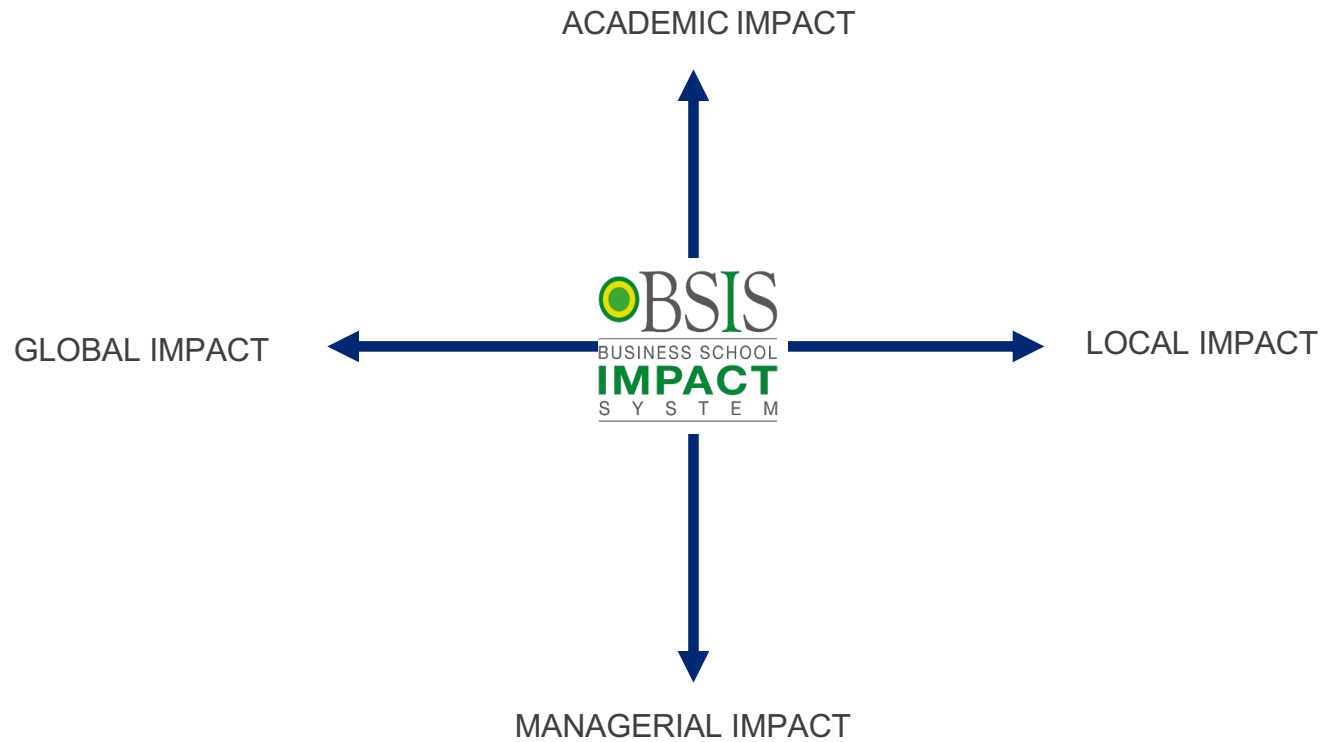


## BSIS – Outcomes & Benefits

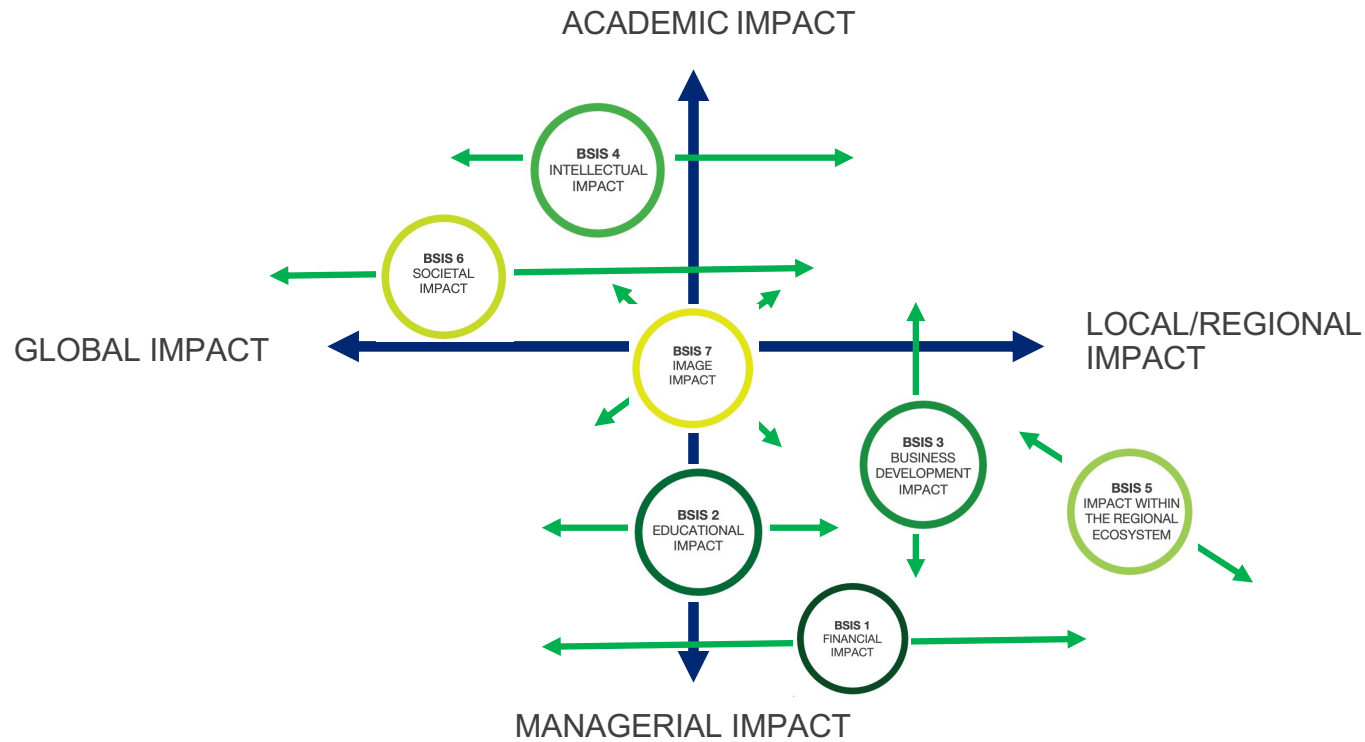
- School's **produces an** institutional Impact Assessment **Report**
- **Site visit** with strategic dialogue with internal and external stakeholders
- A consultative **feedback report** delivered by the BSIS team
  - **Factual inventory of significant areas of impact**
  - **Distinctive impact profile of the school**
  - **Recommendations** for better management of the School's relation with its local environment
- Creation of a **data reporting system** enabling the School to track impact in the 7 key areas
- **Raising awareness among the school's staff** about impact measurement
- **Support from the BSIS team** in communicating the final conclusions
- BSIS Label - Awarding the successful completion of BSIS
- **Continuity:** renewal of the Label after 3 years



