



2017 Annual Report & 2018 Outlook

PRME Principles for Responsible
Management Education

an initiative of the



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Letter from Jonas

Head of PRME

Dear Colleagues,

The global landscape for business and management education is changing, and nowhere is this more evident than in the 700+ higher education institutions that are part of our global community. Ten years ago, values like sustainability and ethics were peripheral concerns in curricula and research, rarely appearing beyond 100-level courses. Today, it is almost unthinkable to teach business and management without substantively incorporating these values into teaching. As more higher education institutions normalise this trend – including when seeing opportunities with the [Sustainable Development Goals](#) – the values upon which PRME are built will permeate classrooms around the world and impact future leaders everywhere.

2017 was the year that PRME graduated from being a loose network of like-minded institutions to becoming the largest organised movement transforming business and management education, research, and thought leadership, while serving as a major link between academia and the United Nations. We recognised this milestone achievement during the [2017 Global Forum for Responsible Management Education](#) on 17-19 July in New York City. The momentum from the Global Forum was then continued in 12 regional meetings and conferences organised by our PRME Chapters and other partners.

The 2017 PRME Global Forum was our most successful ever. Over 300 deans, faculty, researchers, students, business leaders, and United Nations officials gathered at Fordham University in Lincoln Center, New York to reflect on 10 years of PRME, assess progress on the SDGs, and chart a new vision for PRME's next decade.

PRME's networks – the Working Groups, Chapters, and Champions – were given special visibility. In light of the multi-dimensional nature of the SDGs, PRME's seven Working Groups committed to working together to develop new resources and research materials that advance responsible management education in thematic areas. Two regional PRME Chapters – Australia & New Zealand, and India – became Established PRME Chapters, while a new Chapter was announced for France & Benelux, an event that was formally established during a Regional Meeting in November. PRME Champions concluded their 2016-17 cycle, with most of the 29 participating institutions showcasing their achievements and projects during the Global Forum.

Finally, PRME's engagement with students and business was highlighted in various meetings and roundtable discussions. This new focus, informed by the 2016 strategic review, will help to align the values of PRME with the real-world needs and demands of today's students and employers.

2017 was not without its controversy, of course. While the discussions were taking place in New York during the PRME Global Forum, fundamental changes and crises were occurring around the world that challenged peace and prosperity, as well as academic learning, teaching,

and research. Concerned about growing protectionism, nationalism and populism on the global stage, the PRME community issued a [statement In Defense of Universal Values and Principles as Preconditions for Responsible Management Education](#), to speak out against any form of discrimination related to religion, ethnicity or nationality.

We reiterated that our global community thrives on commitments and ideas brought by people from various backgrounds, and can contribute to global knowledge through free movement of students, teachers and researchers; that as a UN-backed initiative, we are speaking up to defend values and principles of the United Nations, namely equality, non-discrimination, freedom and diversity; that these values are some of our greatest strengths; and finally, that progress depends on an open exchange of ideas.

The current global situation creates a new level of uncertainty and an increasing demand for orientation. Therefore, dialogue and partnership are important – but also research and new ideas. These are the core of the PRME community's activities. Based on the Six Principles and the SDGs, we endeavor to influence strategies for companies in this fundamentally changing environment and prepare students and graduates to become drivers of this disruptive change. We are aware that higher education institutions have an important role to play, and we are committed to live up to this responsibility.

In the [Outcomes Declaration](#) of the 2017 PRME Global Forum, we laid the groundwork for our future activities:

“Our vision and outlook for 2030 – in line with the 2030 Agenda for Sustainable Development and the Sustainable Development Goals – is a world where extreme poverty is eradicated, all human beings are able to fulfil their potential in dignity and equality, the human rights of all are realized, gender equality is achieved, the planet is protected from degradation, urgent action has been taken on climate change... and all live in peaceful, just and inclusive societies which are free from fear and violence. Business and management education will be designed to help make this new reality happen and sustain it into the future.”

2018 will be a chance to reaffirm our vision for 2030, and to accelerate our ambitions. That is why I am excited to formally announce that the PRME Secretariat will be opening a new office in Geneva in 2018. This new office will be hosted by UNITAR – the United Nations Institute for Training and Research. The PRME Secretariat will also enjoy generous support from the Swiss Federal Government (through the State Secretariat for Education, Research and Innovation SERI and the Federal Department for Foreign Affairs FDFA) along with in-kind contribution from [swissuniversities](#), the umbrella organisation of all Swiss higher education institutions, as well as direct support from PRME signatories in Switzerland, in particular University of Geneva, University of St. Gallen,



Amina Mohammed, Deputy Secretary-General of the United Nations, addresses attendees of the 2017 PRME Global Forum in a video statement.
Sheakosky 2017

Zurich University of Applied Sciences ZHAW, and Business School Lausanne.

Our new presence in Geneva – the second UN headquarters and a city of major diplomatic and political importance, in a country with a strong commitment to sustainability, openness, and innovation – will allow the PRME initiative to continue its growth, while allowing for greater focus on strategic areas: Western and Eastern Europe, the Middle East and North Africa, and Asia-Pacific.

Our New York office will continue to be hosted by the UN Global Compact, demonstrating our ongoing engagement with sustainable companies and other stakeholders, as well as maintaining our geographic proximity to the United Nations headquarters.

2018 will see the continuation of existing projects and platforms, as well as the launch of new ones:

- The new cycle of the PRME Champions will begin, with 38 schools taking part in a two-year project to develop resources and materials that will showcase high-level engagement with the SDGs in teaching, research, and partnership.
- The PRME SDG Student Engagement Platform will be greatly enhanced to involve more students in a variety of new activities centered on the SDGs, and will enjoy the support of the new UN Secretary-General's Envoy on Youth, Jayathma Wickramanayake of Sri Lanka.
- New platforms will become available to signatories that will greatly increase engagement with the SDGs. For example, the PRME SDG Dashboard, developed in partnership with the Haub School of Business at St. Joseph's University, will allow schools to measure their engagement with each SDG, and populate the data on a graph.
- Finally, we will launch the PRME Community of Practice, powered

by RITA.global. This new digital space will allow collaboration and discussion between participants in the global PRME community. This powerful tool will be a key feature of PRME's new digital engagement strategy, which is intended to build momentum between in-person gatherings, such as Regional Meetings and Global Fora.

All of this amounts to a very exciting year for PRME. I am delighted to share these 2017 updates with you, as well as our ambitions for the year ahead, in this Annual Report.

I would like to thank the PRME Steering and Advisory Committees for their continued support and strategic insight. Additionally, I would like to thank the Chairs and Co-Chairs of PRME networks whose inputs helped build this Annual Report. Finally, my thanks to the vibrant and dynamic participants of the PRME community who, together with the visionary leadership of academic executives, students, and business partners, are transforming business and management education globally.

I wish you a fruitful and productive 2018.

With warm regards,

Jonas Haastad

2017: A year of growth and engagement

2017 was a year of significant progress in the area of growth, engagement and innovation. Recalling the 2016 Strategic Review conducted by the PRME Secretariat with inputs from the PRME Steering and Advisory Committees, qualitative and quantitative growth targets were identified to help ensure the long-term sustainability of the initiative.

Based on these growth targets, PRME continues to demonstrate sustainable growth, although acceleration of activity will be needed in 2018 to ensure compliance with these targets by the end of 2020 – chiefly, that PRME consists of 1,000 signatories in 100 countries.

In 2017, 78 new schools joined PRME, with global growth averaging 12%. Regionally, the highest percentage growth occurred in the global South: Asia, ASEAN countries, the Middle East, and Africa. Yet growth was highest in total numbers in Western Europe and North America. However, the share of signatories from the global South continues to increase as a total percentage, which reflects the growing relevance of responsible management education in those regions.

Although financial targets for the year were exceeded and resulted in healthy revenues for the PRME Secretariat, slightly less than half of signatories contributed to the Annual Service Fee. By year end, only 47% of PRME signatories were Advanced, although this percentage continues to increase yearly since the policy was adopted in 2013.

Western Europe, North America, and Oceania continue to outperform other regions, with 58, 54, and 93%, respectively, becoming Advanced in 2017. Structural factors such as higher institutional operating budgets in schools from these regions likely accounts for the higher engagement. A related factor is the strength of the PRME Chapters in these regions which maintain significant communications and outreach to their participants.

A high number of Sharing Information on Progress (SIP) reports were submitted in 2017, totalling 179 by year's end. A key theme in 2017 reporting was a greater level of interaction with the Sustainable Development Goals. Although only three years old, many PRME signatories are already engaging with the SDGs in teaching, research, and campus activity, which was reflected in SIP reporting.

The PRME Secretariat continues to actively enforce compliance with the SIP policy in order to protect the integrity of the initiative and to ensure signatories are held to similar high standards. Therefore 27 schools were delisted in 2017 for failure to submit a SIP report within the 24-month deadline. (Additionally, five schools voluntarily withdrew from PRME).

78 New signatories joined PRME in 2017

Average global growth 12%

47% Advanced Signatories

SIP Reports submitted 179

27 Signatories delisted for failure to comply with SIP policy

By these measures, PRME is likely to meet its 2020 qualitative and quantitative growth targets, though activities to accelerate engagement will be needed in the years ahead to guarantee this outcome.

For instance, the PRME Steering Committee will be leveraged to create more awareness about PRME to their respective members. Additionally, new action plans for PRME Chapters will be implemented to scale up regional engagement and growth.

Overall, 2017 remains a hallmark year of activity, accentuated by the success and momentum created in the 2017 PRME Global Forum.

“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**.

- António Guterres
United Nations Secretary-General



2017 at a glance

The first half of the year was largely focused on the planning and preparation for the 2017 Global Forum for Responsible Management Education – 10 Years of PRME. The event, which took place on 17-19 July at Fordham University in New York City, included a record gathering of academic executives, faculty, researchers, students, business leaders and United Nations officials for a lively reflection of PRME's decade of achievements, while focusing on the next steps for the initiative.

Most importantly, the Global Forum validated the new mission and vision of PRME: realising the Sustainable Development Goals through responsible management education. It was agreed by participants that all workstreams and networks should dedicate their activities to projects and collaborations that advance the SDGs within the framework of the Six Principles.

PRME's networks – the Chapters, Working Groups, and Champions – continued to scale up their engagement activities. PRME Chapters remain the strongest means through which the Six Principles of PRME are disseminated to higher education institutions, while grounding the values of responsible management education in local contexts.

During the Global Forum, it was announced that PRME Chapter India and PRME Chapter Australia & New Zealand would graduate from Emerging to Established, underscored by both regions' demonstrated achievements in localising the Six Principles. It was also announced and then in November formalised that a new PRME Chapter would take shape: PRME Chapter France & Benelux will bring together signatories from France, Belgium and the Netherlands, and build on existing linkages between these countries.

Over the course of the year, 12 PRME Regional Meetings were held and hosted by respective Chapters, a full list for which can be found on the following page. Each event drew focus to the Sustainable Development Goals, while also referencing the theme for the year: PRME's 10th anniversary.

PRME's seven issue-area Working Groups provided cutting-edge research and relevant publications that advance the SDGs. Working Group-supported events, such as the 4th Responsible Management Education Research Conference, built upon previous years of work creating research and an action-based focus on the values of PRME. New resources and publications were also announced, including titles related to poverty, climate change, gender equality, and new trends in responsible management education.

The PRME Champions concluded the 2016-17 cycle, with 29 schools having successfully built a foundation for how to increase collaboration and thought leadership in support of the SDGs. A key outcome of the PRME Champions group was the successful piloting of the PRME SDG Dashboard, powered by the Haub School of Business. This is an important tool that will showcase how schools engage with each SDG, while populating the results on a publicly available matrix (a full launch is expected in the second half of 2018).

Engagement with students continues to be a major priority, and saw notable successes in 2017, such as the completion of the Breakthrough Innovation Challenge, the Wikirate project, and dozens of new stories published on AIM2Flourish.

PRME Regional Meetings 2017

PRME Regional Meetings play a critical role in advocating for the Principles for Responsible Management Education and achieving the Sustainable Development Goals in a regional context. They provide a platform for collaboration and partnership among academia, civil society and business representatives at a regional level.

2017 was a milestone year for the PRME community. Along with the 2017 Global Forum, 12 PRME Regional Meetings took place that helped further PRME's impact and global presence. Each regional meeting was engaging and productive, and demonstrated high levels of participation. In PRME Regional Meetings this year PRME Chapters discussed the future of responsible management education in their respective regions, partnership with the private sector, as well as administration of the Chapter and shared best practices of the PRME community in achieving the SDGs.

The PRME Secretariat highly appreciates all work that the hosts institutions and local chapter representatives have done in organization the regional meetings and would like to express special gratitude to the hosts of the following meetings:

2017 Meetings and Events	Date	Location	Host Institution
PRME Chapter CEE Meeting	13 January	Moscow, Russia	The Russian Presidential Academy of National Economy and Public Administration
17th PRME Chapter Meeting Brazil	25 May	Foz do Iguazu, Brazil	Parque Tecnológico da Itaipú
4th PRME Regional Meeting UK & Ireland	26-27 June	Newcastle, UK	Newcastle Business School, Northumbria University
3rd PRME Chapter Meeting CEE	30-31 August	Prague, Czech Republic	University of Economics, Prague
4th PRME Regional Meeting Nordic	8 September	Stockholm, Sweden	Stockholm School of Economics
6th PRME Regional Meeting LAC and 18th Chapter Meeting Brazil in conjunction with the 4th RME Conference	11-14 September	Curitiba, Brazil	FIEP
7th PRME Forum MENA	9-10 October	Beirut, Lebanon	American University in Beirut (AUB)
4th PRME Regional Meeting North America	18-20 October	Guelph, Ontario, Canada	University of Guelph
5th PRME Regional Meeting DACH	6-8 November	Zurich, Switzerland	Zurich University of Applied Sciences, School of Management and Law
1st PRME Chapter Meeting France & Benelux	9-10 November	Antwerp, Belgium	Antwerp School of Management and La Conférence des Grandes écoles
19th PRME Chapter Meeting Brazil	21 November	São Paulo, Brazil	EAESP/ FGV
5th PRME Regional Meeting Australia and New Zealand	5 December	Melbourne, Australia	Deakin University

Ten years in numbers

Since its launch in 2007 and the adoption of the Six Principles by the first 100 business and management schools, PRME has enjoyed sustainable growth in terms of participation and engagement. Yet even with new signatories joining each year, the PRME community represents less than 5% of the global number of business-related higher education institutions (according to AACSB estimates).

The 2016 Strategic Review was intended to give structure and consistency to PRME's quantitative growth, and in many ways continues to do so by identifying targets and deliverables to be achieved by the end of 2020. With support from the PRME Steering Committee, the PRME Advisory Committee, and the individuals that make up PRME's networks – Chapters, Working Groups, and Champions – the initiative is on track to reach 1,000 signatories in 100 countries by that time.

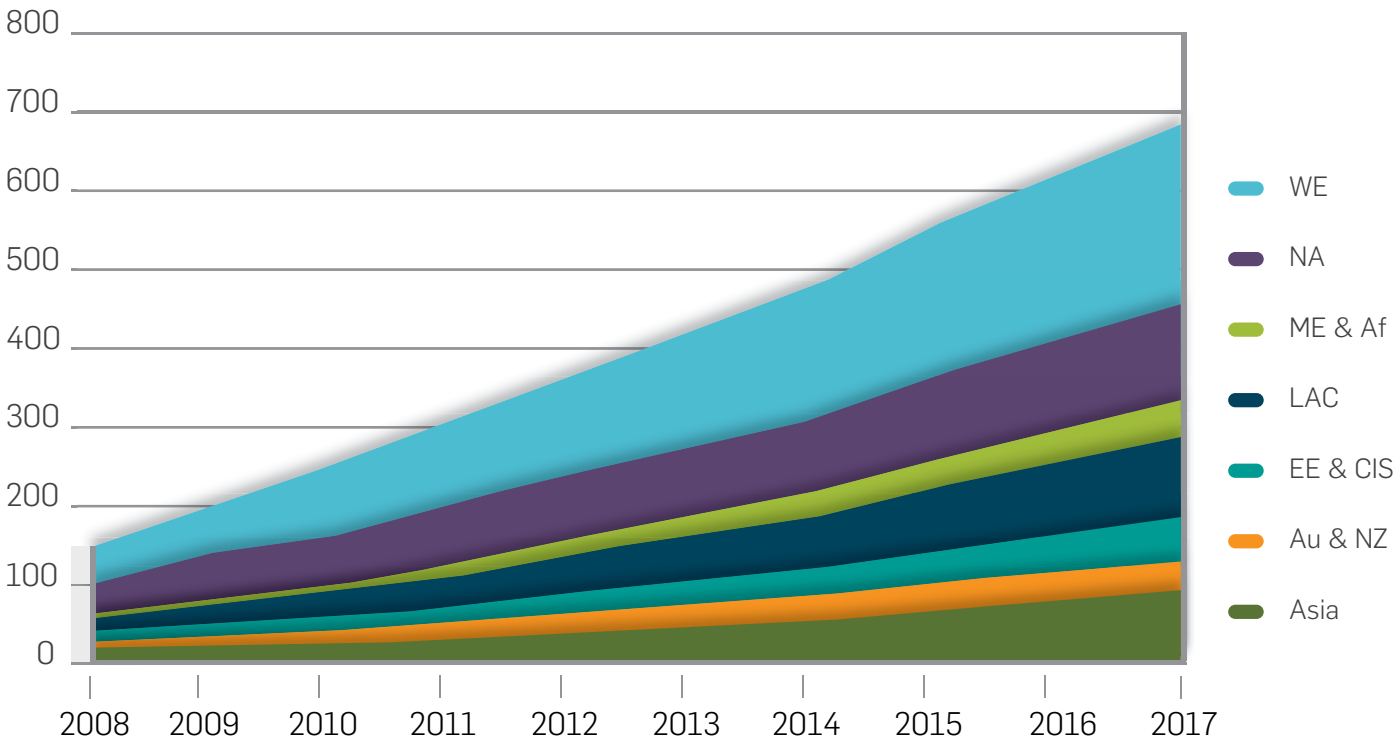
PRME signatories are most heavily represented in Western Europe, with slightly over a third in those countries. Representation is also high in North and South America. However over the span

of ten years, growth has been highest in percentage terms in Asia, particularly India and China, while Australia & New Zealand approaches full representation of PRME in both countries' higher education institutions.

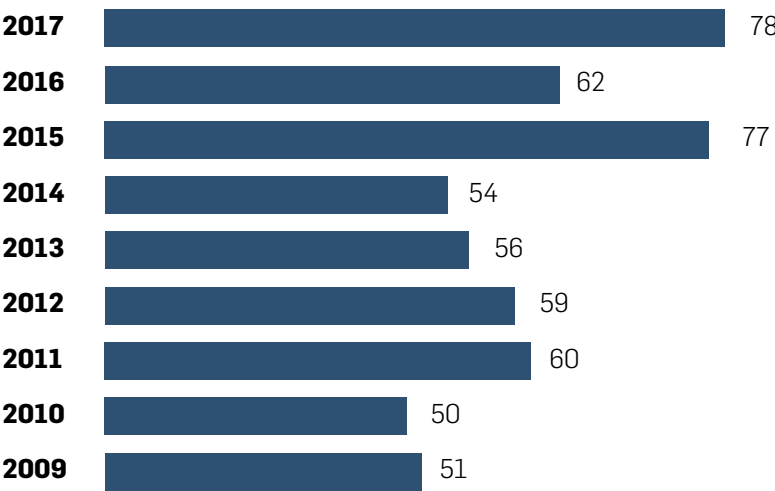
New signatories typically join in larger numbers during the years when a Global Forum is held. For instance, the 2017 and 2015 Global Fora activities enabled more public visibility for PRME and its activities, resulting in more new schools applying those years.

Moving forward, the PRME Secretariat, with support from the PRME Steering and Advisory Committees as well as PRME networks, will continue to focus on quantitative growth in underrepresented regions, such as the Middle East, Africa, and Eastern Europe. It will also be crucial to build on the momentum of each Global Forum to realise the strategic targets by 2020.

Signatory Growth by Region

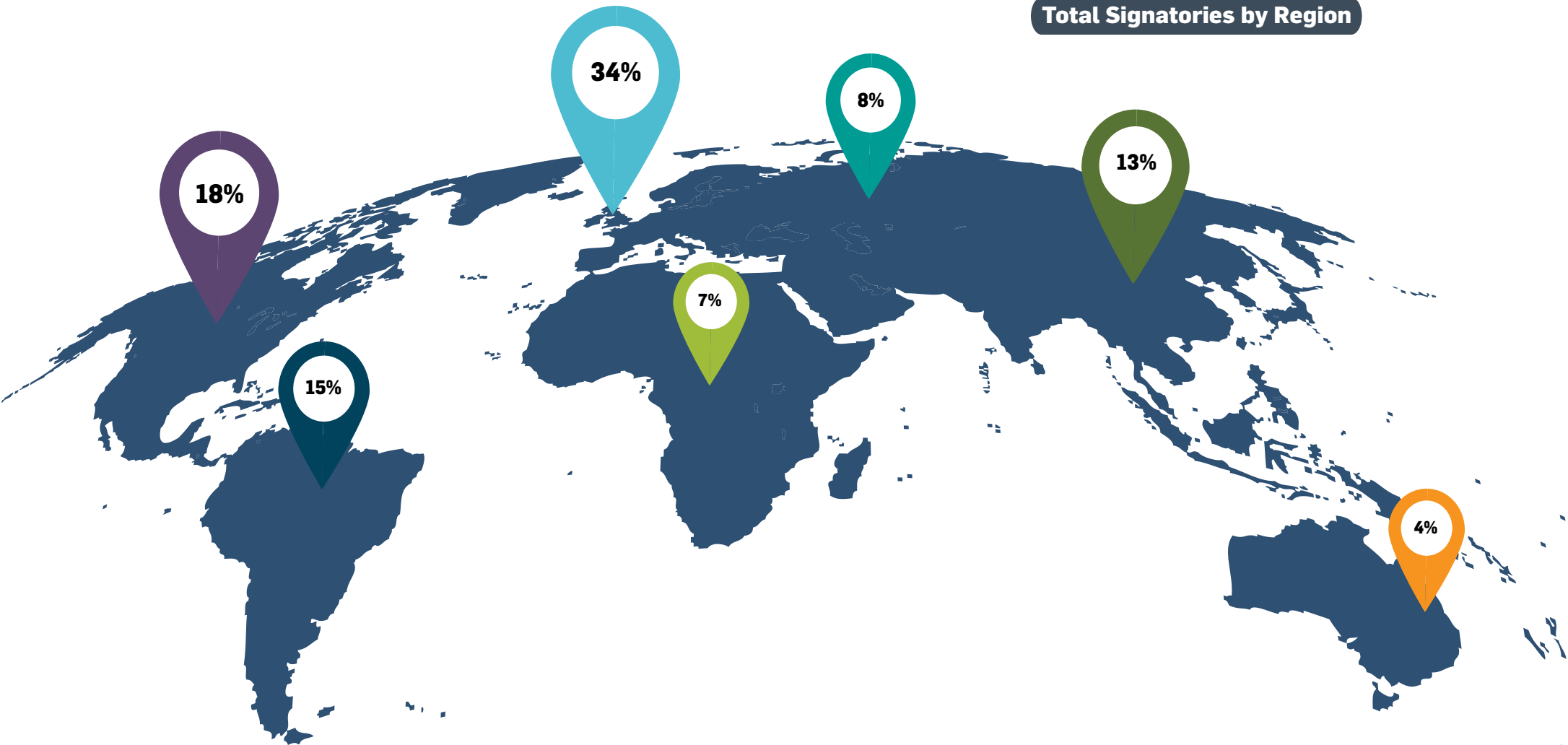


Growth by Year



*Excludes signatories that joined PRME at its launch in 2007-08, and accounts for all delistings since the introduction of the policy in 2013.

Total Signatories by Region





2018 Outlook

During 2017, PRME's focus was to solidify the initiative's engagement around the SDGs, particularly by aligning the existing work of the PRME community with the broader 2030 Agenda for Sustainable Development. As PRME graduates into its adolescent years of existence, there are many opportunities to maintain and increase its relevance and the scope of the Six Principles, as new global macroeconomic and political challenges make SDG implementation more complex and yet provide greater opportunity for those who engage with them.

While drawing on the work already underway through PRME's networks, it is important to operationalise policies and practices supported by the PRME Secretariat that will enable the larger uptake of the SDGs and communicate their relevance to new stakeholders and partners.

As such, the PRME Secretariat together with key partners including PRME governance bodies will endeavor to build on the momentum from the 2017 PRME Global Forum and relevant regional meetings to ensure the initiative is "fit for purpose".

Being "fit for purpose" means that in 2018 PRME will invest its resources and energy across four primary areas. These focus areas have been communicated and endorsed by the PRME Steering Committee.

The first focus area relates to operationalising strategic communications and support practices across the initiative,

including its work with the PRME networks, as well as direct support and guidance to PRME Signatories. This includes the development of tools and methods necessary for Signatories to implement and measure the work being done on the SDGs.

The second focus area relates to scaling up engagement opportunities by launching a new platform for students and by continuing to build on existing workstreams: PRME Chapters, Champions and Working Groups.

The third focus area is activity that will continue to ensure the sustainability and dynamic growth of the initiative, in both qualitative and quantitative measures. Continuing with targets identified in the 2016 Strategic Review, and adapting new strategies based on current and future realities, the PRME Secretariat maintains high value on this subject.

Finally, PRME will be expanding its presence globally, with the establishment of a new office in Geneva, Switzerland. The PRME Secretariat will pursue growth to Geneva as long as the initiative can be seen to be self-sustaining.

The PRME Secretariat, PRME's governance bodies, and PRME networks also commit to delivering key outcomes in support of the goals and targets supporting the above objectives. A sampling of key priorities and responsibilities is listed below.



- Focus Area 1: Strategic Communications and Support**
 1. Develop a tool to measure the SDG impact of PRME Signatories
 2. Launch the new PRME Community of Practice
 3. Update the SIP Policy and explore the integration of SDG data
 4. Revamp the PRME website
- Focus Area 2: Scaling Up Engagement and Growth**
 1. Grow PRME SDG Student Engagement Platform by deepening relationship with each partner, and launch the PRME Goalkeepers
 2. Further align PRME workstreams with PRME's focus on the SDGs.
 3. Provide for new engagement opportunities around the SDGs
- Focus Area 3: Sustainable Funding and Future**
 1. Continue to ensure a balanced budget
 2. Adapt and update the PRME Governance model
- Focus Area 4: Opening a New Office in Geneva**
 1. Consolidate the self-sustainable revenue model for Geneva
 2. Work with new UN partners and other stakeholders



10 Years of PRME

Insights from Dan LeClair, Executive Vice President and Chief Strategy and Innovation Officer, AACSB International, and PRME Steering Committee Member

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. They represent a common agenda to address the world's most pressing problems—a guide to society's grand challenges.

Even before the SDGs were accepted, the foundations for achieving them had already been put into place. Many initiatives, stretching across the private, public, and third sectors were designed with the SDGs in mind. After all, the Global Goals are new but the problems are not, and 15 years is not much time. One such initiative is the Principles for Responsible Management Education (PRME), which was created ten years ago to shape the development of management education towards responsibility and sustainability. Building on its initial work, PRME has now adopted the SDGs as the overarching purpose for its work in management education. As will be explained below, with leadership and support from PRME the SDGs can and will serve as a connective vision across the management education ecosystem.

Overall, this article considers the impact of PRME in its first decade

and its potential moving forward. Is management education more focused on the responsibility and sustainability agenda than it was ten years ago? If so, how much influence has that had on the course of business and practice of management? How has the last decade prepared PRME to make a bigger difference in the next one? Answers to big questions like these can never be precise; the world is simply too complex. Even when there is evidence of change, usually it is not possible to know exactly what caused it, especially in an environment as multidimensional as higher education. Nonetheless, the process of reflection offers many benefits, not least of which is the opportunity to improve.

This introductory section has a more modest aim to provide a context for the rest of the report, setting the stage for the impact discussion. It is to help the reader understand and appreciate PRME's role in management education. It also tries to shed some light on questions like: Why is management education so important when it comes to responsible business? Why is the type of management education offered in higher education especially important to advancing responsible business? How does this relate to PRME's mission, as well as the roles and responsibilities of related organizations and groups? What has been happening

in the environment of higher education and how will changes affect PRME and other initiatives working towards responsible management education and realizing the SDGs? Exploring these questions and others will offer insights into how PRME already has made a difference and can make a bigger one in the future.

Why Management Education Matters

Organizations come in many different forms, including large multinationals, startups, state-owned enterprises, family business, B-corporations, and more. They operate in different economic, political, social, and technological environments. Moreover, they vary widely in purpose, structure, and size. But all organizations have at least one thing in common. They are managed by people, and it is beneficial when they are better prepared for that responsibility.

Predictably, management matters to business performance. According to research by Nicholas Bloom, John Van Reenen, and others, manufacturing plants, for example, adopting better, more structured management practices achieve stronger economic performance on a range of measures related to productivity, profitability, growth, and innovation. The relationship is robust across industries and regions.

Adopting better management practices also correlates with other positive outcomes, such as more efficient utilization of resources and supportive human resources practices. In general, research has been showing that the economic and social interests of business are intersecting in more interesting and important ways. The Business Commission estimates that the business opportunities associated with the SDGs will total \$12 trillion and suggests that these gains will largely flow to early movers, first adopters, and companies that create the “standards to beat.” These business opportunities can lead the way to achieving the

“The business opportunities associated with the SDGs will total \$12 trillion and suggests that these gains will largely flow to early movers, first adopters, and companies that create the ‘standards to beat.’ These business opportunities can lead the way to achieving the SDGs, and PRME is in part about connecting management talent to these opportunities.”

Emphasizing Higher Education Institutions (HEIs)

Efforts to develop better managers are everywhere, with the bulk occurring inside companies. According to one recent estimate, American companies alone spent \$160 billion domestically and close to \$356 billion globally in 2015 on training and development. This is not surprising given the importance that companies place on the talent they hire. In survey after survey, C-suite executives say that talent—sourcing the right people, developing their potential, and retaining them—is their number one challenge.

Management education also happens in higher education institutions (HEIs) around the world. What differentiates this type of management education from the type that happens inside companies is the time and independence to address larger questions, reach across firms and industries, and challenge the status quo. Creating new knowledge, subject to rigorous review by peers, goes hand-in-hand with the type of management education that takes place in collegiate schools of business—the type that develops broad reflective and critical thinking. That is one reason why the PRME has focused since its inception on supporting HEIs and those that offer business and management degrees, in particular, in the journey towards responsibility and sustainability.

Current estimates by AACSB International put the number of HEIs awarding business and management degrees at the bachelor's or higher levels at more than 16,500. These institutions vary considerably in the amount of organization or cohesion around management topics, as well as in terms of size, approach, and quality. Overall the number of HEIs offering business and management degree programs has been growing, although it varies by country and region, especially as a function of age demographics. Countries such as India and regions such as Sub-Saharan Africa with more youthful populations have been growing particularly fast.

The combined impact of these institutions is huge. Each year millions of graduates come out of business degree programs eager to enter, rejoin, or continue in the workforce, or to start their own business. Management scholars conduct thousands of studies

intended to test management theories and practices, as well as develop new ideas and innovations. Finally, HEIs contribute to and otherwise impact the communities in which they are a part. They often are among a city's largest employers and, at the same time, are anchor institutions acting as catalysts for innovation and new job creation. They connect talented people to community challenges. The impact of HEIs across the learning, creating, and contributing dimensions is indeed substantial.

However, it is impossible to measure that impact precisely. It is not clear whether graduates are well-prepared for the work they will do, much less the change we expect them to lead. Nor do we know exactly how useful research has been to make needed improvements in management or how much economic growth has been stimulated by higher education.

Similarly, it is impossible to accurately determine the “size” of responsible management education relative to the total, especially across all of three dimensions. Even with 659 signatories across 84 countries it still is a small fraction of the total and it would be easy to state its impact accordingly. However, that, for a variety of reasons discussed below, would be an understatement of its reach and impact.

PRME's Role in the Management Education Ecosystem

While HEIs are the focal point, the PRME model explicitly recognizes that they are simultaneously responding to the needs of three core constituents: faculty, students, and business. Faculty scholars are viewed in the model as pioneers of responsible management education, creating new knowledge and drawing on that knowledge to rethink curricula. Students are responsible leaders of tomorrow, seeking to gain the necessary knowledge and capabilities for a purpose-driven career. Business is an engine of global prosperity, recruiting and further developing the responsible leaders of the tomorrow to answer the demands of society and other stakeholders with regard to responsibility and sustainability.

The PRME model also recognizes that HEIs are connected to a wide range of organizations interacting in a larger ecosystem, mixing competition and collaboration. While it is neither possible nor necessary to describe the entire ecosystem, there are several groups of organizations that are worth calling out for illustrative purposes, and because of their role vis-à-vis students, faculty, and business. First, there are organizations that help match students to programs by providing assessments and access to information, and others that connect with emerging talent to companies through internships, projects, and career fairs. Second, there are a set of organizations that support faculty, including doctoral programs that train future professors, faculty discipline associations that support ongoing scholarly activities and academic career development, and publishers that produce and supply textbooks, cases, and simulations for teaching.

Third, there are a wide range of international organizations that support HEIs more generally. For example, some organizations provide quality assurance platforms that not only guide schools, but also provide signals to both students and employers about quality. Many of the same organizations also provide networking, professional development, and benchmarking services for HEIs. The examples above are not meant to be exhaustive, but they do illustrate the main point: HEIs—and thus PRME—operate in larger systems of organizations, all interacting in ways that impact the development of each other. Organizations in this group help to convene PRME and continue to serve on its steering committee.



Danica Purg, CEEMAN; Judy Samuelson, Aspen Business and Society Program, Georg Kell, Found Director, UN Global Compact, Dan LeClair, AACSB International, Matthew Wood, EFMD, Jonas Haertle, PRME

PRME has become an integral part of this ecosystem, connecting and collaborating with many other organizations to achieve its mission. Key partners include the United Nations, especially its Global Compact which includes more than 9,000 businesses committed to 10 Principles and working towards realizing the SDGs. Also critical is the PRME connection to UNESCO, the UN Youth Envoy, and the UN's Department of Economic and Social Affairs (DESA). A second group of key partners includes global accrediting bodies, such as AACSB, EFMD, ACBSP, and AMBA, as well as regional accreditors, such as CEEMAN and AABS. Each of these organizations also connect with HEIs and their core constituents in different ways. For example, EFMD offers accreditation for corporate learning, while AMBA is also a network of MBA alumni. A third group of collaborating organizations, including ENACTUS and Net Impact, brings together students interested in the responsibility and sustainability agenda. Finally, there are several organizations that also work with HEI leaders and scholars on different parts of the responsibility agenda, such as GRI which aims to seed and incubate new ideas, ABIS which fosters more scholarship, and companies like Greenleaf which publishes in the space.

Through mutually-beneficial partnerships and connections in the ecosystem, as well as through its Principles, network, and platform, PRME creates value for HEIs and each of their core constituent groups: faculty, students, and businesses. For HEIs, it provides a platform to learn and share ideas with other HEIs, broader access to the UN-supported network, a framework for implementing the Principles, and a variety of resources and networking opportunities through workstreams, such as its Chapters, Champions, and Working Groups. Through these and other activities, faculty scholars are provided a voice and access to resources supporting their pioneering activities. For businesses, the PRME value proposition includes access to talent with broader, sustainability-oriented mindsets and skills and capabilities, and access to scholars and their ideas.

By definition, organizations in any ecosystem depend on each other. Each is affected by the actions of others. The organizations don't just adapt, they co-evolve and interact in ways that shape the environment. In a steady state—an equilibrium—it is likely that the missions and strategies of the organizations are aligned, with organizations fine-tuned to working together. However, in times of change the organizations can become misaligned, sometimes putting them at odds with the environment and with each other. Higher education is, in fact, changing. Here are three brief examples to illustrate.

In most industries the balance of market power has been shifting from the firms to consumers. Although it is more complicated in higher education, a case could be made that students are consumers and their wants and needs have taken center stage. Among those wants and needs is rising interest in social impact. Meanwhile, HEIs have been slow to invent new programs and projects to satisfy these needs. Some argue that business expectations have also not caught up to the aspirations of social-impact-minded graduates.

There is a growing demand amongst businesses for actionable insights about management models and mindsets for responsibility and sustainability. However, the faculty models employed by HEIs—how they recruit, evaluate, and reward scholars—have not accommodated this growing demand. For example, existing systems do not appreciate the interdisciplinary research necessary to address sustainability problems.

As schools have felt more market pressure to innovate, media rankings and quality assurance agencies may be hindering their ability to do so. Why would a school aim their MBA program toward social enterprise, when they will like suffer in one or more of the major rankings? If a new program does not yet have enough PhD faculty to support a new interdisciplinary program on sustainability, the school worries whether its accreditation will be in jeopardy.

The tensions in each of these scenarios are not unexpected, and their presence signals that positive changes are in the making. The examples also illustrate that realizing the SDGs through management education will be challenging. It will not only mean succeeding at encouraging and supporting schools, it will require more coordination across the ecosystem to ensure alignment of interests. Focusing on the higher-level SDGs will help with that, as will specific initiatives to collaborate among organizations supporting the sustainability agenda. More on this in the next section which considers the implications of current trends in management education.