# BSIS: Balancing 2 active “impact forces” in business schools



# BSIS: RSM BSIS dimensions portfolio vs the 2 forces & directions of change; A multidimensional balancing act



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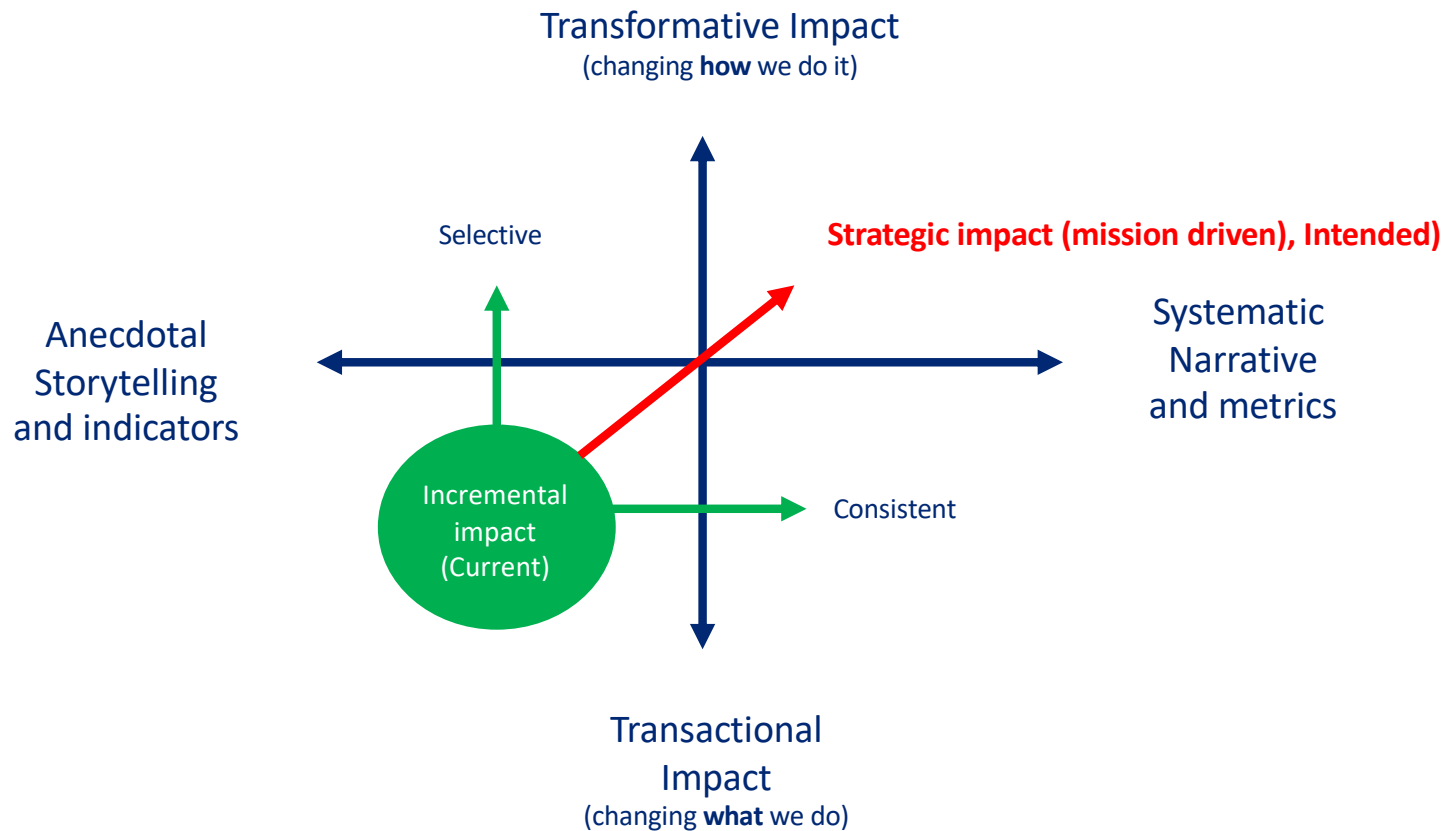
## Part 3: Strategic value of BSIS

From incremental anecdotes  
to strategic narratives



# Institutionalization of impact; towards strategic impact

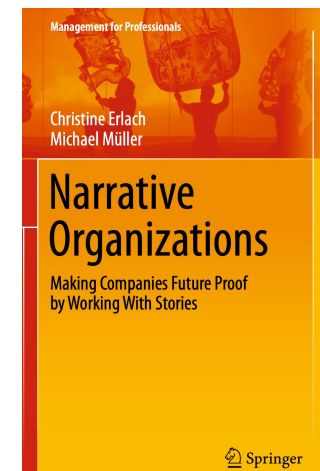
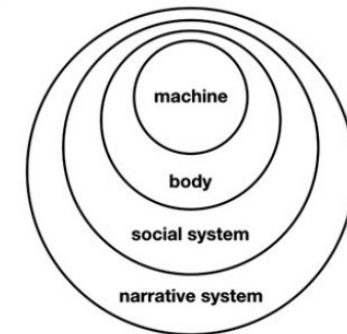
BSIS supports schools to move from an incremental to a strategic impact approach



# Narrative construction of the strategic identity of the school: “We are the sum of our stories”



The organization as...



## How BSIS supports RSM Strategic value creation

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1. Rediscovery of regional footprint is valuable
2. Impact in the mission of the school *and* Engagement & partnerships is new strategic priority
3. including new vice dean engagement & partnerships (E&P), BSIS helps to become focused
4. Narrative on the RSM impact pathway is unfolding and becomes part of RSM identity as business school
5. Focus on evidence (7 dimensions, 135 indicators) helps to monitor and benchmark progress of RSM impact
6. Contribution to regional innovation ecosystem is a strategic impact positioning
7. Relating all results in research, education and engagement to SDG's supports stakeholder dialogue
8. Impact profile helps to recruit new faculty valuing impact in their career
9. And much more...

# BSIS: Scope of assessment: 7 “impact dimensions”



Comprehensive approach: 135 indicators in 7 dimensions



## Part 4: Impact & regional innovation ecosystem

### **BSIS dimension 5:**

Integration of the school into the regional ecosystem of higher educational institutions, professional associations, public bodies and local authorities.



## BSIS dimension 5: Impact within the regional ecosystem



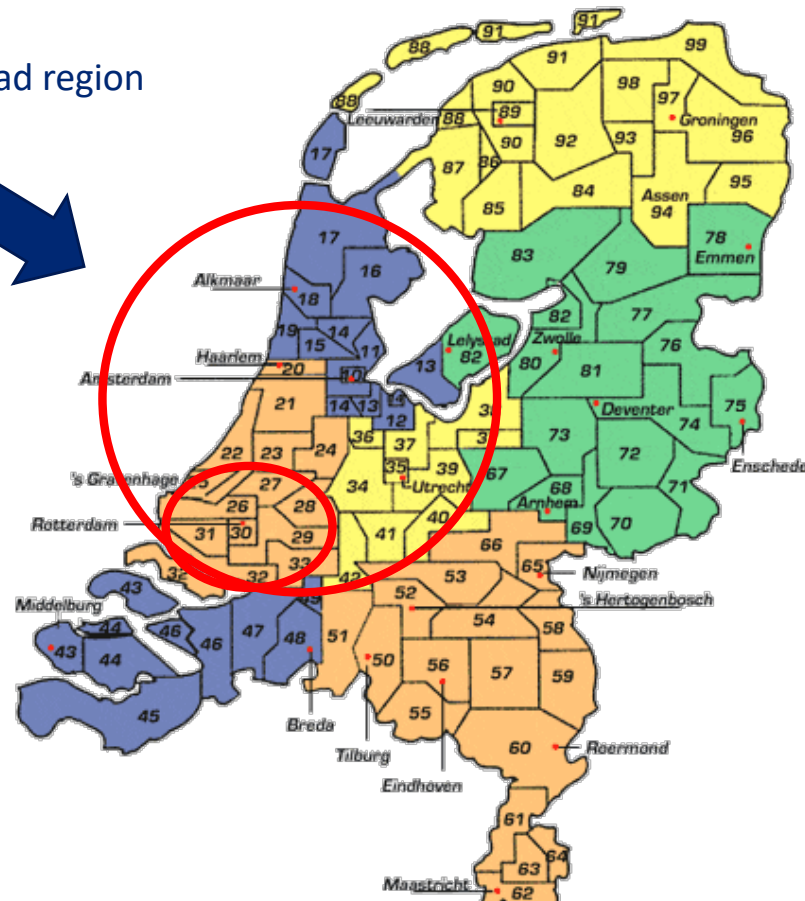
### 5. Impact within the regional ecosystem

- ▶ Involvement of the faculty and students in public life within the community
- ▶ Integration of the School into the regional ecosystem of higher educational institutions, professional associations, public bodies and local authorities