The overall conclusion: conditions are right for accelerating progress—management education is changing in ways that will amplify the impact of PRME.

“The PRME model explicitly recognizes that they are simultaneously responding to the needs of three core constituents: faculty, students, and business.”



The Changing Landscape of Management Education

So far this section has shed light on why PRME focuses on management education, especially on the sort offered by HEIs. It has also described the associated ecosystem and showed that it would be easy to understate PRME's impact by ignoring the complex web of other organizations and initiatives through which it works. There are signs of positive change, tensions emerging in parts of the system. How will these tensions play out? To what extent will management education align to address the SDGs and what role will PRME play? To address these questions, we must take a closer look at what is happening in management education.

This section describes four trends in management education, which could positively affect the long-term future impact of PRME. In some cases, the trends will make PRME's work easier by reducing obstacles to change. In others, the trends will require PRME to reflect on its experience and take steps to evolve, stretching itself to collaborate even more across the industry. Regardless, the future holds great potential for PRME to continue making a positive impact on management education and, ultimately, business and society. Looking back a decade from now, the current period may be viewed in the future as an inflection point.

Management education is expanding its reach

As noted above, overall the number of HEIs offering business degrees will remain high and will grow in some developing regions. Management education will expand in other ways too. First, continuing education and lifelong learning will increase, because the pace of change in business is accelerating and because digitization has enabled content and competencies to be unbundled, making both more accessible. Many new companies, such as Lynda (now owned by LinkedIn), Coursera, and Degreed, have entered the ecosystem to meet the rising demand for continuing education as providers or support platforms. Business schools, which have mostly emphasized degree-based education in early career stages, are increasing their continuing education

efforts—as providers and in other ways, such as engaging alumni to be coaches to current students. AACSB announced in 2016 that one of the five biggest opportunities facing business schools is to become “hubs of lifelong learning.”

Second, management education is growing in popularity among young people interested in careers in government or nonprofit sectors. It is now well-established that public and social sector managers need higher-level leadership and management knowledge and skills to achieve their missions and sustain operations. Business schools have embraced the growing demand with new programs, such as infrastructure management and social entrepreneurship.

Third, more students are interested in studying business in preparation to start their own. According to GMAC studies, in 2015 more than a quarter of prospective MBA students were interested in starting their own business compared to less one-fifth in 2010. And they are starting businesses closer to when then leave the program than ever. This increasing interest in entrepreneurship has resulted in new programs and structures across the institution, not just in business.

These developments present interesting opportunities for PRME. Can it extend their mandate to current managers through executive and ongoing management development? How does this fit the strategy and focus of Global Compact and how can PRME connect HEIs more tightly with company management development efforts? Is there a role for PRME to connect business schools to other disciplines and professional schools? And by working through management education, will PRME play a larger role in facilitating startup activity related the SDGs?

Management education is becoming more connected

HEIs are connecting more with each other. This is happening internationally through organizations such as EFMD, EFMD, AMBA, and ACBSP. Schools have also started new networks, such as the Global Network for Advanced Management (GNAM),

a group of 29 schools that work closely together across many areas—programs, faculty, and students. All of this signals that the future of business education will be characterized less by individual business schools and more by networks of them, with schools competing and cooperating across and within these networks. In the future these networks will stretch across disciplines and sectors.

The future will also involve stronger connections between business schools and practice. Many initiatives to connect business schools to practice are under way. Research cooperatives are connecting scholars to problems and learning labs are blurring the bounds of reality. Similarly, research and teaching connections are being forged across disciplines. Many of these collaborations are being designed with responsible management education in mind and inspired by the Principles. This development will be further supported by the new PRME focus on realizing the SDGs, as it provides a shared set of objectives to which business and professional schools can bring their relative strengths. Especially as the economic and political ties that connect nation-states erode, networks across business and business education will become especially important in solving problems.

Management education is becoming more local

The globalization of higher education has been critically important to both the development and impact of PRME. However, as global strategy guru Pankaj Ghemawat points out in the industry publication, BizEd, the extent of globalization in higher education has been greatly exaggerated—there is much more potential than has been realized. And now management education leaders worry that globalization could be put into the reverse, at least temporarily.

Regardless, long before the current political climate emerged, HEIs were starting to concentrate more on their local communities, establishing themselves as engines of economic and social progress. This has been especially true of public institutions, which have experienced real reductions in provincial and national-level funding. They have been turning to local institutions for a stronger web of support, from community leaders as well as organizations. But this localization has also been brought on by the search for more concrete ways of demonstrating the impact of higher education. As a consequence, HEIs have been emerging as stronger anchor institutions in their communities.

Localization is especially well-suited to PRME and its impact. Local engagement extends PRME beyond the offices of the deans, building on the rich connections of faculty, students, and alumni that already exist. The SDGs begin locally; each nation, and the communities in them, face different economic, political, social, and environmental conditions that shape the environment. Every city has unique strengths, clusters of businesses, and access points that enable institutions in those communities to contribute to realizing the global goals. Localization of management education will help draw SMEs into the realizing the SDGs. PRME, through HEIs, can be an effective way to activate local assets.

Management education is becoming more agile

Higher education has never been in a hurry to change. It is an industry built over centuries, largely on structure and tradition. But there are signs that the institutions are breaking free of the bounds, and that has been the case more in the business and management area than in others. New providers of management education degree programs and the rise of alternative credentials have intensified competition and forced incumbents to respond

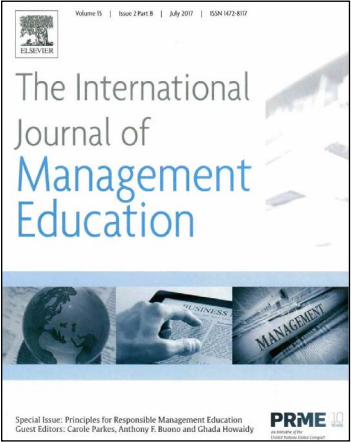
with new and innovative strategies, programs, and structures. For example, the network approaches mentioned above enable schools to experiment with different programs a take on less risk in doing so. Many schools have hired chief innovation officers and spun off units to support innovation. More flexible faculty models are being adopted, allowing scholars and teachers to be deployed in different ways to create the most value. Schools are more agile than ever with curricula. By most accounts, schools are revamping curricula much more frequently than ever before.

Although there still are significant pressures for HEIs to conform, there is now much more room to differentiate themselves through new technologies, experimentation with blended learning, and more. With support from organizations such as AACSB, which includes “accelerates innovation” as part of its mission, business schools have never been freer to pursue the wide range of opportunities associated with the SDGs in unique and innovative ways. Similarly, many HEIs are heeding advice to be much more purpose-driven in defining themselves. The increased agility and room for differentiation play way for PRME efforts to engage HEIs in transformational efforts.

Concluding Remarks

This section has described the context of PRME. It showed why and how higher-level management education is important to the responsibility and sustainability agenda. It considers the role of PRME in supporting management education and as part of a larger ecosystem, revealing that the broad impact of PRME should be measured not only by the number of signatories, but also by its role and contributions as part of that ecosystem.

Moving forward, four trends in management education will increase the potential for HEIs to play a lead role in achieving the SDGs. The question will no longer be “can” but “will” business schools be a major factor in achieving the SDGs. By choosing such a path, business schools can become a much more powerful force in global society. But to succeed business schools will need encouragement and support from PRME, working in combination with other organizations. Now, after a decade, this is a pivotal moment for PRME in the development of business education.



A special issue of the International Journal of Management Education was dedicated to PRME's 10th Anniversary, and featured major research into the impact of PRME over the decade. To learn about the Special Issue, visit: <https://goo.gl/hC4AfF>

A year of action on the Global Goals



2017 was an expression of the dynamism and innovation that takes place in many PRME signatories. Although it has only been three years since their adoption by the world community, the Sustainable Development Goals became a feature of curricula, research, and campus activities across PRME, in varying degrees and in different local contexts.

Many of these stories were documented in our PRiMetime blog, collected and edited by business education expert Giselle Weybrecht. Since 2011, PRiMetime has been a source of knowledge and peer-learning for faculty, researchers, and pioneers of responsible management education.

With over 1,000 examples of how management education is embedding sustainability principles into their work, PRiMetime has become a key database of best practices. Not only has this shown schools and the business community what is possible but in many instances this has also helped raise awareness of these initiatives within the schools and helped the individuals involved receive more support internally.

In 2017, 60 new articles were posted featuring over 100 examples from more 90 Advanced PRME Signatories in 27 countries. This section provides a glimpse at how some schools are engaging with specific SDGs.



Many signatories provide opportunities for their students to work on projects to better their local communities. One example featured was the I'm the Change Initiative from the Institute of Management Technology in India which is a mandatory programme for all students. Signatories also organise awareness raising events and conferences during the school year focused on PRME and sustainability. At the University of Greenwich Business School, a full day conference focused on "Shaping Business Opportunities in a World of Uncertainty" is organised by students and is a requirement for one of their courses.



Students have always been, and will continue to be an important driver of PRME and sustainability on campus. At FEA-RP/USP in Brazil the Sustainable Student Organisation Awards promote and recognise projects that benefit the school and the local community. Students at Universidad EAFIT in Colombia are exploring solutions to local SDG challenges through a range of projects on campus. Copenhagen Business School is looking at a range of ways to embed sustainability into their campus with the support of a new Sustainable Infrastructure Taskforce.



On PRiMetime, posts are regularly featured summarising the lists of MOOCs on sustainability topics offered by Signatories. Many of these MOOCs are either available on an on-going basis or have regular start dates so even past posts provide good resources. For 2017 this included a selection of MOOCs available in Winter 2017 focused around economic, social and environmental issues as well as in September 2017 focused around strategy, cities, social impact, funding and ethics. An update of a very popular post on PRiMetime from several years ago focused on how to use online games to engage in sustainability was also shared. It provides links to a number of online games that can be used in the classroom organised by SDG.

A post in March also looked at What Students Think About Responsible Management Education outlining a number of insights pulled from a recent survey on student views of sustainability in business education. Another post that came out just before the PRME Global Forum looked at why Management's Education's Role in the SDGs isn't limited to providing quality education and how there are many different ways that schools can and should engage.



Several posts included projects that tackle SDG 5 around Gender Equality but two focused in on the topic. Students at Slippery Rock University in the United States were the catalyst to creating a new centre on campus that focuses on development of female business leaders. Through their Diversity Institute, Ted Rogers School of Management at Ryerson University in Canada has been focused on ensuring that management education is accessible and every student is empowered to achieve his or her full potential.



Signatories are eager to demonstrate engagement with businesses within their countries that demonstrate sustainability and ethics. The following are examples of major companies shared by signatories:

- Australia:** Kindling, Crepes for Change, eWater Systems
- Brazil:** Votorantim Cimentos, CPFL
- Canada:** Net Zero Waste, EcoDairy, Nature's Path Foods, Magnet, Starbucks Canada, Scadding Court Community Centre, Telus, Stantec, Nova Scotia designer Tabitha Osler
- Colombia:** EPM, Grupo Sura, ISA
- India:** Jayaashree Industries, Goonj
- Nigeria:** Wecyclers, Adcem Healthcare, Doreo Partner's Babban Gona
- Poland:** Izodom 2000, Solaris Bus & Coach, Seedia
- South Africa:** Zoono, AllLife Insurance, GreenCape
- Sweden:** Filippa K, Max Hamburgers, Axel Johnson AB
- United Kingdom:** Triodas Bank, Bordeaux Quay, Resource Futures, Low Carbon SW, Eunomia



The month of October was a Special Feature month focused on Impact Investing and how schools are engaging in this topic in particular within the Finance curriculum. A range of resources on Impact Investing were presented as well as a summary of ten ways schools are bringing Impact Investing to campus featuring specific examples from ten different signatories including Tsinghua University in China and ESADE Business School in Spain to name but two. Smith School of Business in Canada shared their experiences training the next generation of impact investing professionals through their Social Finance Academy. Sauder School of Business presented their approach to promoting impact investing not just within the business school but externally as well. Impact Investing Competitions organised by different business schools around the world including a more in-depth feature on not just the competition at IESE but also their newly launched student managed impact investment fund. We finished off the month with a special look at the University of Cape Town's work on promoting impact investing in the African Context and training a new generation of leaders in South Africa and beyond.



The month of June was a Special Feature month focused on SDG 10 Reduced Inequalities. In Australia the University of New South Wales organises a yearly event that aims to lead the debate and shape public discourse on some of the most important issues facing humanity called Tackling the Grand Challenge of Inequality. For the past few years several Signatories have been engaged in working with refugees living within their countries following the 2015 "Call to Action-Mobilizing the Academic Community Action in Response to the Refugee Crisis" and starting to share their experiences and successes including the student initiated Consortium engaging refugees at Leeds School of Business in the US. This also includes Hanken School of Economics in Finland where several programmes are underway to that aim to help integrate educated asylum seekers into Finnish working life.



The month of May was a Special Feature month focused on SDG 11 Sustainable Cities and Communities. During the month we saw several examples of schools engaged in making their communities more sustainable. Monash Business School is engaging their students in the SDGs through an online platform called Take One Step. In response to not only SDG 11 but also the European Union strategy "Europe 2020", Warsaw School of Economics in Poland launched a research project called Eco-Innovations in Cities that resulted in a specialisation now offered at the school. In Italy at Universita Ca'Foscara Venezia, interdisciplinary teams of students are working together to develop innovative business ideas to make the region of Treviso more sustainable. UWE Bristol celebrated its home city being named the European Green Capital in 2015 by collaborating with not just the city but a range of other organisations to make the year as successful and impactful as possible. Interdisciplinary teams at Kemmy Business School in Ireland worked together for five weeks to see how they could make the city of Limerick stronger, coming up with not just solutions but implementation plans as well.



The University of Fraser Valley offered up a great approach to embedding sustainability into existing courses, in this case their Business Research Methods course which is mandatory for all students. We featured the Breakthrough Innovation Challenge and how it offered students a chance to collaborate with Global Compact companies to build sustainable business models and solutions powered by disruptive technologies. In May we also took a look at how different schools are engaged in sustainable tourism initiatives in recognition of the 2017 United Nations International Year of Sustainable Tourism for Development. This included courses, research projects, publications, experiential learning opportunities, partnerships, events to name but a few examples.



A growing number of resources are being created around the Sustainable Development Goals and we have tried to share many of these with readers. Earlier in the year we looked at a list of useful resources around the Sustainable Development Goals that are good as a starting point. We looked at a range of resources developed by the Global Compact focused on business as well as a two part series on resources for SDG 1 to 9 and another from 10 to 17. Sobey School of Business also shared with us how they created an online resource collection around PRME for use by their students, faculty and beyond.



Because of the importance of the Sharing Information on Progress Report within the PRME network, several posts focused on how Signatories are reporting on their efforts, in particular relating to the SDGs. We looked at how visuals are used in SIP reports as a way of clearly organising data and engaging readers. Another couple of posts looked at how Signatories are starting to report on the SDGs, outlining a range of approaches including the approaches from the schools that received the first Recognition for Excellence in Reporting on the SDGs at the PRME Global Forum. There were also posts looking at why SIP reports should be taken seriously as well as 8 Resources to help Signatories integrate the SDGs into their SIP reports. KU Leuven Faculty of Economics and Business in Belgium shared their experiences engaging their students in creating a materiality index of important sustainability issues to the School which was included in their SIP. Boise State University has students working to create the whole SIP report and their report was recognised at the Global Forum with a Excellence in Reporting Recognition.



Increasingly Schools are collaborating with each other and with a range of other stakeholders around the SDGs. For example the PRME Chapter Nordic worked together to create a special Ph.D. course that engages students from the different school on sustainability and CSR. Lagos Business School in Nigeria launched a Private Sector Advisory Group that brings together leading Nigeria businesses to explore how to reach the SDGs there in collaboration with the UN and government. In March we featured a number of ways that Signatories can engage their students in sustainability projects developed with partners of PRME including through AIM2Flourish, the WikiRate Project that invites students to analyse company sustainability reports and the oikos-PRME Research Hub where students can share their sustainability related research.

THE GLOBAL GOALS
For Sustainable Development





2017 PRME Global Forum

Commitments from Signatories



In advance and during the 2017 PRME Global Forum, participants were asked to make concrete commitments about actions they can take as an individual or actions that their institution as a whole will take that support the advancement of the Sustainable Development Goals. By the close of the Global Forum, 35 commitments were recorded online, with a more recorded later in video testimonials and correspondences.

Following the SMART criteria, commitments were asked to be Specific, measurable, achievable, resource-based, and with time-based deliverables. They were made at the "I" (individual), "We" (institutional), and "All of Us" (community) levels.

These commitments were recorded by the PRME Secretariat and the authors of the Global Forum Outcomes Declaration, and will be reviewed during 2018. Ahead of the next Global Forum, the PRME Secretariat will follow-up on progress against the commitments, and reach out to respective individuals or institutions to learn about best practices, difficulties, achievements, and lessons learned.

The following page is a selection of some of the commitments that were made.



"In teaching: We commit to including explicit SDG teaching modules in at least 11 courses, spanning law and regulation, hospitality and tourism, strategy, business ethics, entrepreneurship and global management, being taught to an estimated 925 undergraduate and graduate students. In research: We commit to establishing a special research funding assistance program, whereby successful applicants will conduct research and prepare a paper on an SDG-related subject, with a view to eventual publication in a peer-reviewed journal, and present the paper at a TRSM venue, by August 2018. To date, 8 professors have indicated their intention to apply for the funding and conduct the research. In thought leadership: We commit to holding at least one SDG thought leadership event, bringing together Canadian businesses, government officials, non-governmental organizations, academics and students to explore how to meet the SDGs, and discuss associated challenges, opportunities and next steps.

*Kernaghan Webb, Associate Professor, Law & Business Department
Ryerson University's Ted Rogers School of Management, Canada*



University of the
West of England

"In my teaching, I will continue to pursue the pedagogy of management education fully informed by PRME and to facilitate a sustained critical dialogue about each and every SDG. Their relevance to my subject areas will be reflected in the lectures and course materials which will be annually updated with new information. I will compose the teaching teams to reflect multidisciplinary and global nature of SDG related actions. My research will seek to explore the questions posed by the SDGs with a particular focus on ethics and risks in a global context. I will continue to participate in knowledge exchange activities with external partners, including the UN Global Compact, to support a collective global action for further development of SDGs and their implementation."