<b>5.1. Participation in academic and professional networks operating in the region</b>	
5.1.1	Collaborative partnerships with other academic institutions within the impact zone
5.1.2	Collaborative partnerships with professional institutions within the impact zone
5.1.3	Collaborative partnerships with local and regional public authorities
5.1.4	Collaborative initiatives within the wider institution (EUR)
5.1.5	Draw a diagram to illustrate the School's regional ecosystem
<b>5.2. Opportunities for visiting lecturers or adjunct professors</b>	
5.2.1	Number of managers and members of the professionals from the region participating in the educational activities of the School
<b>5.3. Staff members of the school participating in professional or civic functions within the region</b>	
5.3.1	List of staff members occupying a function within a local professional or civic body (name, organization, function)

# BSIS impact zone : Framing “immediate environment” of RSM

Rotterdam & Randstad region



Randstad Region

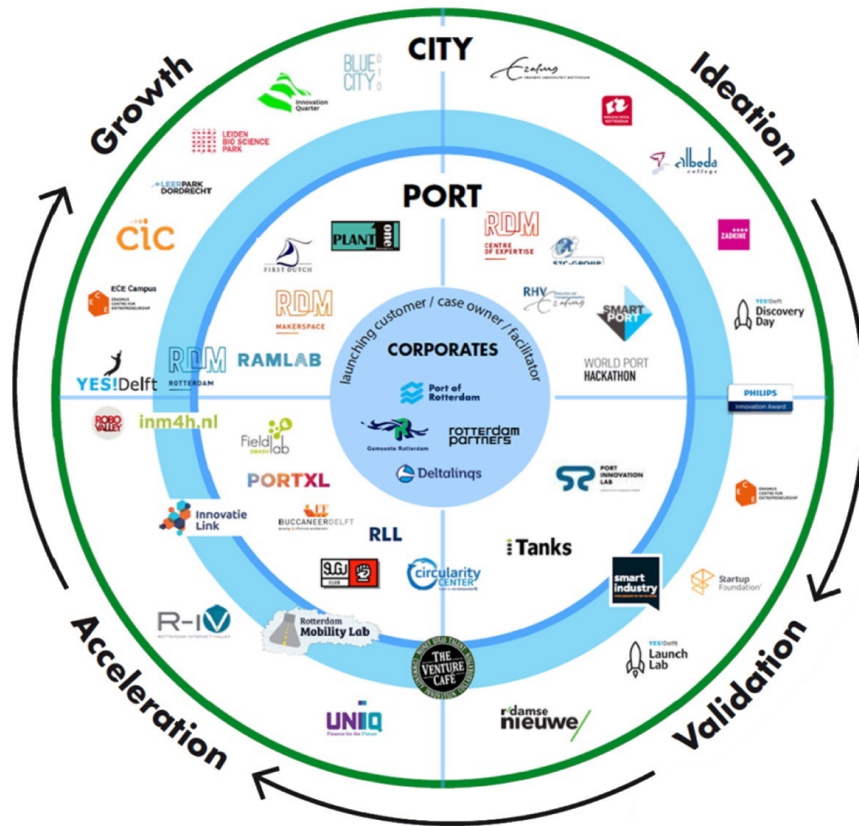


# Rotterdam Mainport: largest seaport in Europe

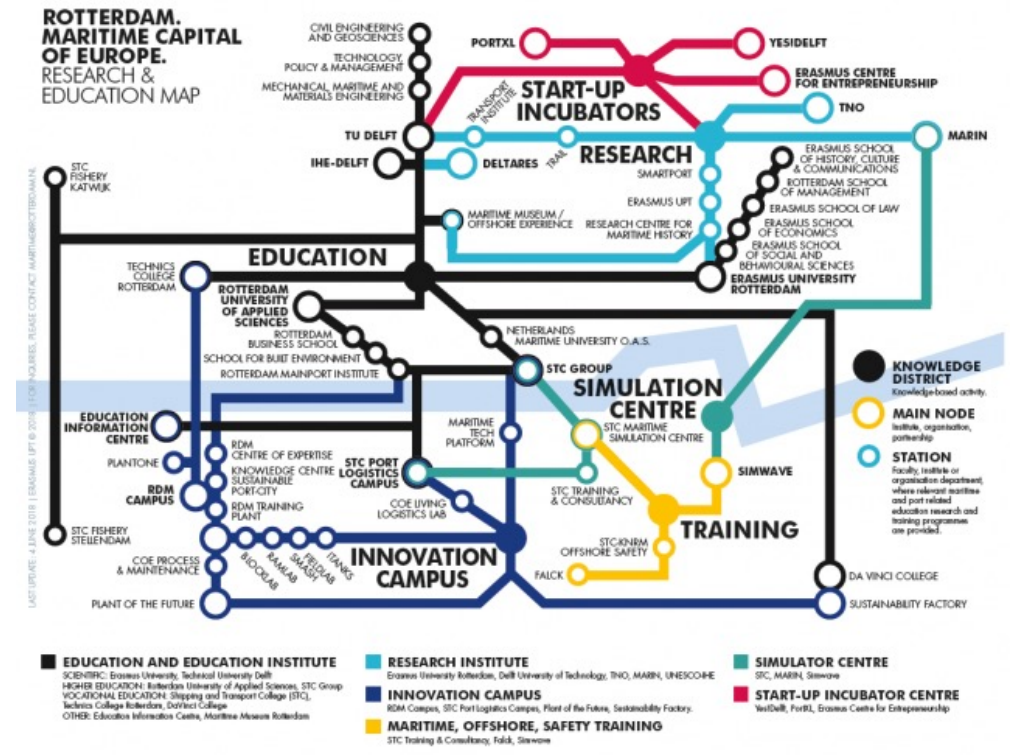


# Examples of innovation ecosystem visualisations: Rotterdam region

Port-city innovation ecosystem & Research & Education metro map