*Svetlana Cicmil, Director of Doctoral Research in Business and Law
UWE Bristol Faculty of Business and Law, United Kingdom*

"I will emphasize SDGs in all the courses I teach at the Business School during my tenure. We at Dubai Business School will restructure the curriculum of undergraduate courses during the academic year to include awareness of the SDGs. An effort will be made by Dubai Business School to disseminate SDGs to the society through different programs we organize at the university level."

*Eappen Thiruvattal, Assistant Professor
Dubai Business School, University of Dubai, United Arab Emirates*



جامعة دبي
UNIVERSITY of DUBAI



"We commit to involve our Professors, students, and alumni in the achievement of the 17 SDGs in a collaborative network with government, companies, and academia, focusing in the understanding of what sustainability really is and why it is so important to act fast within its scope. The umbrella initiatives that we will use to accomplish this will be the UN PRME and the UN Global Compact."

*Ruben Guevara, Focal Point for UN PRME
Graduate School of Business, CENTRUM Catolica, Peru*

"I will introduce incoming first year in college students to the SDGs by fully integrating them throughout the required freshman course. This year's theme is "Identity," and I will facilitate awareness of each SDG's importance and how each may be linked to the individual student's identity. My hope is to give the student a foundation understanding of sustainability that each will carry through their various college programs. This is a university-wide required course."

*Karen McKenzie, Professor of Accounting
Huizenga College of Business & Entrepreneurship
Nova Southeastern University, USA*





PRME Chapters

Fourteen regional PRME Chapters help to advance the Six Principles within a particular geographic context, rooting PRME in different national, regional, cultural, and linguistic landscapes. They function as platforms for localized engagement from higher education institutions, and in cooperation with Global Compact Local Networks, can develop projects and initiatives that support the Sustainable Development Goals regionally.

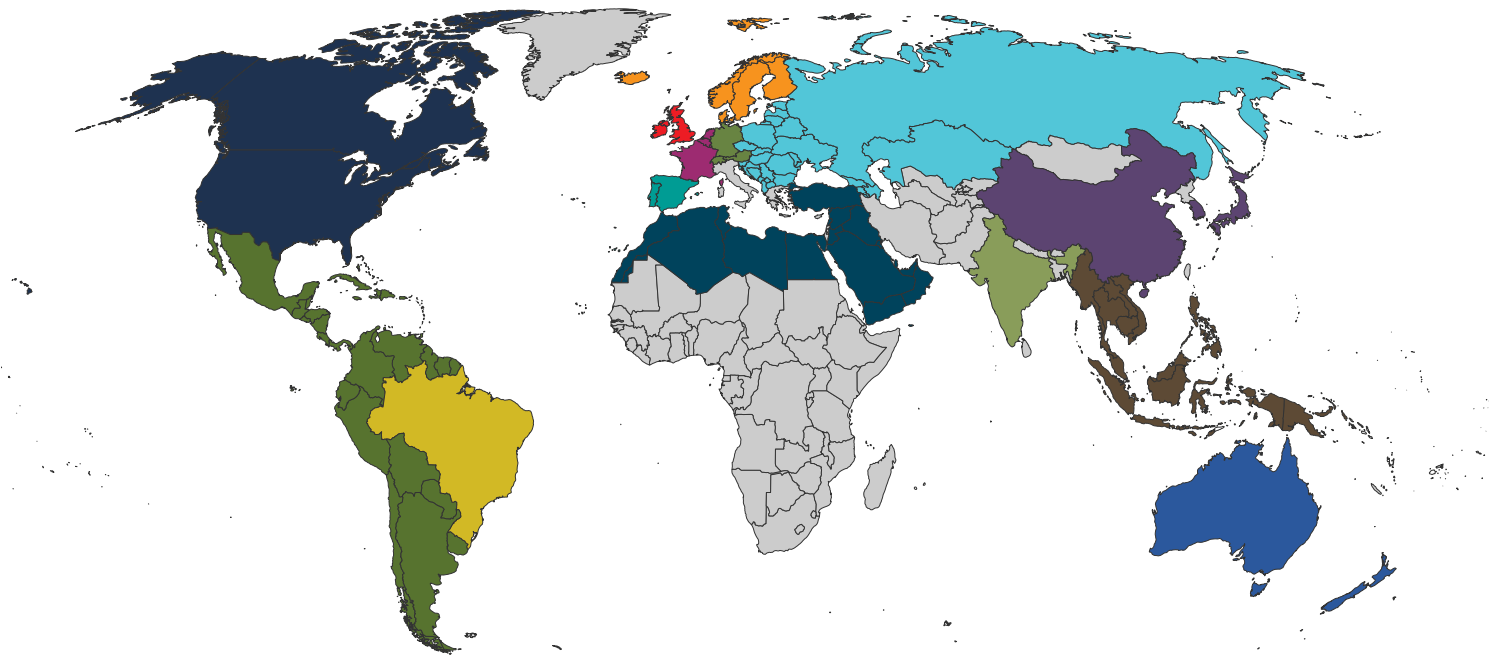
PRME Chapters develop their own internal arrangements and activities, while committing to:

- Providing a platform for dialogue, learning, and action on responsible management and leadership education and research
- Increasing the visibility of PRME and its signatories in the region
- Adapting the Six Principles into a local context
- Developing and promoting activities linked to the Six Principles and the Sustainable Development Goals

In 2017, PRME Chapters aligned their the missions and visions with those of the PRME Secretariat; namely, acting as incubators of collaboration and dialogue on the SDGs at the regional and local levels. Key activities within Chapters and during PRME Regional Meetings underscored the intention to advance progress on the SDGs.

Two PRME Chapters – PRME Chapter India and PRME Chapter Australia & New Zealand – became Established with the development of a Memorandum of Understanding and the creation of a respective Steering Committee to guide policy and growth. Additionally, a new PRME Chapter, France & Benelux, was launched during a conference in November, bringing together signatories from France, the Netherlands, Belgium, and Luxembourg.

In 2018, PRME Chapters will continue to engage their participants around the SDGs and develop new resources and collaborations that advance both the Six Principle and the Global Goals.



PRME Chapter ASEAN+	PRME Chapter Brazil
PRME Chapter CEE	PRME Chapter DACH
PRME Chapter India	PRME Chapter Latin America & Caribbean
PRME Chapter MENA	PRME Chapter Nordic
PRME Chapter North America	PRME Chapter UK & Ireland
PRME Chapter Australia & New Zealand	PRME Chapter France & Benelux
PRME Chapter Iberian	PRME Chapter East Asia

Chair: Belinda Gibbons, University of Wollongong (bgibbons@uow.edu.au)

In 2017, the PRME Australia/ New Zealand (AUSNZ) Chapter announced its transition from an Emerging to Established Chapter at the PRME Global Forum, New York. The Memorandum of Understanding was officially signed by Chapter signatories at the 5th AUSNZ PRME Forum in December 2017. With a very active signatory base, this transition allows the Chapter to create a more formal and sustaining model of realising the SDGs together moving forward.

Throughout 2017, amidst vast distances between signatories in Australia and New Zealand, PRME members communicated on bi-monthly conference calls and also held our first virtual state based forum early in the year. This allowed members within close vicinities to come together to set goals for the year ahead around SDG curriculum and research mapping. The Chapter came together again for our annual forum, hosted by Deakin University in Melbourne on 5th December. With a theme of Inspire, Motivate, Engage and Act (IMEA), the day was action oriented and enabled us to focus on our achievements for 2017 along with the opportunities to achieve in 2018. Inspire reviewed and celebrated our growth over the last 10 years. Motivate engaged rich discussion around student engagement tools. Engage provided the opportunity to hear from an enriching panel discussing how their sector has been impacted by the SDGs since their introduction, what are realistic SDG goals and potential collaboration support. The Voluntary National Review (VNR) report that is being put together for delivery in 2018 was discussed and input to that report considered. Act enabled Chapter members to consider what being an Established Chapter means and we discussed and opened nominations for a small steering committee that would work on common core needs and begin to build a sustaining Chapter. From the Motivate session, key themes arose around;

- Student engagement activities (WikiRate, Aim2Flourish, Literacy Tests) and embedding SDGs in the curriculum
- Building communities of practices within Faculty and across university/ universities
- Mapping SDGs across curriculum and research and
- Research and cross sector collaboration



Chair: Wayne Visser, Antwerp Management School (Wayne.Visser@ams.ac.be)

Over 40 deans and representatives of Benelux and France business schools, universities and their stakeholders, gathered at Antwerp Management School and endorsed the creation of an emerging France/ Benelux PRME chapter. This Chapter will focus upon furthering sustainability within the educational sector through collaborative initiatives and sharing best practices.

Collaboration in the Chapter will allow the participating business schools and management-related higher education institutions to jointly respond to regional challenges regarding sustainable development. By engaging with broader stakeholders, assessing their own CSR efforts and by sharing and developing common resources for teaching, research and outreach, the schools will be better able to lead change and create social impact.

Key activities for 2018 include activities to firmly establish the Chapter, finalize vision, mission, objectives, activities, governance and collaborative projects.



Co-Chairs in 2018: Gustavo Loiola (gustavo.loiola@isaebrasil.com.br) & Norman Arruda (norman@isaebrasil.com.br), ISAE

As a regional chapter, we will seek to lead the discussion on SDGs and higher education at LAC region level. We will achieve this by proposing SDG dialogue spaces with multiple actors (GC local networks, UN, governments, private sector and NGO's). Finally, we will work on generating relevant research in SDGs that may be applicable and serve as input for public policies and program generation that promote sustainable development at the local level.

2017 Activities

- Mercosur sub regional meeting, April 2017 Itaipú Tech Park, Foz de Iguazu, Brasil
- 24 participants side meeting at PRME Global Forum NY, July 2017
- 11 BS Research about the application of a five dimensions model of sustainability, led by EGADE BS
- Translation into Spanish of the SIP guide, by Cetys 16 Mexicali, Mx.
- Translation into Spanish of the Inspirational Guide 2nd edition, by Universidad Externado, Colombia.
- Chapter Regional Meeting, ISAE Curitiba, BR, Sept 12th

2018 Outlook

- New website of PRME Chapter LAC with information for signatories and non-signatories
- More integration between PRME Chapter Brazil and PRME LAC
- Expand connection between PRME LAC and Global Compact Local Networks
- 2nd Mercosul Conference
- New collaborative researches between different schools and countries
- Creation and officialization of the PRME LAC Governance Model

Chair in 2018: Priscila Borin de Oliveira Claro, INSPER (priscila.claro@insper.edu.br)

The PRME Chapter Brazil, part of the Latin American and Caribbean Chapter, is a volunteer group composed of educational institutions, corporate universities, business schools and support organizations located in Brazil that share the vision of forming responsible leaders, prepared to act in the new paradigm of sustainability and social responsibility.

2017 Activities

- The 1st Regional Meeting on Responsible Management Education of Mercosur was a pioneering initiative to integrate the countries of the tri-border region (Paraguay, Brazil, Argentina) and to disseminate the PRME to non-signatory institutions. It was a partnership between PRME Chapter Brazil and PRME Latin America and Caribbean, with the support of ISAE, Global Compact Brazilian and Argentina Network and UNDP Argentina.
- The 6th Regional Meeting of PRME LAC took place on September 11 and 12, 2017. The purpose of the meeting was to discuss the contributions of Latin American schools to achieving the SDGs.
- The last regional meeting of 2017 took place at EAESP / FGV in São Paulo, and marked the end of the Board 2016/17 management.
- RMER is a conference devised by PRME's Anti- Poverty Working Group, and its 4th Edition took place on the theme "New Research Questions for Advancing the Implementation of the Sustainable Development Goals". The host institution was FIEP and the event was supported by PRME Chapter Brazil, FEA USP, FEA RP - USP, ISAE, FIA, Diário do Comércio, Quality Hotel, CAPES and CNPQ.
- The PRME Chapter SDG Working Group launched in 2017 the Good Practices Handbook for the dissemination of SDGs in Educational Institutions. Retracing the Brazilian reality, the Handbook presents 6 cases of application of the methodology developed by the group with its main learning.





PRME Principles for Responsible Management Education

CHAPTER DACH

Chair: Lutz E. Schlange, University of Applied Sciences, HTW Chur (Lutz.Schlange@fh-htwchur.ch)

2017 Activities

- Reputation building (with appropriate communication material from PRME Secretariat);
- Faculty development;
- Implementing SDGs in DACH member schools curricula;
- PRME student hub and network;
- Understanding of "RME" in the DACH region;
- SDGs Roadshow;
- SULI-Test: specific questions for the DACH region

2018 Outlook

- Chapter Workshop meeting, MCI Management Center Innsbruck Austria, February 19/20
- Steering group meeting (late spring)
- RME Research Conference "DACH Signature Event", CBS Cologne, November 12/13 (complemented by the International Conference on Sustainability and Responsibility in Cologne)
- New Projects (on-going see above, 2017):
- Advisory services for member universities;
- Publications or publication series;
- Best practice: SIP reporting, impact metrics and monitoring;
- New paradigm for universities (DACH position paper);
- Buddy System, PRME presentation for member acquisition;

PRME Principles for Responsible Management Education

CHAPTER CEE

Co-Chairs: Irina Sennikova, RISEBA (irina.sennikova@riseba.lv) & Julija Bulatova (julija.bulatova@riseba.lv)

2017 Activities

- The web- page under the page of RISEBA University was created
- The PRME section within the Gaidar Economic Forum 2017 was held, thus popularizing the ideas and values of PRME, new members attracted
- The draft of the advanced course for the MBA students created – the course will start in Spring semester 2018.
- Collaboration with the "Greenleaf" – the subscription to the cases and articles
- Training of the Business Ethics and ethical decision – making held, performed by prof. M.Schuz in University of Economics, Prague.
- Anti-corruption and other materials of the PRME meeting in New York spread among the participants of the regional meeting.

2018 Outlook

- Holding the Day of PRME in the member schools.
- Holding the PRME session within the Gaidar Economic Forum in January 2018.
- PRME conference in April, 19th in Riga, RISEBA University.
- Regional meeting in University of Liubliana, Slovenia
- The survey of member school participant on the matter of ethics in education and publication of it (Already started RANEPa in Moscow).
- PRME session within the frame of the CEEMAN Annual Conference.



PRME Principles for Responsible Management Education

CHAPTER ASEAN+

Chair: K. Kuperan Viswanathan, Othman Yeop Abdullah Graduate School of Business (kuperan@uum.edu.my)

2017 Activities

- The PRME Chapter ASEAN+ organized a panel discussion on Linking Classroom of Business Schools with Community and Planet-the PRME Initiative. This was held in conjunction with the 2nd International Conference on Economics and Business and Social Science held at the Park Royal Hotel Penang, Malaysia, July 11-12 2017. It was attended by participants from Indonesia, Philippines, Thailand, Pakistan, Nigeria and Malaysia.
- A publication was published on the PRME initiative in a premier Malaysian business journal by the Chairman of the PRME ASEAN+ chapter in December 2017 explaining the PRME initiative.
- Responsible Business Leaders and the PRME Initiative by K.Kuperan Viswanathan (Chairman, PRME Asean+ Chapter) published in The Malaysian Business, December 2017, pg. 54-55.

2018 Outlook

- A workshop on promoting the Sustainable Development Goals of the United Nations and the PRME Initiative and a regional meeting for the PRME ASEAN+ chapter is planned for July 10-11, Kuala Lumpur 2018. Participants will come from the PRME ASEAN+ countries. The workshop will be moderated by Dr. Benito Teehanke for De la Salle University. Philippines.
- The workshop is entitled "Essentials of Insider Action Research for Promoting SDGs in Business", July 10-11 2018, Kuala Lumpur, Malaysia

PRME Principles for Responsible Management Education

CHAPTER NORDIC

Co-Chairs: Mette Morsing, Stockholm School of Economics, (mette.morsing@hhs.se), Elizabeth Barratt (elizabeth.barratt@hhs.se), and Kajsa Fung (kajsa.fung@hhs.se)

2017 Activities

- Build the Nordic Chapter network.
- Complete the first joint Nordic PhD course on sustainability and CSR.
- Discuss options for using the Sulitest regionally.
- Hold a regional meeting at the PRME global forum.
- Build connections with the Global Compact Nordic Network.

2018 Outlook

- Produce a Nordic version of the Sulitest.
- Arrange a second Nordic Phd course on sustainability and CSR.
- Recruit more schools to PRME and to the Nordic chapter.