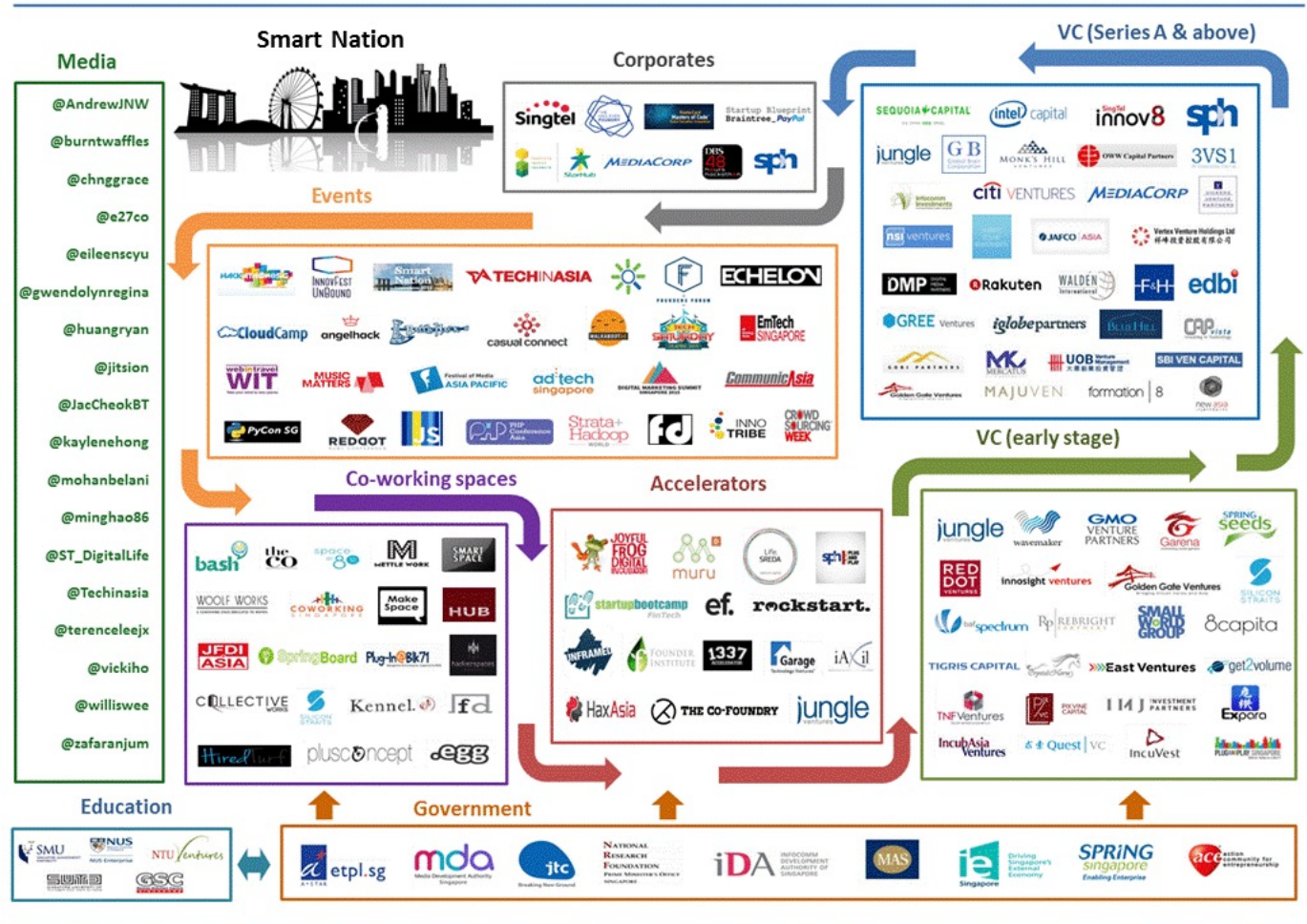
Source: Port of Rotterdam



Source: Maurice Jansen, EUR

# Example: Singapore

## Singaspape V2.0: Singapore's Startup Ecosystem



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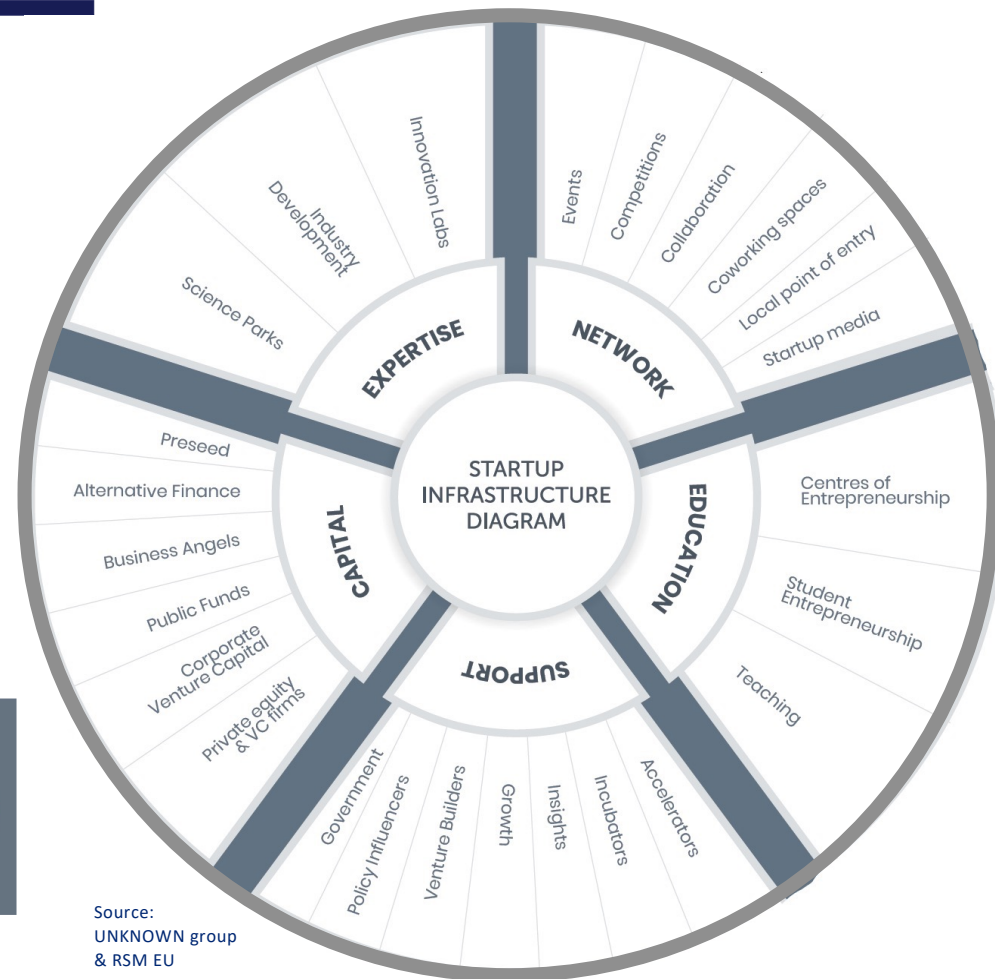
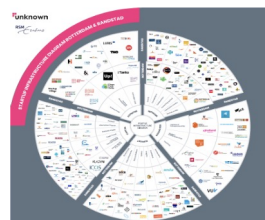
By: Zach Tan | @ZachCTan | linkedin.com/in/zctan

# RSM BSIS: Modelling the regional ecosystem of Rotterdam & Randstad

The ecosystem is composed of 5 categories:

- A. **Network**; Stimulating interaction and collaboration and connecting stakeholders in the ecosystem
- B. **Education**; Teaching data sciences and artificial intelligence skills and enhancing the development of the the sector
- C. **Support**; Supporting businesses from start to growth in a friendly environment
- D. **Capital**; The availability of capital and investment in businesses in varying stages
- E. **Expertise**; Areas of expertise in which a specific region excels and which are accessible for organizations

Each category has sub-categories to identify the actors in the category.



Source:  
UNKNOWN group  
& RSM EU

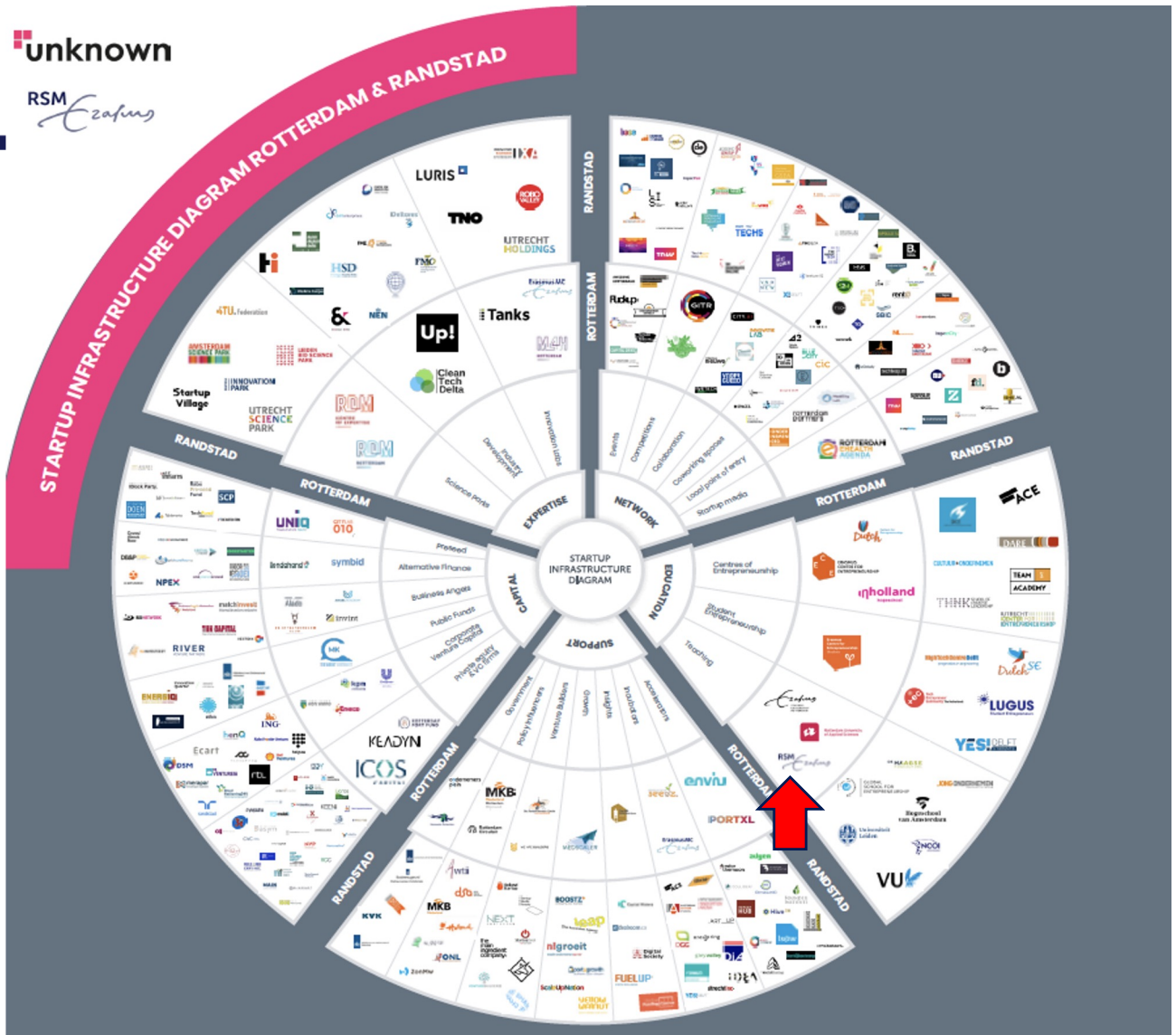
## RSM BSIS: The full picture of the innovation ecosystem

The Startup Infrastructure Diagram provides important insights that form the basis of our impact analysis. In this way we can identify key ecosystem players that are important for strategic positioning of RSM in the impact zone.

The role of RSM can be much more than “provide graduates”.

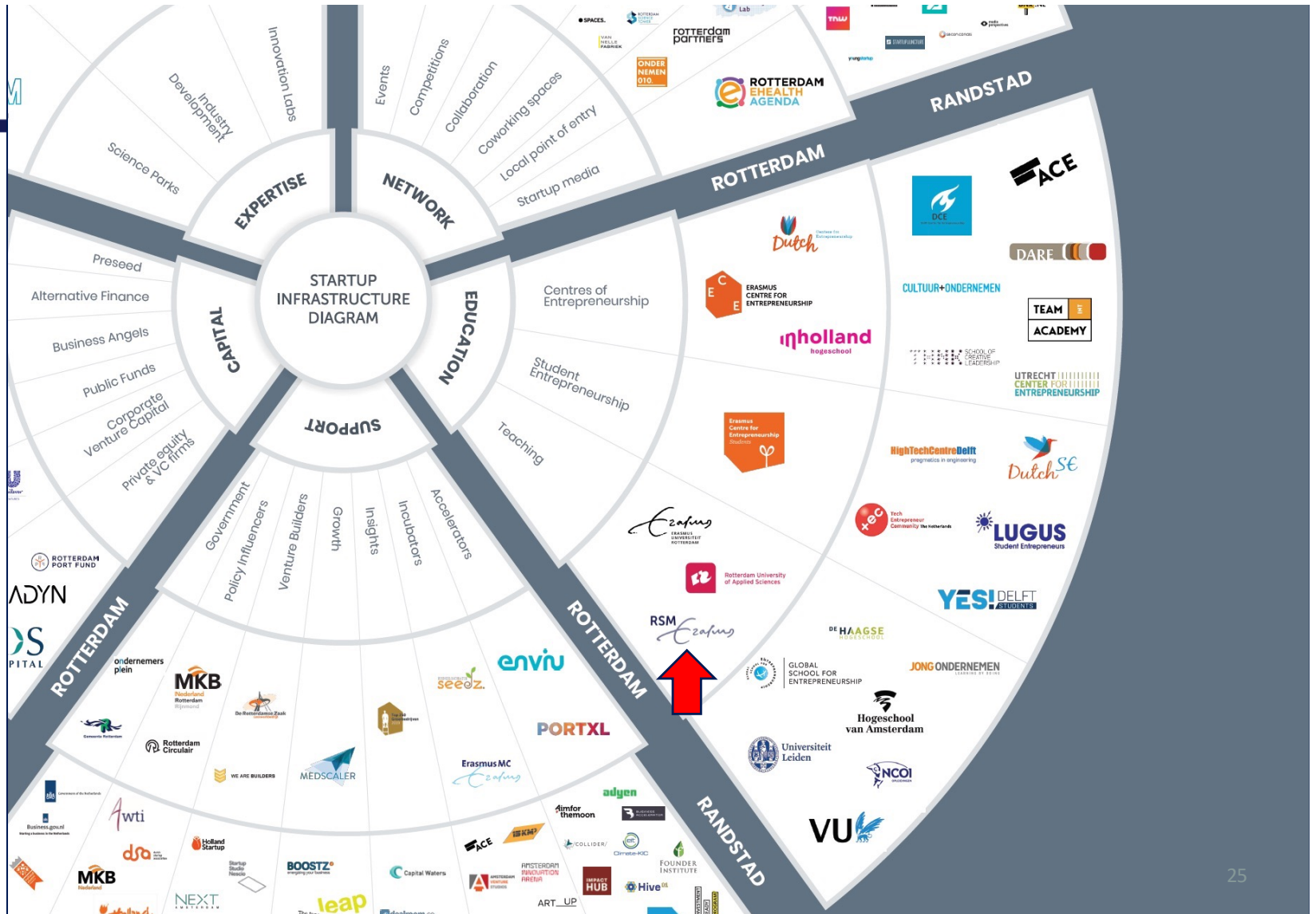
Strategic impact narrative: RSM operates as innovation influencer through the research, connections, partnerships and the entrepreneurship centre.

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# RSM BSIS: Zooming in on the position and role of RSM in the Rotterdam & Randstad Region



# Part 5: Impact reporting with sustainability reporting & SDG mapping

## BSIS dimension 6:

Activities & impact in the area of Corporate Social Responsibility (CSR) & Sustainable Development (SD) & Integration of CSR & SD in teaching, research and engagement of the school



# BSIS 5: Societal impact: Activities & impact in the area of Corporate Social Responsibility (CSR) & Sustainable Development (SD)