PRME Principles for Responsible Management Education

CHAPTER EAST ASIA

Chair: Pamsy Hui, The Hong Kong Polytechnic University (pamsy.hui@polyu.edu.hk)

2017 Activities

- Worked with Special Advisor for Chapters to plan for the setting up of a communication platform and governance structure for the Chapter
- Promoted at major business school and education conferences the PRME concept

2018 Outlook

- Setting up an initial governance structure and plan for a communication platform
- Promotion of PRME to drive both the quantity and quality of participation
- Working with UNGC Local Networks on joint projects

PRME Principles for Responsible Management Education

CHAPTER MENA

Chair: Dima Jamali, Professor of Management, American University of Beirut (dj00@aub.edu.lb)

2017 Activities

- Hosting PRME's 7th Regional Meeting
- Hosting UNGC's 2nd Annual Local Network Forum
- Developing new courses in business ethics, social entrepreneurship and corporate social responsibility fields
- Supporting faculty and students' research related to corporate social responsibility and sustainability through Think-Tanks initiatives and through encouraging faculty visits from/to foreign universities
- Organizing student's case writing competitions among many others involving students in topics related to corporate social responsibility, sustainability, fraud, discrimination and the SDGs

2018 Outlook

- Create a new core community service course at the undergraduate level that seeks to foster civic engagement and community responsibility in our students
- Create an exchange program to promote PRME engagement (Linking UNGC and NetImpact in a way that implicates students by designating them as ambassadors for a specific SDG which will lead to engage them in PRME and involve them in the organization of events so they can take ownership and promote students' attendance ...)
- Organize the following workshops in collaboration with UNGC's local network: Lebanon Collaboration for the SDGs – Launching of proabled platform; Maximizing Social Impact Workshop; Anti-Corruption training Phase2; Peace Pioneers workshop; CSR Workshop; SDG focus group

Chair in 2017: Carole Parkes, University of Winchester Business School (Carole.Parkes@winchester.ac.uk)

Chair in 2018: Alec Wersun, Glasgow Caledonian University (a.wersun@gnu.ac.uk)

2017 Activities

- 2017 Annual Conference, held on June 26-27th 2017. To mark PRME's 10th Anniversary year, the theme of our 4th conference was: "Envisioning the Future of Responsible Management Education in the era of the Sustainable Development Goals". The conference attracted some 70 delegates, amongst whom were participants from South Africa, Malaysia, and Canada, and 18 students from UK business schools - the highest number of students to date at our annual conference. Presentations and workshops from the academic community were complemented by inspirational presentations from Northumbria University Enactus students, a panel discussion with corporate members of Business in the Community, and a Keynote case study from a Senior Innovation Partner of 'Interface', which is a shining example of corporate commitment to integrate sustainability in to strategy and operations. In addition to sharing their work and ideas in both interactive workshop sessions and paper presentations, delegates had ample opportunity to network with advocates of responsible citizenship, management and leadership from universities and institutions across the UK and Ireland and beyond
- 10th Anniversary PRME Special Issue of the International Journal of Management Education (IJME)
- First PRME Writing Competition for both undergrad and post grad students
- Joint BAM (British Academy of Management) & PRME workshop at the Warwick University BAM conference in collaboration with the BAM Sustainable and Responsible Business Special Interest Group (SRB SIG).
- Sustainability Literacy Test – development of UK Regional Questions, Sulquiz and SDG related questions (in collaboration with the EAUC and NUS)
- EAUC Green Gown Awards & Sustainability Exchange
- Local events/talks related to PRME in various locations around the UK

2018 Outlook

- PRME Chapter Faculty Development Workshop on post-growth economics, developed by members of the steering committee to be held in Oxford on January 26th 2018 in collaboration with the Green House Think Tank and the Schumacher Institute.
- 2nd PRME Writing Competition
- Further SDG Roadshows in partnership with Global Compact Network UK
- Plans to hold a joint BAM/PRME event on 'Educating for Responsible Business and Management in the context of the Sustainable Development Goals' in May 2018
- Plans for seed funding for PRME related collaborative research projects
- Plans to support a PRME-related PhD group
- A SIP Reporting Workshop

Chair in 2017: Mark Meaney, Leeds School of Business, University of Colorado, Boulder (mark.meaney@colorado.edu)

2017 Activities

- 2017 Regional Meeting: The North America Chapter held its Regional Meeting at the College of Business and Economics at University of Guelph to coincide in celebration of the 10th Anniversary of PRME. The theme was 'Realizing the United Nations Sustainable Development Goals through Education, Research and Partnership'. Individuals from across North America representing academia and industry gathered at the University of Guelph to collaborate on the integration of the United Nations Sustainable Development Goals (SDGs) into curriculum development and organizational practices.
- Develop links between the PRME Sharing Information on Progress (SIP) reports and AACSB and EQUIS Accreditation using a template.
- Conduct cross-school research using UN Global Compact data set with the objective of building knowledge for UN Global Compact companies, and best practices for teaching in management education institutions.
- Explore the relationship of PRME principles and the SDGs to the interests of Indigenous Peoples.
- Support NA sustainability centers in advancing the SDGs
- The incorporation of the cooperative movement within the b-school curriculum
- The move to "Integrated" sustainability reporting
- The role of business and business schools in assisting with the integration or refugees and immigrants into local economies
- Benchmarking co-operative social and environmental performance
- Pedagogical innovation and experiential learning
- Supporting Indigenous aspirations and rights
- PRME Regional Summit on Refugee Issues in consort with the UNHCR/Global Compact 'Call to Action.'
- Tenth Anniversary of the Adoption of the United Nations Declaration on the Rights of Indigenous Peoples
- The first UN PRME Chapter North America Awards for Excellence in Responsible Management Education. (Excellence Awards went to recipients in the three categories: (1) Jessica McManus Warnell (Teaching); (2) Amy Klemm Verbos (Research); and (3) Bruce McAdams (Service).)
- First PRME Undergraduate and Graduate Student Writing Competition on the SDGs.
- Joint PRME Chapter North America and Global Compact Local Network USA workshop on business/university collaboration on the achievement of the SDGs.
- Pilot project with Nike and Seagate on integrated reporting and the SDGs.
- PRME/Chapter NA partnership with Greyston Bakery in promotion of a commitment to the principles of open hiring a Center for Open Hiring.

2018 Outlook

- Continuation of PRME/Chapter NA programing in support of Greyston Bakery's Center for Open Hiring.
- Second UN PRME Chapter North America Awards for Excellence in Responsible Management Education.
- Second PRME Undergraduate and Graduate Student Writing Competition on the SDGs.
- Workshop/webinar on the relation of the SDGs to the Circular Economy for purposes of curriculum development.Further SDG Roadshows in partnership with Global Compact Network UK
- Plans to hold a joint BAM/PRME event on 'Educating for Responsible Business and Management in the context of the Sustainable Development Goals' in May 2018
- Plans for seed funding for PRME related collaborative research projects
- Plans to support a PRME-related PhD group
- A SIP Reporting Workshop





PRME Working Groups

PRME Working Groups deepen collaboration in and across institutions on specific issues relevant to corporate sustainability and responsibility and related to the United Nations Sustainable Development Goals. PRME Working Groups develop and publish resources relevant to increasing awareness around responsible management education and other thematic topics for business.

The PRME Secretariat supports issue area Working Group and workstreams' efforts in the following ways, provided they have no additional funding generated:

- Providing Working Groups with the PRME name and logo to be used in accordance with the PRME Logo Policy.
- Acting as an "intra network facilitator" in the creation and growth of Working Groups, ensuring that new PRME signatories are invited to join the different Working Groups and encouraging a balanced international composition.
- Acting as an "extra network facilitator" by connecting Working Groups with other initiatives, projects and activities, such as student, corporate and academic networks working on similar issue areas (e.g. UN Global Compact work streams).
- Informing Working Groups on key developments, related issues and relevant upcoming events.
- Promoting and disseminating the resources and outcomes of Working Groups to the wider PRME network.
- Acting as a "sounding board" by providing advice on the priorities of the Working Groups and as a "Clearing House" by addressing potential overlapping projects.

Provided a Working Group has generated additional funding, the PRME Secretariat can support by:

- Providing additional capacity and coordination to develop new Working Group resources, organize events, support Working Group activities, and future initiative.
- Providing access to communication tools such as Webinars as a virtual meeting point through a platform provided by the PRME Secretariat (e.g. GoToMeeting).
- Online space for resources and publications (e.g. PRME website repository and Anti-Corruption Toolkit among others)

In 2017, PRME introduced a new Working Group on Humanistic Management, which builds on the work of the International Humanistic Management Association (IHMA), focused on transforming organizing practices to protect dignity and promote well being. Given the strong alignment between IHMA and PRME, the new Working Group's mission is to support the development and professionalization of humanistic management research, practice, pedagogy and policy. To do so we bring together global leaders from academia, practice, policy, media, faith, civil society and the general public to explore, implement and support practices of humanistic management.

By formalising it as a PRME Working Group, faculty and thought leaders gain access to the larger PRME community, and can leverage the existing knowledges and experiences of participants to benefit PRME as a whole.

PRME Principles for Responsible Management Education

Working Group on
Poverty: A Challenge for Management Education

Value Proposition

With the adoption of the SDGs, the original WG's vision and mandate were further supported by the WG Commitment Statement at the PRME 2015 Global Forum: To strength management educators leadership Towards "zero" poverty through understanding [poverty's] root causes [by fostering] action/ impact oriented communication and collaboration.

Co-Chairs: Milenko Gudić (milenko.gudic@gmail.com) and Alfred Rosenbloom (right2al@comcast.net)

2017 Activities

The PRME Working Groun on Poverty, A Challenge for Management Education conducted its 2nd Global Survey on the Issue of Poverty and the SDGs in Management Education. The survey findings, based on 326 responses from 56 countries, were presented at:

- PRME Cross WG Meeting on 17 July in conjunction with the PRME Global Forum, NYC
- LAC and Brazilian Regional Chapter combined meeting 11-12 September, Curitiba, Brazil
- 4th RME Research Conference, 13-14 September, Curitiba, Brazil

Working Group members were actively involved in the PRME Global Forum 18-19 July, NYC, as:

- Proponents, co-chairs and presenters at the Cross Working Group Meeting, 17 July, a Global Forum pre-event.
- Proponents, chairs and presenters at the Working Group Focus Meeting, 19 July
- Discussion leaders, moderators and panelists during the Forum

Four Working Group members received PRME Pioneer Awards for their leadership in PRME. The Working Group was among the proponents, Program Committee members, moderators and presenters at the 4th RME Research Conference, 13-14 September, Curitiba, Brazil

EURAM 2018 Program Committee accepted the WG's Symposium proposal on "Impact and Action-Oriented Research on Poverty & the Sustainable Development Goals (SDGs)", for the EURAM 2018 Annual Conference, 20-23 June 2018, Reykjavik, Iceland

PRME Principles for Responsible Management Education

Working Group on
Gender Equality

Value Proposition

The mission of the GEWG is to bring together academics and employers in order to provide support and resources for integrating gender issues and awareness into management education and business practice. The GEWG is most specifically related to SDG # 5, "Achieve gender equality and empower all women and girls," however, issues of gender are relevant to all of the SDGs. We advocate for new research and case studies and the dissemination of knowledge on gender issues worldwide. The GEWG collaborates with other WGs on publications in PRME Book Series on sustainability, and on other activities related to the SDGs.

Co-Chairs: Patricia M. Flynn (pflynn@bentley.edu), Kathryn Haynes (k.haynes@hull.ac.uk) and Maureen A. Kilgour (m.kilgour@uwinnipeg.ca)

2017 Summary of Activities

- Continued to grow and update the Global Repository of Resources to assist faculty in integrating gender issues into their courses and research.
- GEWG members participated in the PRME Cross-Working Group Meeting, "Integrating the SDGs into Management Education," NYC, 17 July, 2017. Global Forum for Responsible Management Education. GEWG co-chair Pat Flynn served as co-moderator.
- GEWG members participated in the Working Group Session of the Global Forum, NYC, 18 July, 2017,GEWG co-chair Kathryn Haynes moderated the GEWG meeting; Pat Flynn moderated the overall session.

WG collaborated with the PRME Anti-Corruption, and PRME Gender Equality WGs to launch two joint book projects :

- Global Champions of Sustainable Development
- Struggles and Successes in the Pursuit of Sustainable Development

Resources and publications

Publication of Rosenbloom, Gudić, Parkes, & Kronbach (2017), A PRME responses to the challenge of fighting poverty: How far have we come? Where do we need to go now? The International Journal of ManagementEducation: Special Issue: Principles of Responsible Management Education

Two joint WGs books published by Routledge/Greenleaf:

- Beyond the Bottom Line: Integrating Sustainability into Business and Management Practice (four chapters written by WG members)
- Redefining Success: Integrating Sustainability into Management Education (seven chapters written by WG members)

2018 Activities

Publishing an Executive Summary: 2017 Global Survey on the Issue of Poverty and the SDGs in Management Education: First quarter 2018

Anti-poverty Toolkit project:
Initial Layout and Design, first half 2018
WG Webinar on Anti-poverty Toolkit Webinar, first half 2018

Joint books:
Global Champions of Sustainable Development anticipated publication date winter 2018/2019
Struggles and Successes in the Pursuit of Sustainable Development full chapter submission by 1 December 2018

Launch one or two new Task Forces to address other WG priority areas from the 2016 WG Delphi Survey

- GEWG co-chair Maureen Kilgour participated in the UN Global Compact Women's Empowerment Principles (WEPs) conference, NYC, March 2017.
- Maureen Kilgour also participated in the 4th PRME Regional Meeting - North America, at the University of Guelph, Canada, October 2017. She made a presentation on Gender Equality in Management Education.
- "The Role of Business and Business Schools in Addressing Gender Equality and Women's Empowerment," conference organized by GEWG co-chair Kathryn Haynes, 21 March, 2017, Hull University Business School, UK.
- Inaugural "St. Gallen Diversity and Inclusion Conference" for practitioners and academics, Switzerland, 12 September 2017. GEWG member Gudrun Sander was instrumental in making this happen.
- Launch of the "Women on Boards Observatory" at the American University in Cairo School of Business, due in large part to GEWG member Ghada Howaidy.
- Launch of #Négotraining, a free training program to help women negotiate their salaries, at Audencia Business School, France, thanks in large part to GEWG member Camilla Quental.
- "The Role of Business Education in Promoting More Peaceful and Inclusive Societies", conference organized by GEWG co-chair Kathryn Haynes. 9 November, 2017. Hull University Business School, UK.

Resources and publications in 2017

- Beyond the Bottom Line: Integrating Sustainability into Business and Management Practices, Milenko Gudić, Tay Keong Tan and Patricia M. Flynn, (eds.) Greenleaf Publishing, 2017.
- Redefining Success: Integrating Sustainability into Management Education, Patricia M. Flynn, Tay Keong Tan and Milenko Gudić, (eds.) Routledge, 2017.
- Global Champions of Sustainable Development, Patricia M. Flynn, Milenko Gudić and Tay Keong Tan (eds.) Authors, many from PRME WGs, are currently writing the chapters. Publication winter 2018/2019.

PRME Principles for Responsible Management Education

Working Group on Climate Change and Environment

Value Proposition

To encourage business schools to embed climate change education into their curricula by providing supporting policies/strategies, teaching material and practical challenges in cooperation with businesses

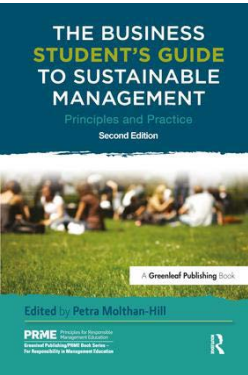
Co-Chairs: Dr. Petra Molthan-Hill (petra.molthan-hill@ntu.ac.uk) and Dr. Alex Hope (alex.hope@northumbria.ac.uk)

2017 Summary of activities

- Promoted working group on different PRME events (New York July 2017 and PRME DACH Nov.2017)
- Facilitator for Section 'Policies and Strategies' started in November 2017 and has provided templates for business schools and universities on how to write their policies with regards to carbon management and other environmental topics.
- Members of the Green Academy at Nottingham Trent University, UK have provided teaching resources to offer a starting point for anyone wishing to embed climate change education into any management discipline. They also provided teaching resources related to the relevant SDGs.

2018 Activities

- #MeToo and the extensive discussion of sexual harassment in recent months, highlight the need for business schools and organizations worldwide to better address gender issues than in the past. The Global Repository and the GEWG can be terrific resources for both academics and practitioners in educating students and workers at all levels about these issues.
- We need to explore more extensive ways to market the Repository beyond PRME and AACSB, and make sure the resource remains current. We also plan to seek to fill gaps in the research on key gender issues, several of which have already been identified by coordinators of segments of the Repository. We will seek to identify potential funding partners for these research projects.
- The three members of the GEWG, in addition to lead editor Pat Flynn, will complete their chapters for the PRME/Routledge book Global Champions of Sustainable Development, noted above.
- Abstracts for chapters in the Cross-WG PRME/Routledge book Struggles and Successes in the Pursuit of Sustainable Development, which Pat Flynn is co-editing, are due 1 March 2018. The Call for Contributions is available at <https://www.routledge.com/business/posts/12378>
- We are exploring a Special Issue with a top management journal on a number of possible topics relating to gender issues in management and in management education. If confirmed, a call for papers will be circulated.
- Alternatively a book that addresses the gender issues associated with each of the 17 SDGs is being considered. This would involve working with other WGs on topics such as climate change, poverty, peace, etc.
- GEWG members will continue to make presentations, host conferences/seminars, lead management workshops, etc. (for, e.g., AACSB, UN WEPs, and the Academy of Management, as well as in business schools and professional and academic communities worldwide) to spread the word on key gender issues and work being done in these areas.



The Business Student's Guide to Sustainable Management, by Petra Molthan-Hill (2017)

Resources and publications in 2017

- Molthan-Hill, P. (Ed) 2017. The business student's guide to sustainable management: principles and practice. Principles for responsible management education. PRME book series. Abingdon: Routledge. ISBN 9781783533190
- Molthan-Hill, P., Winfield, F., Baddley, J. and Hill, S. 2017 "Work based learning: Students solving sustainability challenges through strategic business partnerships" in: Flynn, P, Gudić, M and Tan, T 'Redefining Success: Integrating the UN Global Compact into Management Education', PRME book series, Sheffield: Greenleaf

2018 Activities

- Survey of all PRME members how (much) they have integrated climate change education into the curriculum of their business school: We will design the survey in March 2018 and collect the data in summer 2018, we then hope to publish the results in AMLE. This will give us the baseline to plan further activities e.g. a special issue e.g. International Journal of Management Education (IJME) or a book. Other possibilities would be Sustainability (an online journal) or Journal of Management Education.
- We also want to recruit new members. We will do this by promoting the working group at conferences and PRME chapter events. We will also write the intro text to our baseline survey mentioned above in a way that people can contact us if they want to become members of this group, so we will promote the group at the same time.
- We will support our facilitators to undertake webinars if they wish to do so and make sure the material on the website is up to date.
- We will also explore how we can have a newsfeed on our website and how to generally improve our website. We also want to find ways on how to promote the website.



PRME Principles for Responsible Management Education

Working Group on Sustainability Mindset

Value Proposition

The PRME Working Group on the Sustainability Mindset (WGSM) seeks to achieve the SDGs by developing the Sustainability Mindset (SM). It brings the elements of a SM into business schools by developing new ways of thinking, teaching methods, and contents that can accelerate a SM across cultures. The group currently has 89 faculty members and 77 institutions in 32 countries.

Chair: Dr. Isabel Rimanoczy (isabelrimanoczy@gmail.com)

2017 Summary of activities

- Three monthly virtual meetings: LEAP Café, Storytelling Circle and Peer Questions Session.
- Quarterly Newsletter; two Introductory Workshops on the Sustainability Mindset for members.
- Creation of the Center for Sustainability Mindset and Social Responsibility (CSMSR) at IPMI International Business School (Jakarta, Indonesia).
- Papers presented at 2 International Conferences and Academy of Management, Atlanta, GA. Panel session and PDW with presenters from 9 countries.
- 2nd International Meeting-Retreat in Atlanta. 15 attendees from USA, Morocco, Brazil, Philippines, Nigeria, Germany, China and Russia.
- 2 PRME Conferences attended: Global Forum for Responsible Management Education New York, PRME North America, Guelph, Canada.
- Dr. Isabel Rimanoczy Keynote speaker at LATAM PRME Conference, Curitiba.
- Discovering Flourishing Enterprise: The Fourth Global Forum for Business as an Agent of World Benefit. Cleveland, Ohio. 7 WGSM faculty members were winners of inaugural 17 Flourish Prizes awarded

Resources and publications 2017

- Sulitest Module incorporating Sustainability Mindset questions developed by WGSM and Kedge Business School offered to PRME signatories.
- Sustainability Mindset 14 week online course developed by Dr. Rimanoczy for professionals.
- Publications:
- Mitchell, S & Arevalo J (Eds). (2017), Handbook of Sustainability in Management Education - In Search of a Multidisciplinary, Innovative and Integrated Approach.
- Kassel, K. & Rimanoczy, I. (Eds). (2017). (Forthcoming) Developing Sustainable Mindset for Management Education.
- Sambiase M, Klement C, Barbosa C (2017), Gestão estratégica Sustentabilidade e desenvolvimento empresarial.