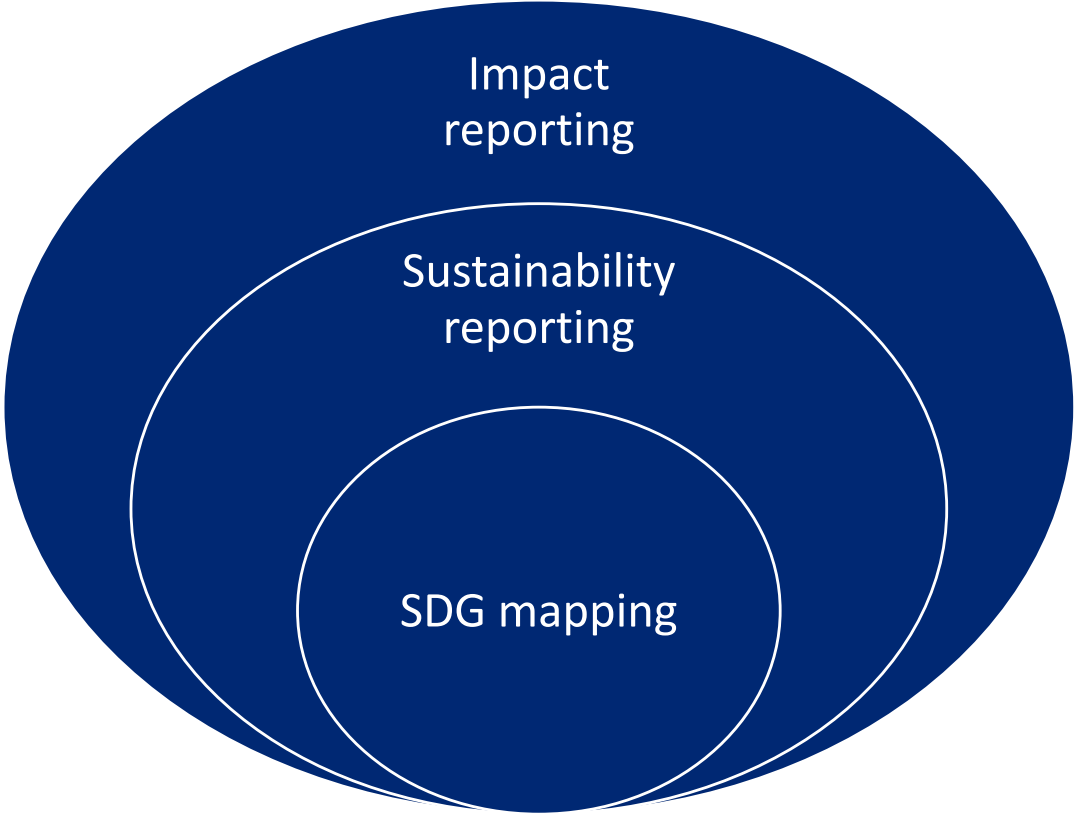


## 6. Societal Impact

- ▶ Existence of explicit policies in the area of CSR, Sustainable Development etc.,
- ▶ Integration of these concerns in teaching, research and management of the Business School.
- ▶ Concern for diversity and equal access within all the School's activities

<b>6.1. The School's Commitment to the Principles and Values of CSR and Sustainable Development</b>	
6.1.1	Describe the School's explicit policies regarding Corporate Social Responsibility and Sustainable Development
6.1.2	How is the School organised to implement these policies?
6.1.3	Participation of the School in National and International Movements promoting CSR and Sustainable Development
<b>6.2 Integration of CSR and Sustainable Development in the School's Academic and Educational Activities</b>	
6.2.1	Coverage of CSR and Sustainable Development in the School's Programmes
6.2.2	Integration of CSR and Sustainable Development in the School's Research and Publication Agenda
<b>6.3 Integration of CSR and Sustainable Development in the School's own Organisational and Managerial Practices</b>	
6.3.1	The School's Practices in the Area of Environmental Protection
6.3.2	The School's Practices as regards Gender Diversity in its Staff and Student Body
6.3.3	The School's Practices as regards the international diversity of its staff and student body
<b>6.4 Broader impact typology</b>	

# Linking Impact reporting, sustainability reporting & SDG mapping

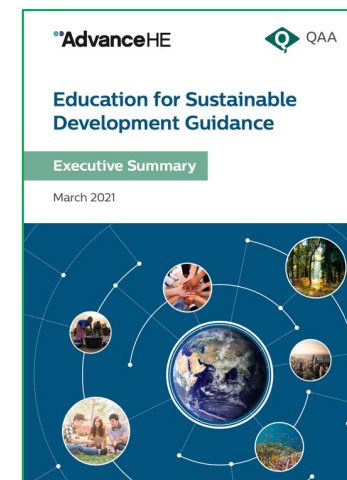


# Sustainability reporting frameworks in Higher Education: many schemes have emerged over the years

## Top 15 Sustainability reporting/assessment Tools for Higher Education currently in use:




1. Assessment Instrument for Sustainability in Higher Education (AISHE)
2. Adaptable Model for Assessing Sustainability in Higher Education (AMAS)
3. Assessment System for Sustainable Campus (ASSC)
4. Campus Sustainability Assessment Framework Core (CSAF Core)
5. (Graphical Assessment of Sustainability in University (GASU)
- 6. GreenMetric World University Rankings (GM)**
7. People & Planet Green League (P&P)
8. Pacific Sustainability Index (PSI)
9. Sustainability Assessment Questionnaire (SAQ)
- 10. Sustainability Tracking, Assessment and Rating System for Colleges and Universities (STARS)**
11. (Sustainable University Model (SUM)
12. (Sustainability in Higher Education Institutions (SusHEI)
13. Greening Universities Toolkit (Toolkit)
14. Unit-based Sustainability Assessment Tool (USAT)
15. Assessment Standard for Green Campus (ASGC)

NEW in UK



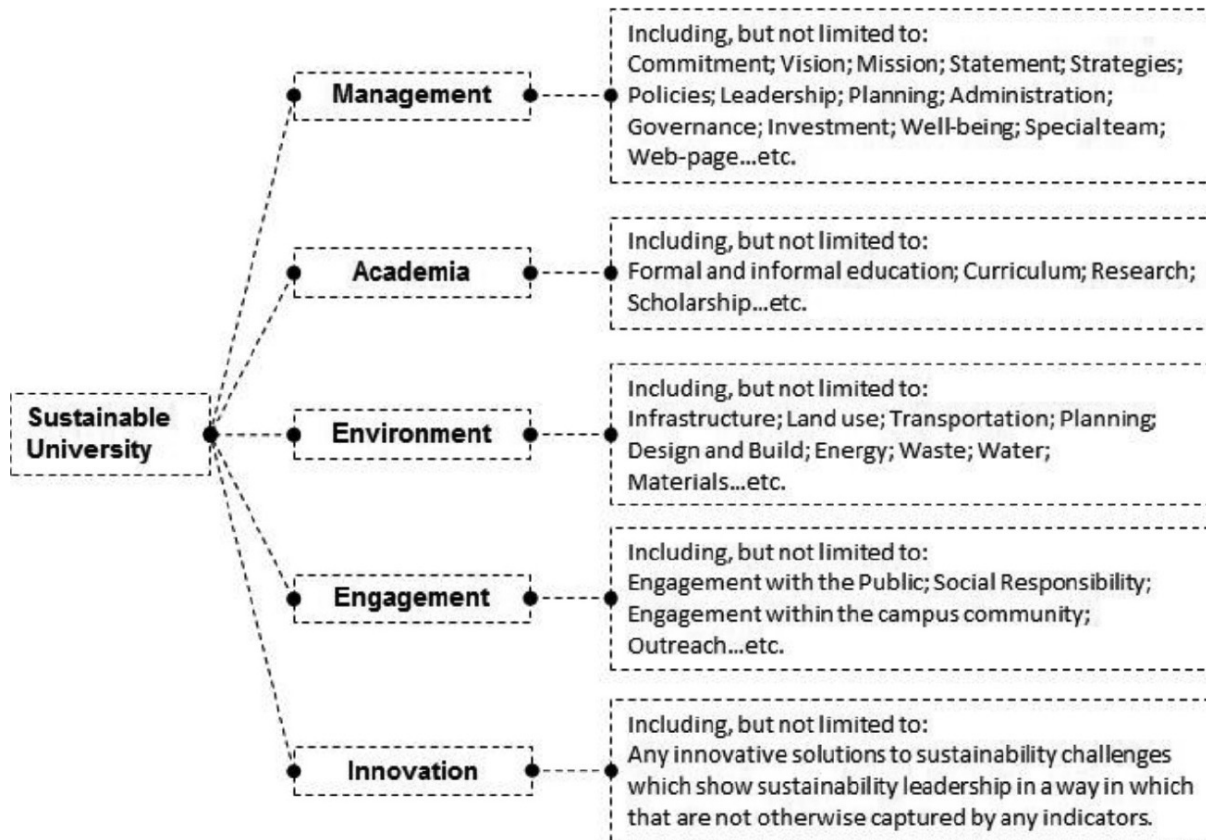
## Examples of higher education **sustainability reporting** frameworks



			
<b>Overview</b>	The <a href="#">Sustainability Tracking, Assessment &amp; Rating System</a> (STARS) is a self-reporting framework for colleges and universities to measure their sustainability performance.	The <a href="#">Times Higher Education Impact Rankings</a> measure global universities' success in delivering the United Nations' Sustainable Development Goals (SDGs).	The aim of the <a href="#">UI GreenMetric World University Rankings</a> is to enable universities to measure and improve their implementation of sustainability policies and programs.
<b>Recognition Type</b>	Rating (four levels)	Ranking (top to bottom)	Ranking (top to bottom)

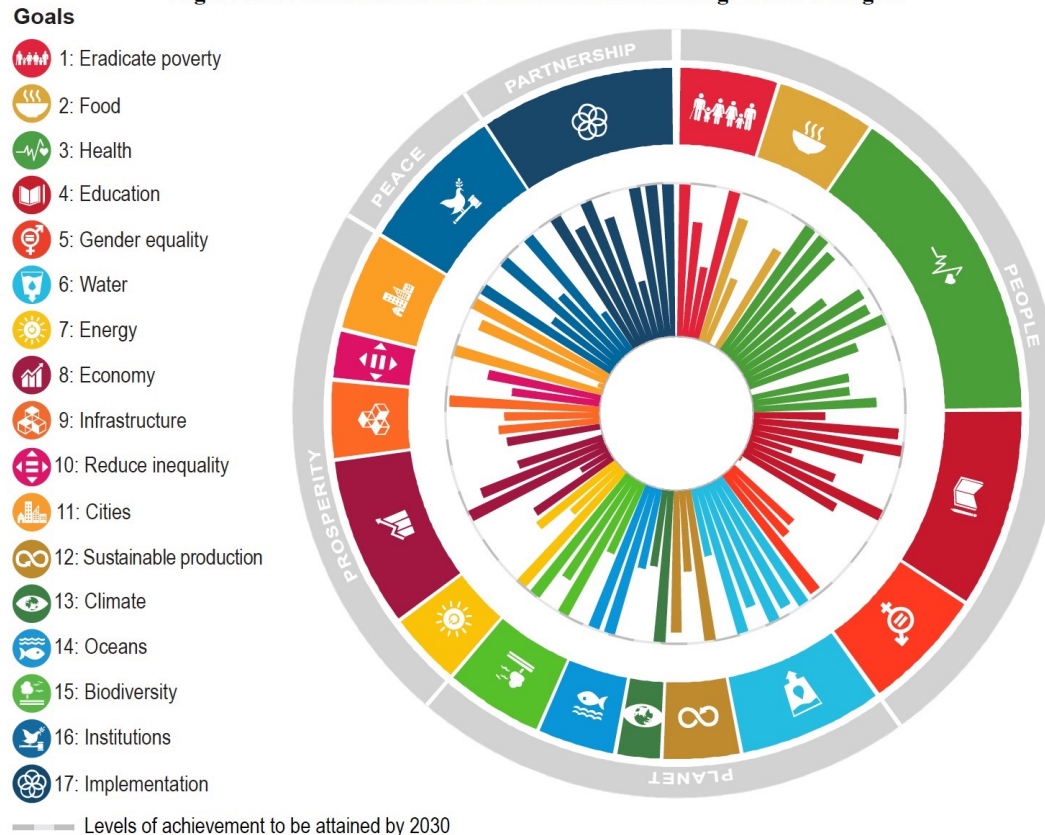
<https://stars.aashe.org/wp-content/uploads/2020/07/Higher-Education-Sustainability-Assessment-Frameworks-Compared.pdf>

# Sustainability reporting/assessment: What do they have in common?



# SDG mapping: relate what school produce to the 17 Sustainable development goals (SDG's): levels of relatedness & achievement

Figure 2.47. The Netherlands' distance from achieving 104 SDG targets



Example:  
The Netherlands

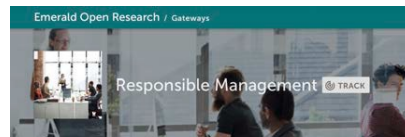
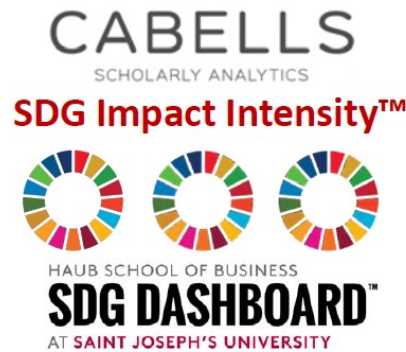
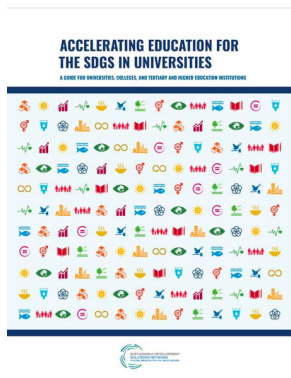
The chart shows current level of achievement on each available target. The longer the bar, the shorter the distance still to be travelled to reach 2030 target (dotted circle). Targets are clustered by goal, and goals are clustered by the “5Ps” of the 2030 Agenda (outer circle).



# SDG mapping in higher education: What and How

Mapping what?		Mapping how?		
		Humans only	Technology (AI) only	Combined approaches
Research	Articles	Green	Green	Green
	Dissertations	Green	Green	Green
	Reports/proposals	Green	Green	Green
Education	Course outlines	Green	Green	Green
	Endworks Bsc/MSc/MBA	Green	Green	Green
Engagement	Projects	Green	Green	Green
	Grants	Green	Green	Green
	Proposals	Green	Green	Green
	Communications	Green	Green	Green
Operations	on Campus	Green	Grey	Grey
	Beyond campus	Green	Grey	Grey
Combinations	Groups/teams	Grey	Green	Green
	Departments/Centres	Grey	Green	Green
	Schools	Grey	Green	Green
	Networks	Grey	Green	Green
	Journals	Grey	Green	Green
	Models (SDG groups)	Grey	Green	Green
	SDG benchmarking	Grey	Green	Green

“SDG mapping” as sub-form of Sustainability Reporting has momentum: institutional, publishers, data platforms and networks \*)