2018 Activities

The WGSM is committed to engage more PRME institutions and academics in 2018; to expand its influence and inspiration, connecting with local colleagues across the globe and establishing more local chapters; to set up a Consortium for exchange of faculty and students among the Working Group's member institutions. The WG is further focusing on the SDGs and their connection with the elements of the Sustainability Mindset

The WGSM is actively seeking an institutional host to become the international Center of the Sustainability Mindset, creating a high-profile hub promoting research, faculty and leadership development.

Current projects include a textbook of the Sustainability Mindset, a Podcast Series on the Sustainability Mindset, an online course on the

Value Proposition

- Mission of the B4P Working Group
- To build awareness among members of the academic and civil society communities of the vitally important role that business can have in peacebuilding;
 - To encourage those in academia to embrace B4P and advance the field through their research and teaching;
 - To encourage actions to put B4P to work in addressing significant social conflicts where B4P may prove to contribute an amelioration of the situation; and
 - To document instances of B4P with the aim of building a database that can be used for future research.

- Objectives of the B4P Working Group
- To serve as a source of support for educators working on/within the B4P space
 - To serve as a larger network of professionals e.g. government officials, private sector and civil society representatives, to exchange ideas and collaborate in efforts to advance B4P.
 - To find opportunities for university students to engage in studies and practical activities pertaining to B4P
 - To serve as a catalyst for B4P to be adopted by the business community globally
 - To work for the spreading of knowledge and understanding and support among the media and public at large that business can be a vital force in building more peaceful societies

Co-Chairs: John Katsos (jkatsos@aus.edu) and Robert McNulty (rmcnulty@bentley.edu)

2017 Summary of Activities

- In Summer 2017, the B4P Working Group established its first Steering Committee. In addition to John Katsos and Bob McNulty (the co-chairs), Robert Sicina (American University, USA), Christina Bache Fidan (International Crisis Group, Turkey), and Mark van Dorp (formerly SOMO, currently, Independent Consultant in Business for Peace, The Netherlands) have graciously volunteered their time to help guide the Working Group. The Steering Committee has begun the work on setting up the Working Group platform, including our web and social media presence and a calendar of events. They have been greatly assisted by the Working Group's first-ever student intern, Christopher Mdeway (American University, USA).
- In July 2017, the B4P Working Group was represented in various activities at the PRME Global Forum in New York City.
- In July 2017, the B4P Working Group convened in Dubai, UAE alongside the Hollings Center Profits to Peace Regional Dialogue.
- In November 2017, the B4 P Working Group held its second annual gathering alongside the UNGC Business for Peace event in Bogota, Colombia.

2018 Activities

- Online quarterly meetings
- Launch a repository of material on B4P with research cases, curriculum/syllabi, case studies and any other teaching modules, articles, etc. which focus on B4P.
- Special issue of Business and Society Review on SDG 16
- Apply for funding through international grant programs for research and meetings of the working group.
- Building alliances with other PRME Working Groups, graduate programs, nonprofits, civil society, and corporate champions

Value Proposition

The Working Group (WG) aims to promote the integration of human rights topics into management education, research, and business thinking with three main areas of engagement, namely outreach, teaching resources, and data collection.

Co-Chairs: Caroline Kaeb (caroline.kaeb@business.uconn.edu) and David Scheffer (scheffer@law.northwestern.edu)

2017 Summary of Activities

- Conducted empirical data survey and analysis, which maps the state of affairs in business and human rights instructions and research in higher education worldwide in collaboration with the Teaching Business and Human Rights Forum. The rationale of this effort is the realization that in order to make human rights an integral part of board room considerations, we must start from the beginning; we need to address human rights in the formative stage of tomorrow's managers.
- The survey was distributed to the members of the WG and the Teaching Forum for their input as part of the WG's ongoing effort to develop an academic directory on business and human rights.
- Presentation of preliminary survey findings in multiple fora, including at the annual meeting of the Teaching Business and Human Rights Forum, the PRME Global Forum, and an event on "Incorporating Human Rights in Business Education" convened in Geneva by NYU Stern's Center for Business and Human Rights and other institutions.
- Publication of preliminary results of data analysis in an online contribution to the Business and Human Rights Journal Blog at the occasion of the 2017 U.N. Forum for Business and Human Rights.
- Conducted outreach effort to increase the number of corporate signatories to the 2014 Global Compact Open Letter, which encourages business school deans to integrate human rights into their programming and academic activities. The goal is to impress upon business schools that these are issues that companies want to see addressed in management education and research. We experienced a good increase in the number of corporate signatories through this effort in 2017.
- Convened webinar in December 2017 on the challenges and opportunities for human rights instruction in a business school setting and ways forward.
- Online contribution on "The Formative Stages of Human Rights Education in Business Schools" (featured on the Business and Human Rights Journal Blog), at <http://blog.journals.cambridge.org/2017/12/05/build-it-and-they-will-come-the-formative-stages-of-human-rights-education-in-business-schools/>
- Teaching Business and Human Rights survey, at <https://docs.google.com/forms/d/e/1FAIpQLSdls7dVPJW9hu27XJY4YRxBgZKbc9uM7vnOKwkalrVwjluY1w/viewform>
- Call to promote Human Rights Open Letter by Global Compact, at <http://www.unprme.org/resource-docs/BusinessHumanRightsOpenLetter.pdf>
- Teaching note contribution by WG members to Teaching Business and Human Rights Handbook, at <http://tbhrforum.org/teaching-notes/>

2018 Activities

- Continue discussion about the human rights context of the Sustainable Development Goals, the Global Compact's new action platforms, and implications for business and human rights.
- Engage WG members for continued outreach effort promoting open letter with the goal to reach 100 corporate signatories by end of

2018. This provides the basis to reach out to business school deans and convey to them this corporate demand for human rights in business education.
- Prepare one-page primer on final data findings from survey for outreach and advocacy efforts among business schools and companies and prepare academic directory in collaboration with Teaching Business and Human Rights Forum.
 - Collect stories and prepare short video testimonials by individuals in the field speaking to the value of integrating human rights considerations in management education and business practice. These stories would be posted on the WG website to further emphasize the importance of the open letter and its purpose.
 - Develop "human rights annex" to prominent case studies in management education, which would highlight and examine the human rights dimension of the most popular business case studies for instruction. The goal is to integrate human rights in standard business cases in an impactful and resource-efficient way.
 - Standing call for WG members to contribute their expertise and experience to the Teaching Handbook on Business and Human Rights.
 - Promote the WG's mission and activities at leading academic conferences and UN related events on the issue.
 - Other possible future activities include: convening (closed-door) policy roundtables with corporate representatives and relevant stakeholders to reinforce the involvement and buy-in of the corporate sector on PRME related activities. The policy roundtables ideally would result in a joint "Declaration of Business and Human Rights" expressing support for the mission of the WG.
 - Webinars for WG members in spring and fall 2018 (tbd)
 - WG meeting and discussion at the 2018 PRME Global Forum





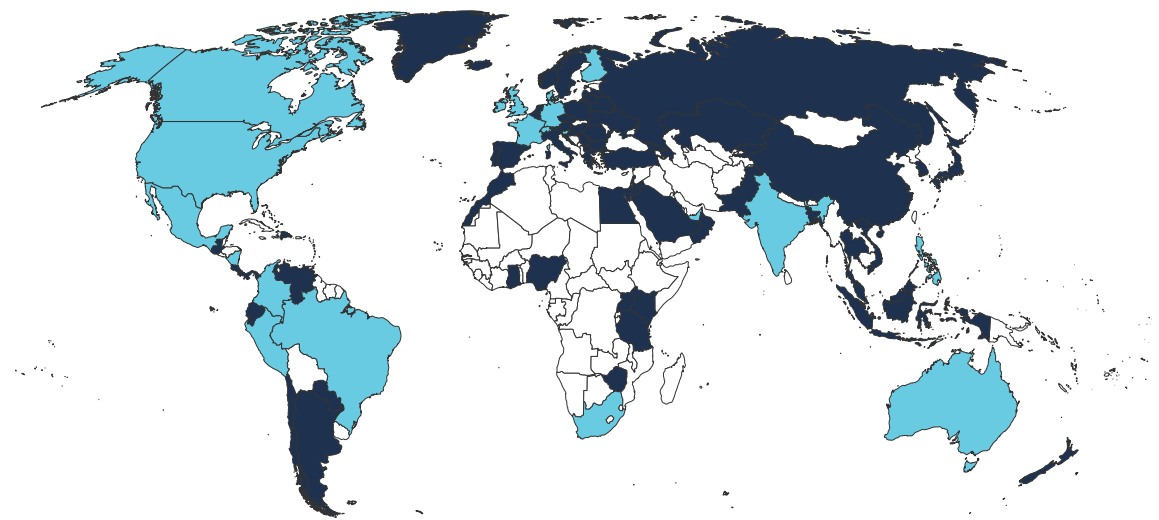
PRME Champions, 2016-17

The PRME Champions are a select group of experienced and engaged PRME signatories that are committed to working collaboratively to develop and promote activities and resources that address shared barriers to making responsible management education a reality. The PRME Champions group is globally and proportionally representative according to the makeup of the larger PRME community (i.e. balance of regions and type of academic institution).

The mission of the PRME Champions group is to contribute to thought and action leadership on responsible management education in the context of the United Nations Sustainable Development Goals (SDGs). In so doing, PRME Champions commit to working collaboratively, serving the broader PRME community through active engagement in other PRME networks, and contributing to broader UN goals and issues, in particular the SDGs.

In 2017, the Champions group met face-to-face three times throughout the year, continued their joint work from the year before, successfully completed six joint Champion projects, contributed to piloting two PRME-partner initiatives, and engaged in a number of activities across the wider PRME and UN Global Compact communities.

29 Schools
20 Countries
100+ Faculty



Timeline of 2017 Activities

- **31 January – 1 February:** 3rd PRME Champions Meeting – Bled 2017, hosted by IEDC-Bled School of Management in Bled, Slovenia
- **28 March – 15 May:** PRME SDG Dashboard Pilot (beta version)
- **17 July:** 4th PRME Champions Meeting – New York 2017, hosted by Fordham University in New York, United States
- **18 July:** PRME Champions Focus Session at the 2017 PRME Global Forum
- **20-21 September:** PRME Champion students at the UN Global Compact Leaders Summit 2017 in New York, United States, during the 72nd Session of the UN General Assembly
- **7-8 November:** 5th PRME Champions Meeting – Winterthur 2017, hosted by ZHAW School of Management and Law in Winterthur, Switzerland

2017 Activities

3rd PRME Champions Meeting – Bled 2017

The purpose of the meeting was to take stock of progress to date at multiple levels, to discuss the conceptual framework of PRME Champions' activity, to initiate preparations for the 2017 PRME Global Forum, and to present the PRME SDG Dashboard beta version. The participants were able to:

- Assess the progress of joint projects and agree on next steps and revisit the Champions mission and discuss "the bigger picture" with respect to advancing the Six Principles and the SDGs internally (individual/institutional level) and externally (with stakeholders within and outside the PRME community);
- Provide constructive input to the agenda and planning of the PRME Global Forum specifically with respect to PRME Champions participation and expectations; and
- Discuss, provide feedback and express interest to pilot the PRME SDG Dashboard.

The participants further agreed on the following:

- Given their responsibility as PRME Champions, they should be able

to respond to changing global environment and changing policies (nationalism, protectionism, populism, etc.).

- The PRME Champions group should inspire the wider PRME signatory base to champion the Principles and engage actively in PRME networks.
- PRME Champions need to be more explicit on why schools undertake advanced tasks and work collaboratively as part of the Champions group.
- PRME Champions would work closely with the PRME Secretariat to support the preparation for the PRME Global Forum, specifically in the scope of the PRME Champions programme.

PRME SDG Dashboard Pilot (beta version)

- The beta version of the PRME SDG Dashboard was shared with the group and 11 Champion institutions volunteered in piloting and providing feedback on the usability of the online tool, the content of the dashboard, as well further input.
- The collected data and feedback was further evaluated and presented at the PRME Global Forum in July.
- The pilot allowed for a greater presentation of what PRME Champion institutions are doing in relations to both the PRME Principles and the SDGs, and helped develop further the PRME SDG Dashboard.
- The following PRME Champion institutions participated: Audencia Business School, Cologne Business School, Copenhagen Business School, EGADE Business School, Externado University, Hanken School of Economics, IILM Institute for Higher Education, ISAE, Monash Business School, Pforzheim University, and the University of Guelph College of Business and Economics.

4th PRME Champions Meeting and Focus Session at PRME Global Forum

This was a half-day meeting with the purpose of a) assessing the preliminary outcomes of joint projects to be presented at the PRME Global Forum the day after; and b) further discussing and agree on the Engagement Model for PRME Champions which informed the planning of and the Call for Applications for the next PRME Champions cycle in 2018-2019. The participants were able to:

- Prepare for the PRME Champions Focus Session at the PRME Global Forum
- Present to the group concrete preliminary outcomes of six joint projects and receive final feedback from the group before the project outcomes were presented at the PRME Global Forum.
- Provide feedback and discuss the Engagement Model for PRME Champions which resulted in a few changes to the existing ways of working and criteria for joining the Champion cycles in the future.
- At the Focus Session during the PRME Global Forum on 18 July, PRME Champions presented the preliminary outcomes of their joint projects for the first time to the wider PRME community.

UN Global Compact Leaders Summit 2017

- The UN Global Compact Leaders Summit brings together an international community of leaders from business, civil society, academia, Government and the United Nations to accelerate business action and partnerships to achieve the SDGs and the Paris Climate Agreement.
- Seven student teams from seven PRME Champion institutions presented their collaborative work together with seven multinational companies at the Breakthrough Innovation for the SDGs Session.
- The student teams and the respective companies worked together in the scope of the Breakthrough Innovation Challenge from February to July 2017, looking at solving company-specific sustainably

challenges by using disruptive technologies and developing innovative business models.

- Represented Champion institutions – three student teams from the Asian Institute of Management; two teams from the University of Cape Town Graduate Business School; one team from the IILM Institute for Higher Education; and one team from INCAE Business School.
- Participating companies – Braskem, Enel, Fuji Xerox, Iberdrola, Natura, Nestle, and Sumitomo Chemical.

5th PRME Champions Meeting – Winterthur 2017

The meeting in Winterthur is the fifth and final face-to-face gathering of PRME Champions for the 2016-2017 cycle. The input from this meeting was instrumental for the drafting of the Call for Applications for the next cycle of PRME Champions in 2018-2019. The participants were able to:

- Critically assess the joint project work and outcomes at the end of the cycle
- Take stock of the Champions engagement in terms of insights and learning gathered for the past two years, both individually and institutionally
- Discuss the Champions collective ambition moving forward taking into consideration the Champions mission and the strategic direction of the PRME initiative

The participants further agreed on the following:

- The ways of working together should be guided by “the three Cs” – Commitment, Collaboration and Communication
- There is need for a more personal way to connect and collaborate with each other as sometimes communication across the group between meetings has been challenging. The group
- The Champions group should make use of an online platform (e.g. PRME Community of Practice) where the individuals and institutions could actively collaborate on projects, exchange information, and co-create knowledge
- PRME Champions need to fulfill their role as thought and action leaders, and bring more value to the wider PRME community.
- It is challenging to communicate to others what it means to be a PRME Champion institution – need for more examples of institutional commitment and engagement with the PRME Principles and the SDGs
- The Champions group should highlight both their individual and group work in more creative ways online through videos, podcasts, blogs, etc.
- There is a need for more accountability on the institutional level – each participating institution's point person should have a team of faculty and/or administrative staff internally to support the institution's commitment to the PRME Champions programme.

PRME Champion Projects

The following provides a brief summary of the main joint projects undertaken in a collaborative effort by PRME Champions during the two-year cycle of 2016-2017:

Improving Dialogue between PRME Signatories and UNGC Companies: The SDG Roadshow

- **Project lead:** Glasgow Caledonian University (United Kingdom)
- **Collaborators:** Global Compact UK Network, Manchester Metropolitan University, Sheffield Hallam University, University of Leicester, University of Nottingham Bristol University, West of England (UWE), London South Bank University, Leeds Beckett University, Newcastle Business School, University of Liverpool University of Sussex, local government and NGOs
- **Purpose:** Improving dialogue between PRME and the UNGC; Raising awareness and understanding of the SDGs; Using PRME Schools to bring together stakeholders
- **Scope:** 11 UK PRME Schools; 11 UK Cities; 700 registered (350 attended)
- **Main outcomes:** Built a foundation for PRME schools and Global Compact collaboration in the UK region; A toolkit for organizing a national SDG Roadshow which could be used by other schools in different countries
- **Key learning:** The understanding of the SDGs is rather low in the UK; awareness of the UN Global Compact is low amongst the private sector outside London; The Roadshow was successful overall, showing that PRME has a lot to offer to local stakeholders

CR3+ Group Conference

- **Project co-lead:** Audencia Business School (France), Hanken School of Economics (Finland), ISAE (Brazil), La Trobe Business School (Australia)
- **Collaborators:** Global Compact Local Networks in the respective countries, local SMEs and other business schools
- **Purpose:** To improve dialogue, build partnerships and engagement and transfer theory to practice.
- **Main outcomes:** Through engaging with SDGs each of the 4 CR3+ Network Business Schools have developed a program with other business schools to conduct workshops on the SDGs that are relevant to the particular regions and actors, and disseminate learnings through the annual CR3+ Conference.
- **Key learning:** There is a need for more transfer of theoretical knowledge into practice; Business input is very important either through UN Global Compact or other networks; SDG awareness in SMEs is not as evident as in larger companies; Engagement with government and NGOs is crucial and very context specific.

Sustainability of SMEs in Latin America

- **Project co-lead:** EGADE Business School (México), Externado University (Colombia), and INCAE Business School (Costa Rica)
- **Collaborators:** ESAN (Perú), Universidad de Lima (Perú), IAE (Argentina), Andrés Bello University (Chile), ESPOL (Ecuador), GSB (Trinidad and Tobago), University of Puerto Rico-Rio Piedras (Puerto Rico), UDEM (México), Global Compact Local Networks, local SMEs
- **Purpose:** To assess the importance of sustainability as it is understood and incorporated in the business models of a representative sample of small and medium sized Latin American firms.
- **Main outcomes:** A comprehensive paper plus several local papers written by faculty from the universities and business schools involved in the study. A book edited by ITESM will be published in Spanish and English in 2018
- **Key learning:** Companies tend to cluster around what we characterize as a medium level of engagement with sustainability; the weakest performance dimension is related to Transparency and Accountability; there are significant differences between companies of different countries.

Sharing Vocabularies for Values-Driven Business

- **Project co-lead:** IEDC-Bled School of Management (Slovenia) and Nottingham University Business School (United Kingdom)
- **Collaborators:** Nottingham Trent University (United Kingdom), University of Nottingham (China and Malaysia), Glasgow Caledonian University (United Kingdom), IILM Institute for Higher Education

(India), ISAE (Brazil)

- **Purpose:** To address practitioners' concerns around the multiplicity of terms/titles/roles/responsibilities around values-driven business in order to 1) understand the different functions; 2) benchmark; and 3) explore possible alignment
- **Main outcomes:** PRME Teaching cases - Sharing vocabularies for values-driven business: organisational cases in a global context (PRME teaching resource). This teaching booklet is designed as a tool for PRME signatories. It includes an introduction to the Sharing Vocabularies project, and the key concepts underpinning the research. The organisational teaching cases are based on interviews conducted by PRME Champions with eight organisations in Financial Services and Banking; Retail, Extractives and Utilities. The booklet concludes with supplementary teaching resources: a glossary of terms linked to values-driven business; a sector summary as a contextualisation for the teaching cases, and sample lesson plans.
- PRME Practitioner Summary - Sharing vocabularies: a common language for values-driven business - This booklet is designed as a resource for practitioners. This resource contains an Executive Summary of the Sharing Vocabularies project; Vignettes from each of the teaching cases; Glossary of terms, and an analysis of trends in practice and opportunities for alignment of values driven roles and functions.
- Academic outputs - The Sharing Vocabularies project has been presented at the following academic conferences: Centre for Business Ethics 40th Anniversary Conference, 2016, Bentley University, Waltham MA. This led to the development of an academic paper which is currently under review. International Vincentian Business Ethics Conference, October 2017, DePaul University, Chicago. Future academic conference presentations are scheduled for the Organization Studies Workshop, May 2018, Samos, Greece; and the Society for Business Ethics Conference, August 2018, Chicago. Finally, we were also approached by Springer regarding a potential book publication arising from the PRME Sharing Vocabularies project, and we are currently in the process of developing a formal book proposal.
- **Key learning:** The Sharing Vocabularies project emerged from conversations with corporate practitioners at a UN Global Compact Forum meeting, who expressed concern about the multiplicity of terms associated with values-driven business (e.g.: ethics, integrity, responsibility, sustainability, compliance). We aimed to address the problem that diverse vocabularies are used to label business functions responsible for values-driven business, resulting in confusion over their meaning and scope, and a lack of cooperation amongst functions. Over the course of this project, our thinking shifted away from the original concept of 'Shared Vocabularies' and associated questions of 'why is there such a multiplicity of terms associated with values-driven business', and whether various vocabularies can be used for greater collaboration in the management of values-driven business. What we began to notice were issues of alignment, and the need to understand how different functions and organisational practices can align values-driven business activities as a result of 'Sharing Vocabularies'. Our analysis suggests that values-driven vocabularies are used within various structural and social system elements that enable values-driven business. For example, when setting corporate mission; conducting risk assessments; developing policies; reviewing compliance procedures; policy development; internal communication processes; training, and management routines. The identification of values-driven business vocabularies used within each of these processes, can serve as indicators of shared goals and responsibilities for values-driven business, and it can also enhance more meaningful reporting on values-driven business. For example, vocabularies related to ethics could reveal that Compliance, HR and Procurement functions, are offering training that CSR and Compliance could also use. Thereby creating opportunities for the alignment of budgets and / or personnel engagement in values-driven business activities.

SDG Distributed Open Collaborative Course

- **Project lead:** Hanken School of Economics (Finland). Importantly, this is a student-led production: <https://dreambroker.com/channel/z5zjkzmw/3nva6b4j>



- **Collaborators:** ISAE (Brazil)
- **Purpose:** Production of student-sourced, open-access wikis on SDG related concepts and corporate praxis
- **Main outcomes:** Piloted in spring 2017 by Hanken (SDG 2) – 50 learning modules to date and ISAE/FGV (SDG 10) – completed entries in Portuguese and planning to translate these and upload them online. Resources available at: <https://unsdg2.wikispaces.com/>
- **Key learning:** The modules produce a more holistic and comprehensive view on particular SDGs which avoids a selective reading of SDGs and targets; the model is highly scalable and available for the wider PRME community to engage with; entries are modular meaning they can be integrated into teaching for different purposes.

PRME 10th Anniversary Special Issue in the International Journal of Management Education (IJME)

- **Project co-lead:** University of Winchester Business School (United Kingdom)
- **Collaborators:** All Champion Schools approached and many participated as reviewers and/or contributors plus wider PRME community. Edited by Carole Parkes (University of Winchester Business School, United Kingdom), Co-editors Anthony Buono (Bentley University, United States), and Ghada Howaidy (The American University in Cairo, Egypt)
- **Purpose:** To produce a Special Issue of International Journal for the 10th Anniversary of PRME, including reflection on past 10 years and looking forward to the era of SDGs.
- **Scope:** 26 articles & 2 book reviews; Almost 60 authors; Reviewers from PRME Community; Contributors from UK, Ireland, France, Germany, Austria, Switzerland, Australia, New Zealand, USA, Canada, Brazil, and South Africa.
- **Main outcomes:** The Special issue was commissioned to coincide with and published in time for the PRME Global Forum in July 2017 and Elsevier (the publisher) agreed to provide all participants with a copy. As a result of the Special Issue, the IJME has changed its scope to now include: Globalisation of business and responsible management education in advancing the SDGs; there are also three new classifications for papers added: Responsible Management Education, Sustainable Development Goals, and PRME
- **Key learning:** The time frame for producing the peer reviewed journal was very tight (under 12 months) and only made possible by the collegiality and collaboration of many PRME academics within the Champions group and beyond; The range of articles covering many aspects of PRME work is impressive and reflected in the high number of downloads of the articles since it was published 6 months ago. This has also contributed to the IJME now being included and fully searchable in the Web of Science; Research and publications (and in particular international journal articles) are an important focus for future PRME activity (in line with Principle 4)



2018 Outlook

In 2018 the PRME Champions programme enters its 3rd two-year cycle and participating institutions have joined a two-year journey to transform business and management education in support of the SDGs. Guided by the PRME Transformational Model, and in line with the Champions Mission to provide thought and action leadership, the focus will be on three key areas: curriculum, research, and partnerships.

In this PRME flagship project under the title “Mainstreaming the SDG in PRME Institutions”, innovative faculty members, students, industry leaders, and practitioners will use their institutions as ‘living labs’ to integrate the SDGs in to the curriculum, research and partnerships, with a view to co-designing a blueprint for the next generation of sustainability-driven business schools and management-related higher education institutions.

In the two-year period, participation in the PRME Champions group combines some 10 days of interactive workshops, across four Champion Meetings, with a few hours of weekly online collaboration in between bi-annual meetings.

Each institution will be asked to take transformative action in these key areas and provide updates on strategic plans to integrate the SDGs. Institutions will be contributing to group learning with examples of innovative practices and/or specific challenges when it comes to integrating the SDGs into the three key areas. The outcomes will be captured in a series of concept notes, case studies, and white papers with concrete examples that will help inform a comprehensive blueprint for integrating the SDGs into business schools and management-related higher education institutions.



3rd PRME Champions Cycle, 2018-19

Institution Name	Country
Asian Institute of Management	Philippines
Audencia Business School	France
Babson College	United States
Business School Lausanne	Switzerland
Cass Business School, City, Univeristy of London	United Kingdom
College of Business and Economics, University of Guelph	Canada
Copenhagen Business School	Denmark
Deakin Business School	Australia
EGADE Business School, Tecnologico de Monterrey	Mexico
Fundação Dom Cabral	Brazil
George Mason University	United States
Glasgow Caledonian University	United Kingdom
Gordon Institute of Business Science	United Kingdom
Gustavson School of Business, University of Victoria	Canada
Hanken School of Economics	Finland
INCAE Business School	Costa Rica
Institute of Business Studies, RANEPa	Russia
Institute of Management Technology, Ghaziabad	India
IPM Business School	Belarus
ISAE	Brazil
Kemmy Business School	Ireland
Kristianstad University	Sweden
La Trobe Business School	Australia
Newcastle Business School	United Kingdom
Nottingham Business School, Nottingham Trent University	United Kingdom
Nottingham University Business School	United Kingdom
Seattle Pacific University	United States
Stockholm School of Economics	Sweden
T A PAI Management Institute	India
The Leeds School of Business, University of Colorado Boulder	United States
The Peter J. Tobin College of Business, St. John’s University	United States
Universidad Externado de Colombia - School of Management	Colombia
University of Applied Sciences, HTW Chur	Switzerland
University of Cape Town Graduate School of Business	South Africa
University of Dubai	United Arab Emirates
University of St. Gallen	Switzerland
University of Winchester Business School	United Kingdom
ZHAW School of Management and Law	Switzerland



Student Engagement

Involving students and youth will be crucial to advancing the 2030 Agenda for Sustainable Development. Today's youth will be the leaders of tomorrow, and their role will be pivotal in tackling the development challenges of the 21st century. Business students in particular will be key to addressing these challenges through their involvement in the private sector.

In order to engage the next generation of business leaders and tap into their sustainability mind-set, the Principles for Responsible Management Education (PRME) initiative has identified a number of opportunities to empower students to support and advance the Sustainable Development Goals (SDGs) by proactively identifying, analysing, and sharing the achievements of companies' activities related to the SDGs.

Throughout 2017, student engagement increased significantly. The projects listed on the following pages identify the main activities and partners that organised and managed each project on the platform.

For more information on the PRME SDG Student Engagement Platform, and to learn more about upcoming activities, contact Shamsa Rana at the PRME Secretariat (rana@unglobalcompact.org).

Introduction to AIM2Flourish:

AIM2Flourish is the world's first global initiative steering future business leaders towards achieving the UN Sustainable Development Goals (SDGs) and a flourishing world for all. AIM2Flourish prepares Global Goals leaders by connecting students with global business leaders to discover and publish stories about positive and profitable SDGs-achieving business innovations.

AIM2Flourish is an initiative of the Fowler Center for Business as an Agent of World Benefit at Weatherhead School of Management - Case Western Reserve University. The initiative offers a flexible professor-facilitated curriculum that combines classroom learning about transformative business models with the outside experience of students interviewing innovative CEOs.

PRME and AIM2Flourish:

In 2017, the AIM2Flourish platform reached the milestone of 1,000 published business innovation stories in support of the SDGs and engaged with more than 3,400 students globally. Through this partnership, PRME aim's to empower students to support and advance the SDGs by proactively identifying and sharing companies' activities in support of the SDGs.

Also this year, AIM2Flourish awarded the inaugural 17 Flourish Prizes, honoring the best-of-the-best stories published in 2016. The AIM2Flourish team was proud to present at the July PRME Global Forum, September PRME-Latin America & Caribbean Regional Meeting, and October PRME-North America Regional conferences, in addition to many others. And, the AIM2Flourish team was proud to co-author and launch the Employees Teach the SDGs program with IMPACT 2030 and Medtronic Foundation at the September UN Global Compact Leaders Summit, to bring the SDGs into employee volunteering. The new AIM2Flourish platform will be launched in Jan 2018.



Introduction to The WikiRate Project e.V

WikiRate is a non-profit with the mission to drive ethical decisions by advancing the research and use of trusted, open measures of corporate performance. Through its major programs WikiRate helps a community generate useful and usable knowledge around corporate sustainability bringing context, comparability and accessibility to diverse data sets, allowing people to discover how companies disclose, perform and react to social and environmental issues. WikiRate's programs and overall information aggregation has helped to gather over 250,000 measures of corporate sustainability disclosure and performance, across 15,000 companies across various important social and environmental themes.

WikiRate and PRME

WikiRate's work with the UN Global Compact and PRME shows a clear engagement model to generate research at scale on a particular

research framework (in this case based on the SDGs), whilst engaging a global student base with active research and consideration of corporate reporting in various important contexts.

In the first half of 2017, WikiRate engaged over 950 students through the "Business Contributions to the SDGs – A Student Assessment" project, across 9 higher education institutions with 13 professors in 7 countries across 5 continents. The collective research generated over 20,000 data points on corporate sustainability performance.

Engaging future leaders with this research is highly important given the ambitious goals around the 2030 Agenda for Sustainable Development and the need for direct engagement of the private sector with the SDGs. As it stands there is no other open platform that allows people to compare and contrast company performance and disclosure across the SDGs. Students involved in this project gain exposure to important considerations around how companies report and how this data can be interpreted alongside more theoretical and case study based learning in their studies; whilst contributing to a valuable open resource for further research and analysis.

As the project scales and continues to garner interest from wider academic communities WikiRate and PRME are excited to develop the research and engagement ambitions of the project into 2018. With increasing interest from governments and companies themselves via the UN Global Compact's Corporate Action Group on reporting towards the SDGs, we also aim to enhance the impact of the project and its research in wider circles.



Introduction to GOWI

GOWI is an online learning platform that takes complex sustainability topics and breaks them down into bite sized portions for time strapped executives, students and consumers. GOWI aims to educate, engage and inspire us to be sustainability change makers in our jobs, our lives and in our communities, one day at a time.

GOWI and PRME

There are currently 9 courses offered on the GOWI platform with several more in development for 2018. These courses are free of charge and individuals can sign up and take a course at any time. Courses take 5-10 minutes to complete and many have been developed in collaboration with PRME Signatories or other expert organisations globally. Currently the platform is being used by many Signatory schools as an additional resource to learn more about sustainability topics. Courses currently include What is Sustainable Development, The Sustainable Development Goals, How to Make Sustainability a Part of Any Degree, a special series on sustainability in the chocolate industry and a new course on Sustainable Fashion.



Introduction to oikos-PRME research hub

The oikos-PRME research hub is an online platform to share research on sustainability in economics, finance, and management among bachelor, master and PhD students worldwide. Writing a thesis is an important milestone in students lives. It is also a key element in studies as students have a significant influence on choosing a thesis topic that they find of interest and that reflects their future career choices. A growing number of students in economics, finance and management are making sustainability an integral pillar of their thesis. They are not only shaping their own research agenda, but are also providing important impulses and inspiration for others to move in that direction.

oikos and PRME

In 2017, oikos and PRME merged efforts to create a co-branded platform renamed: the oikos-PRME Research Hub. The oikos-PRME Research Hub is designed to support this dynamic by providing a platform to share finalized or ongoing research on sustainability in economics, finance and management, to explore what others are doing in the field – and to be informed, get involved and make a difference. The oikos-PRME Research hub was successful with 23 thesis shared on the platform from 23 student authors, 446 unique visitors and 100 downloads.



Introduction to Sulites

Sulitest's vision is to develop "Sustainability Literacy" worldwide and empower engaged and committed global citizen to make informed and responsible decisions, and collectively build a sustainable future. "Sustainability Literacy" is a term used to define the knowledge, skills and mindsets that help compel an individual to become deeply committed in building a sustainable future. Sulitest provides higher education institutions, companies and other organization around the world with an internationally recognized and locally relevant tool to measure and improve sustainability literacy for all their students, employees and members.

Sulitest and PRME

The Sulitest was designed to measure and improve sustainability literacy worldwide, and in 2017, the new Rebalancing Society and Sustainability Mindset modules were launched. The former focuses on challenging test-takers' knowledge and perception about how the plural sector could help restore balance to society towards achieving the future we want. The latter is a new Sulitest Module incorporating questions about the sustainability mindset.

As of December 2017, there have been over 78,314 tests completed, across 61 countries and by 696 universities and corporations.



Introduction to Breakthrough Innovation Challenge

The Breakthrough Innovation Challenge (BIC) was a year-long programme led by the UN Global Compact in partnership with PRME, which brought together young professionals from leading multinational companies to evaluate disruptive technologies such as Artificial Intelligence, Blockchain, and the Internet of Things, and build sustainable business models addressing the Sustainable Development Goals (SDGs). Companies participating included: Braskem, Enel, Fuji Xerox, Iberdrola, Natura, Nestle, Sumitoma Chemical.

Over the year, 140 teams registered for the challenge with 130 student team submissions (three students per team) from 24 schools in 18 countries. Of the 130 student teams, seven teams were shortlisted to participate. The seven shortlisted student teams: three teams from the Asian Institute of Management (Philippines), two teams from the University of Cape Town (South Africa), one from IILM Institute for Higher Education (India), and one from INCAE Business School (Costa Rica), worked with participating companies focused on developing an innovative set of ideas and solutions to company-specific sustainability challenges. The student teams presented together with the sponsoring companies throughout the day of the UN Global Compact Leaders Summit on 21 September 2017 during the United Nations General Assembly week in New York.



Publishing Partners



Greenleaf Publishing

Greenleaf Publishing, a leading publisher in the areas of responsible management, ethics and social responsibility, joined Routledge (Taylor & Francis) in 2017, enabling the further development and strengthening of the list, and improved international impact.

Greenleaf Publishing has published many important titles in the areas of corporate governance and social responsibility, including several titles in collaboration with PRME. Books published this in 2017 included:

- Beyond the Bottom Line: Integrating the UN Global Compact into Business and Management Practice, edited by Patricia M. Flynn, Tay Keong Tan and Milenko Gudic.
- Guia de inspiracion para la implementacion de PRME: Segunda Edicion: Aprender para Avanzar, edited by PRME (Principles for Responsible Management Education).
- Redefining Success: Integrating the UN Global Compact into Management Education, edited by Patricia M. Flynn, Tay Keong Tan and Milenko Gudic.
- The Business Student's Guide to Sustainable Management: Principles and Practice (Second Edition), edited by Petra Molthan-Hill.

2018 Titles to be published include:

- Developing a Sustainability Mindset in Management Education (Currently in production, with publication date in May 2018)

- Global Champions of Sustainable Development (At abstract review stage – publication in 2019)
- Struggles and Successes in Pursuit of Sustainable Development (Underway – publication in 2019)

Together, PRME and Routledge/Taylor & Francis support environmentally sound, socially just, ethical and sustainable growth, and have pledged to work together on promoting the UN Sustainable Development Goals. To this end, in 2017, PRME and Routledge agreed to continue and step up the publishing partnership started between PRME and Greenleaf, to produce a ground-breaking book series, focusing on responsible management education and its application in practice, and the UN Sustainable Development Goals (SDGs). The Editorial Board are currently accepting proposals. Contributions on the following topics that directly related to the PRME Working Groups are particularly of interest:

- Anti-corruption
- Human rights and business
- Business for peace
- Climate change and the environment
- Gender equality
- Addressing poverty
- Sustainability mindset
- Sustainable leadership

Proposals are encouraged from academics, business practitioners and policy makers.