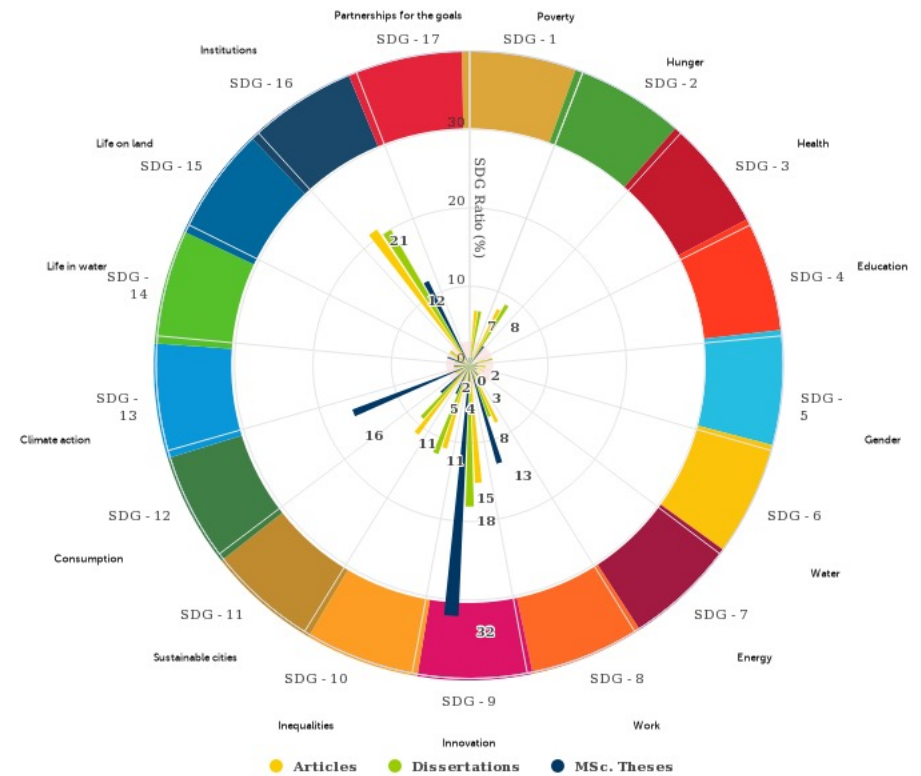


\*) Source: David S. Steingard, Ph.D. Dashboard • <https://sdgdashboard.sju.edu>

## BSIS result 6: Societal impact SDG mapping results of research, education & communication



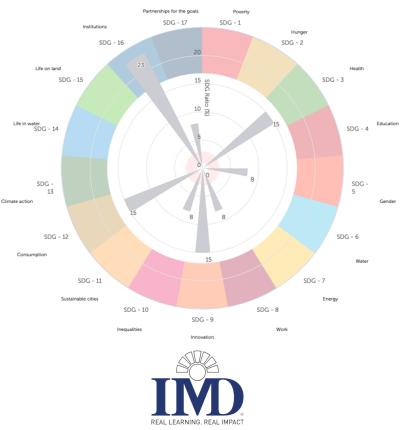
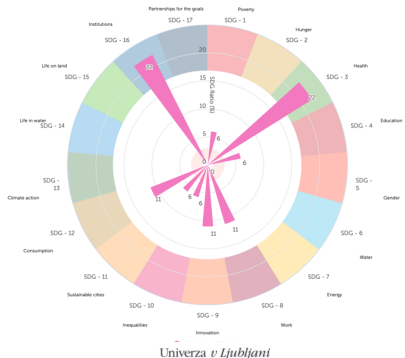
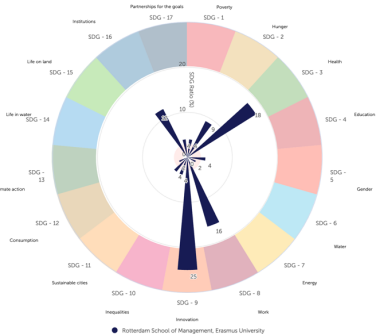
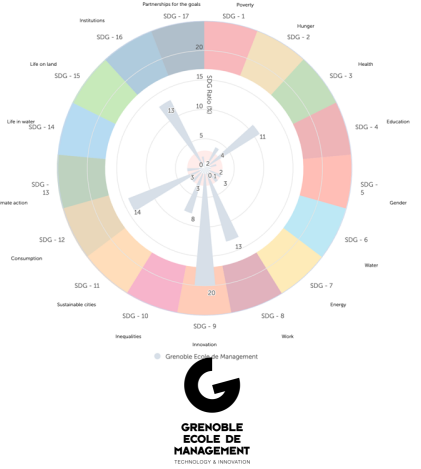
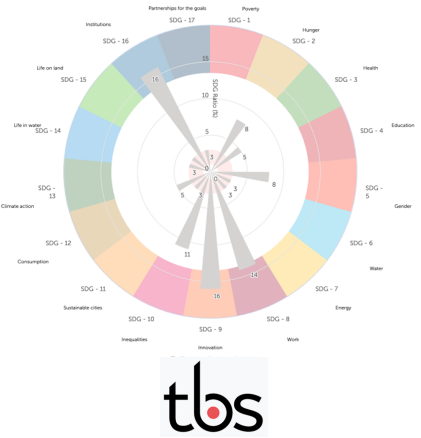
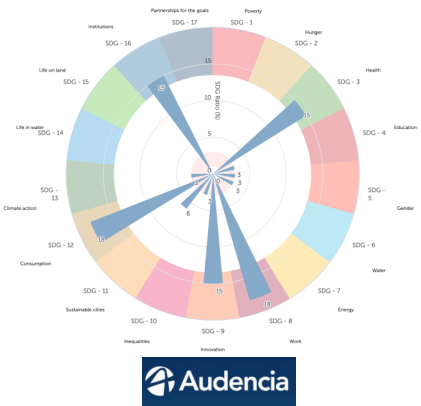
Sustainable Development Goal	Research		Education			Communication
	Articles	PhD Theses	MSc Courses	Msc Theses	MBA / EMBA Courses	RSM Discovery video's and articles
SDG 1	1			3	2	7
SDG 2			1	26		2
SDG 3	14	2	8	51	31	24
SDG 4	2			5	1	1
SDG 5	3	1		29		5
SDG 6			1			
SDG 7	14	2		37	3	18
SDG 8	15	2	2	154	25	39
SDG 9	50	7	16	301	31	95
SDG 10	7		2	8	5	13
SDG 11	13	1	2	37	9	114
SDG 12	14	4	1	155	17	19
SDG 13	7			23	3	15
SDG 14	4			6	2	
SDG 15				2	1	4
SDG 16	39	3		132	8	32
SDG 17	1		1			1
<b>Total SDG related</b>	<b>184</b>	<b>22</b>	<b>34</b>	<b>969</b>	<b>138</b>	<b>389</b>
<b>Total documents indexed</b>	<b>286</b>	<b>30</b>	<b>86</b>	<b>3217</b>	<b>187</b>	<b>642</b>
<b>SDG ratio</b>	<b>64%</b>	<b>73%</b>	<b>40%</b>	<b>30%</b>	<b>74%</b>	<b>61%</b>



Open dashboard for SDG mapping for triple crown busienss schools: <https://rsmmetrics.nl/sustainable-development-goals/triple-crown-sdg>

# Example: Benchmarking triple crown schools BSIS Schools on SDG footprint (2015-2019)

(Source: RSM SDG mapper dashboard)



25/05/2022

## Conclusion & statement for the discussion

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We are moving into the “decade of SDG action” where businesses, stakeholder platforms and Higher Education institutions are changing their purpose and strategies towards **transformative impact** (positive change).

At the same time universities are urged for responsible behavior to professionalize their quality, sustainability & impact reporting practices in their larger Higher Education ecosystem, there is a call for responsible impact reporting:

*“If universities walk their impact talk, they need to deal more strategically with the multidimensionality and find ways to integrate multiple logics (quality logic, responsibility logic & impact logic) into their strategic narrative”*



**My vision for 2030:  
Impact reporting & Sustainability reporting  
will merge: ECLIPSE**



## Part 6: Groupwork on: Multi-dimensionality of university contexts

Quality, Responsibility & Impact

When impact & responsibility entered the scene, strategic change was needed at multiple levels in business schools: in mission, strategy, governance structures/roles, knowledge production model and faculty models



## Multi-dimensionality of contexts at institutional level

Universities are confronted with growing external multi-dimensionality

### Institutional level:

3 contexts / perspectives / lenses co-exist for research, education and engagement

#### 1: Quality context

On standards & methodologies via national and international disciplinary and institutional quality assurance mechanisms, national and international accreditations

#### 2: Responsibility context

On principles & norms, ethics & integrity, via (professional & academic) associations and industry level platforms (like DORA) and science system level changes (like open science movement, EDI)

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-  17: Implementation

### Sustainability context



# Thank you!

## Wilfred Mijnhardt

Policy Director Rotterdam School of Management (RSM)  
Erasmus University Rotterdam

[wmijnhardt@rsm.nl](mailto:wmijnhardt@rsm.nl)

00-31(10) 4081823

<http://www.linkedin.com/in/wilfredmijnhardt>

<https://twitter.com/wmijnhardt>

← **Wilfred Mijnhardt**  
9.156 Tweets

**Profiel wijzigen**

**Wilfred Mijnhardt**  
@wmijnhardt

Wilfred Mijnhardt, Policy Director @RSMErasmus, Passionate for Universities, Bus.Schools, #excellence #impact #research #RRI #RRBM nuzzel.com/wmijnhardt

📍 Erasmus University Rotterdam 🌐 [nl.linkedin.com/in/wilfredmijn...](https://nl.linkedin.com/in/wilfredmijnhardt)

📅 Lid geworden in mei 2008

**2.766** volgend **1.707** volgers



RSM Discovery 39

# The world after COVID-19: how we can do business better

Read on

**RSM Impact narratives: RSM Discovery magazine**

<https://discovery.rsm.nl/>

Latest issue here: <https://publications.rsm.nl/rsm-discovery-39/>

50 YEARS RSM *Erasmus*

Rotterdam School of Management  
Erasmus University

## Learning goals for this session

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1: Understand how impact is linked to multiple strategic dimensions of the school: quality & responsibility

2: Get inspired on how you can use innovation ecosystem models to develop the impact narrative on how the school impacts the regional ecosystem (BSIS 5)

3: Experience how you can use SDG mapping as a form of impact reporting to demonstrate and illustrate how the school's output relates to the sustainability dimension (BSIS 6)

## Multidimensionality: multiple impact pathways

### 4 main pathways to impact:

1: Quality 2 impact

2: Responsibility 2 impact

3: Quality 2 responsibility 2 impact

4: Responsibility 2 quality 2 impact