Proposals should be submitted to Rebecca Marsh, Senior Editor, contactable at: rebecca.marsh@tandf.co.uk

The PRME Steering Committee

PRME greatly benefits from the support and strategic insights of its 10-member Steering Committee, composed of the UN Global Compact, as well as leading business school accreditation bodies, regional associations, and membership organisations advancing responsible management education. In 2017 the PRME Steering Committee met for two in-person meetings – in late January during the EFMD Conference for Deans and Directors General, and in mid-July on the sidelines of the 2017 PRME Global Forum. Additionally, there were two video conference calls, in early May and in late October.



United Nations
Global Compact

The United Nations Global Compact is a call to companies everywhere to align their operations and strategies with ten universally accepted principles in the areas of human rights, labour, environment and anti-corruption, and to take action in support of UN issues and priorities embodied in the Sustainable Development Goals. Launched in 2000, the UN Global Compact is the largest corporate sustainability initiative in the world, with over 9,000 companies and almost 3,000 non-business signatories based in 160+ countries.

As described in the UNGC 2020 Global Strategy, the UN Global Compact has focused its activities on delivering against three crucial “Must-Win Battles”:

- 1. CreatingSustainableGROWTH
- 2. Optimizing the Global ORGANIZATION
- 3. Clarifying and Strengthening the BRAND

The UN Global Compact experienced steady growth during Q3 2017 and now has a participant base comprised of:

- BusinessParticipants: 9,675
- Non-Business Participants: 3,101
- Total Participants: 12,776

As of 30 September, 1,087 new business signatories have joined the UN Global Compact, achieving 61% of the year-end goal of 1,770 new business participants. Of these new participants, small and medium-sized enterprises (SMEs) constituted 69%.

Regionally, the largest proportion of new joiners is from Europe (46%), followed by the Americas (27%), Asia/Oceania (15%), MENA (8%), and Africa (5%). These regional growth patterns are consistent with past years.

Action Platform Updates

Action Platforms link the organization’s programmatic work closely with the Ten Principles, the Sustainable Development Goals (SDGs), and the Secretary-General’s priorities for the coming year — namely climate change, human rights, and financing for development. They represent one component of the UN Global Compact’s programmatic offering for participants, and an evolution of global-level activities previously offered through initiatives such as LEAD, Caring for Climate and the Human Rights Working Group, among others.

Action Platforms provide participants the opportunity to collaborate with leading experts, civil society, Governments and UN partners to solve complex and interconnected issues, explore new market opportunities and innovate around the SDGs. Partners engaged in current Action

Platforms include UNEP, UNFCCC, UNEP FI, ILO, UNICEF, UNDP, OCHA, Volans, PA Consulting, Singularity University, GRI, PRI and the World Resources Institute. Among the organizations supporting Action Platforms at the Patron-level are Danone, Enel, ARM, Iberdrola, Suez, and SAP Ariba. The platforms have representatives of over 25 Local Networks from all regions engaged across their activities. With 76 companies having confirmed their participation in the Action Platforms as of 30 September, the UN Global Compact has surpassed its recruitment target for the year.

Of the nine platforms put in motion in 2017, seven will carry over into 2018. The Blueprint for SDG Leadership platform will transition, with the deliverable being integrated into other UNGC programmes and converted into an interactive website. The Business for Inclusion and Gender Equality platform has been put on hold, and may be explored further in future years.

Key events and activities

- UN Global Compact CEO Roundtable [18 Sept – New York]: The UN Global Compact kicked off UNGA week by hosting its first ever CEO Roundtable, convening 24 decision makers from some of its most engaged business participants to take stock on joint progress toward the SDGs. Deputy Secretary-General Amina Mohammed joined the discussion to share her expectations and aspirations for business leadership for the SDGs. The CEO Roundtable asked participants to consider a big question: How do we make growth inclusive, without mortgaging the future of people and planet?
- UN Private Sector Forum [18 Sept – New York]: Adopting a new principle-based approach to global finance that mobilizes massive new investments to achieve the SDGs was the topic of discussion at the 9th annual United Nations Private Sector Forum. Convening more than 300 Chief Executives, Heads of State and Government, UN and civil society leaders, the Forum focused on the theme of Financing the 2030 Agenda: Unlocking Prosperity, with a programme that identified a broad range of actions that all sectors must take to drive capital toward achieving the SDGs. Speaking at the event, UN Secretary-General António Guterres reiterated the critical role private finance and investment must play in delivering the SDGs, referencing the USD 3-5 trillion annual investment needed to finance the 2030 Agenda. The Secretary-General also announced plans to host a multi-stakeholder Finance Summit in New York in September 2018.
- UN Global Compact Leaders Summit [21 Sept – New York]: Nearly 800 business leaders from over 70 countries joined leaders from civil society, Government and the United Nations at the UN Global Compact Leaders Summit 2017. UN Deputy Secretary-General Amina Mohammed kicked off the Summit with a special video message saying, “to achieve our goals, we need leaders from all of society, including and especially business, to show the courage that helps chart a new course for humankind.” With a view to guide participants in rejecting the status quo and the business-as-usual mindset, the Summit featured conversations with leaders from diverse sectors on the challenges and opportunities of pursuing the Global Goals.



This was an active year for AACSB as a contributor to PRME’s efforts to achieve help achieve the Sustainable Development Goals (SDGs) through business and management education. AACSB’s work in this area has been inspired by its own vision to “transform business education for global prosperity” and mission to foster engagement, accelerate innovation, and amplify impact.

Partnerships and Platforms

AACSB invests in developing responsible management education through a strategic partnership with EFMD to work with the Globally Responsible Leadership Initiative (GRLI) network of companies and business schools. It also participates in advancing PRME, primarily through its Steering Committee, and supports a number of initiatives related to responsible business. For example, this past year AACSB renewed its long-time sponsorship of “Business as an Agent for World Benefit” led by the Weatherhead School of Business at Case Western Reserve University, participating in its fourth global forum in the summer of 2017. AACSB also works closely with the PhD Project to promote diversity in business education.

Educational Events and Affinity Groups

Social responsibility and sustainability have been consistent themes at AACSB conferences worldwide. For example, the Deans Conference in New Orleans (February 2017) included sessions on “Business Schools as Enablers of Global Prosperity” and “Boosting Gender Diversity in Business Schools,” while the Co-Lab Conference in Berkeley (June 2017) featured business school and business collaborations related to catalyzing social impact and protecting human rights. The Asia Pacific Annual Conference in Seoul (October 2017) featured a plenary session on “Embedding Sustainability into Management Education.” Finally, the European Annual Conference in Malta (October 2016) included sessions on the noble dream of business schools, diversity and inclusion for faculty and students, and social impact.

This year AACSB convened a summit on Diversity and Inclusion in conjunction with its Associate Deans Conferences. The event focused on implicit bias and attracted more than 60 participants. Also connected with AACSB conferences, the Responsible Management Education Affinity Group brings together representatives from AACSB member schools in a community focused on the areas of responsibility, sustainability, and ethics. More than 100 people participated in two meetings of the Responsible Management Education Affinity Group, during the April AACSB International Conference and Annual Meeting (ICAM) in Houston and the February Deans Conference in New Orleans.

Publications and Thought Leadership

AACSB’s award winning magazine, BizEd, regularly publishes articles addressing topics related to social responsibility, sustainability, and ethics. For example, “Inspired by Public Value,” by Martin Kitchener, appeared in the March/April 2017 issue and “The Social Value of Translational Research,” by Graeme Currie, appeared in the September/October 2017 issue. The May/June 2017 issue featured a piece by Mie Augier and Arjay Miller called “Rooted in a Sense of Purpose” which

discusses how to make it possible to build business schools with a social conscience. Finally, in line with other initiatives, the November/December 2017 issue was themed “Opening Minds to Diversity” and included several articles on the topic.

Received by more than 40,000 recipients worldwide, AACSB's monthly electronic newsletter, LINK, regularly provides access to digital content supporting responsibility. For example, issues in 2017 referenced “The Sustainable Future of Management Education” by Giselle Weybrecht. It was the most popular article for the year, attracting nearly 215,000 readers. Indeed, seven of the top 10 articles for business educators appearing on the AACSB Blog addressed responsibility topics, including human rights in business education and business schools in a post-truth world. Sustainability was also a popular topic on the student blog, with “10 Ways to Make Sustainability Part of Your Business Degree” entering the top 10. LINK also highlights episodes of AACSB's video series called Explores, which regularly features interviews touching on responsibility management education.

Through its thought leadership initiatives, AACSB conducts research and fosters dialogue on important issues facing business schools. Led by its Innovation Committee, in 2017, AACSB continued a dialogue centered on the changing role of management in society, especially in light of technologies related to artificial intelligence.

AACSB continues to bring attention to the role of business schools in sustainability and responsible leadership through two major advocacy and awareness challenges. First, the “Influential Leaders from AACSB Business Schools” challenge highlights the impact of business graduates of AACSB accredited schools. Second, the “Innovations That Inspire” challenge recognizes the innovative approaches and initiatives of business schools. Now in their third rounds, both challenges have consistently received many nominations focused on the social impact of graduates and school initiatives and programs.

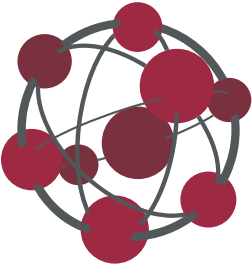
Accreditation

Standards for AACSB Business Accreditation, approved in 2013, support improvement in the areas of responsible management education. Eligibility criteria specify that schools “must encourage and support ethical behavior by students, faculty, administrators, and professional staff” and “demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities.”

Standards for curriculum content specify that degree programs would normally include knowledge areas related to “social responsibility, including sustainability, ethical behavior and approaches to management.” In addition, the 2013 Business Accreditation Standards and Accounting Accreditation Standards were built on the pillars of engagement, innovation, and impact. AACSB develops the motivation and capacity for responsible management education by: fostering more engagement with practice and communities; enabling and encouraging schools to be innovative; and focusing interest more on impact in the communities that schools serve.

Forecast of activities for 2018

In 2018, AACSB will continue supporting responsible management education through the activities described above. Many of these activities will build on AACSB's Collective Vision for Business Education, as well as its growing role in promoting diversity and inclusion in business education. Generally, AACSB will continue to support business school engagement with the SDGs, fostering collaboration among organizations in the responsibility, sustainability, and ethics space.



EFMD

EFMD is a leading international network of business schools and companies (over 900 members from 88 countries) at the forefront of raising the standards of management education and development globally. EFMD runs the EQUIS and EPAS accreditation systems as well as the EFMD Deans Across Frontiers development programme (EDAF) and the Business School Impact Survey (BSIS).

Within its scope, EFMD is committed to offering professionals and institutions involved with management learning and

organisational development the opportunity to be part of a dynamic, relevant, and diverse network sharing the common objective of developing effective and socially responsible leaders and managers.

EFMD remains fully committed to supporting PRME and the GRLI in the year ahead and also to including issues of responsible management education in its accreditation processes, conference schedule, and communications outreach.

Responsible Research in Business and Management

EFMD is supporting the dissemination of the White Paper on Responsible Research in Business and Management, led by a group of renowned scholars, and help to develop and run the community website which was launched in early 2017. The White Paper and the Community present a vision of a future in which business schools and scholars worldwide have successfully transformed their research toward responsible science – defined as research that produces credible and reliable knowledge with either direct or indirect usefulness for addressing problems important to both business and society.

Global Focus Magazine

In 2017, EFMD's Global Focus magazine featured many articles related to the theme and values of RME:

- Creating impact with purpose
- The BSIS impact
- Why care about impact?
- The power of dreams
- Rise by lifting others
- Working women: a path to success
- 'Inclusive growth and prosperity' – for whom?
- Living in a new world
- Appropriate Civilisation versus the New Despotism
- Sustainability-driven innovation
- What should the future business school look like?
- Developing collaborative leaders

EFMD Blog & Social Media Outreach

The EFMD blog also featured numerous posts linked to RME, which were also then shared via EFMD's social media channels. Posts included:

- PRME Statement in Defense of Universal Values and Principles as Preconditions for Responsible Management Education
- The Business of Impact: Does Anyone Use Management Research?
- 5th Deans and Directors Conference - NBEAC - Creating Impact With CPEC
- Two Porto Schools Demonstrate Their Local Impact
- CEIBS Reveals Its Local and International Impact
- Gender Equality: We Still Don't Practise What We Preach
- 2017 Global Forum for Responsible Management Education
- Deans Collaborate Toward Innovative and Responsible Management Education

Conferences

During the course of 2017, EFMD held the following events that included sessions dedicated to RME:

- 2017 EFMD Deans and Directors General Conference:
 - “Social Mobility – Do Business Schools Reinforce Inequalities?”
 - “The Precariat, Business and Education: Facing the Coming Revolt”
 - “Sustainable Development Goals – A Challenge for Business Schools?”

- 2017 EFMD GN Asia Annual Conference: Interactive Session: “Business school Impact”

- 2017 EFMD MEA Conference: Interactive Sessions on “Impact and Relevance”:
 - “Job Creation for youth”
 - “Innovation despite Scarce Resources”
 - “Humanistic Management”

- 2017 EFMD Doctoral Programmes Conference: Interactive Session: “Cultural Diversity”

- 2017 Annual Conference: Interactive Session: “The Role of Impact in the Strategic Agenda of a Business School.”

Forecast of Activities for 2018

In 2018, EFMD will host the PRME Steering Committee meeting at its 2018 EFMD Conference for Deans & Directors General in Munich. EFMD is committed to supporting PRME & GRLI for the year ahead and also including issues of responsible management education in its conference schedule, communications outreach, and accreditation processes.



AMBA's 50th Anniversary year provided many opportunities for prestigious AMBA celebratory events and promotion of PRME and the 17 SDGs.

As 2017 Chairman of PRME, Andrew Main Wilson began the year promoting PRME at the AMBA Russia student and graduate conference at RANEPA Business School, which was attended by the UK Ambassador to Russia, His Excellency Laurie Bristow. The event was attended by over 200 students and graduate. The following month, Andrew chaired PRME's Annual Steering Committee meeting at our Business School in Ljubljana, University of Ljubljana.

AMBA's Global Deans & Directors Conference in Dubai was attended by a record 214 Deans & Directors, representing Schools from 50 countries. We held a session entitled 'Sustainability & Responsible Management: Developing Tomorrow's Leaders' which featured a filmed interview Andrew Main Wilson held with His Excellency Peter Thomson, President of the United Nations General Assembly and a keynote speaker presentation from Jonas Haertle, Head of PRME.

The interview with Peter Thomson has since been shared on AMBA's social media networks, member online community, directly to 30,000 student and graduate MBA members and with the Deans, Directors and Faculty of AMBA's 250 Business Schools.

Andrew Main Wilson chaired PRME's 10th Anniversary Conference in New York, with over 300 delegates attending, including the Presidents



and Deans of a number of leading Business Schools. The atmosphere, content and collaboration were excellent, culminating in Andrew handing over to the UN Assistant Secretary General, a formal Declaration of Support, on behalf of PRME's 670 Business Schools worldwide. Andrew promoted PRME to 2,000 Indian MBAs during the AMBA India Roadshow in March of 2017. Presentations and meetings were held with Deans and Directors of 8 leading Business Schools in 8 cities throughout India.

AMBA's award winning magazine AMBITION now features the Sustainable Development Goals within Andrew's CEO Introduction and he will focus on one SDG in each issue. In September 2017 we segmented AMBITION into two distinct publications; one targeted at MBA students and graduates and a second version aimed towards Business School leaders. We also increased production to 10 issues per year for each of these groups (20 issues in total). AMBITION is sent to all of AMBA's 30,000 student and graduate members, Business School executives at each of our 250 Business Schools worldwide and multinational Employers.

To commemorate AMBA's 50th Anniversary, we made five \$8,333 Scholarships available to be awarded to responsible management-oriented MBA students from five continents. Our five winners will all participate in various PR exercises, to promote and highlight the increasing importance of sustainability and responsible management in the eyes of current MBA students. Winning submissions included an aspiring MBA whose aim is to found a whole new type of socially oriented healthcare company, a co-founder of a resource hub aimed at addressing misguided development and social impact work and an individual who works on a voluntary basis for non-profit organisation that is pioneering work on distributed and renewable energy resources in Africa.



CEEMAN—the International Association for Management Development in Dynamic Societies—was established in 1993 with the aim of accelerating the growth in quality of management development in Central and Eastern Europe. Gradually, CEEMAN has become a global network of management development institutions interested in enhancing quality of education and innovation in the field, and has grown to include 222 members from 55 countries around the world.

The PRME Chapter for Central and Eastern Europe (CEE) was officially launched in April 2016 with support from CEEMAN and in consultation with PRME Secretariat. The Chapter Constitution and Steering Committee was also established, and RISEBA is serving as the Chapter's Secretariat for the time being. After two initial meetings in 2016, two further meetings were organized in 2017. Third face-to-face gathering of PRME Champions took place at IEDC-Bled School of management in January and coincided with the Global Forum for Responsible Management Education. The 4th PRME CEE Chapter regional meeting took place at Prague University of Economics in August and gathered participants from Russia, Germany, Switzerland, Poland, Slovenia, Czech Republic, and Latvia.

Aigerim Kaumenova and Zhuldyz Yelubayeva, Almaty Management University, Kazakhstan, were selected as the recipients of the 2017 CEEMAN Champion Award for outstanding achievements in the area of responsible management education. The 2018 CEEMAN Champion Awards welcomes nominations by July 2018.

The winning case of the 2017 CEEMAN Case Writing Competition, supported by Emerald Group Publishing, focused on the issues of sustainability by describing an Indian IT start-up company facing decisions about how to grow and whether it has a sustainable competitive advantage when its operating environment drastically changes. The focus on responsible management will be further encouraged for the 2018 competition.

The 2017 edition of CEEMAN's IMTA – International Management Teachers Academy, held on 11-23 June in Bled, Slovenia had the Business in Society disciplinary track led by Tony Buono, Bentley University, USA on offer for applicants. The participants were able to discuss and learn about a number of illustrative frameworks that can be used in teaching ethics and social responsibility and integrating these issues in management education curriculum. IMTA incorporates topics of ethics and social responsibility throughout the whole seminar.

CEEMAN President, Prof. Danica Purg delivered a speech at the UN PRME Global Forum in New York in her role of a member and former Chair of the PRME Steering Committee. The forum was a celebration of 10 years of PRME and on the occasion, the Global UN PRME Forum awarded Prof. Purg for her pioneering work in establishing the UN PRME initiative.

CEEMAN's IQA-International Quality Accreditation continues with its mission to enhance management education through its unique accreditation process which emphasizes both internationally recognized quality standards and the relevance of an institution's activities in responding to meeting the development needs of its customers and markets. One of its seven main pillars is commitment to responsible practices, while all areas of assessment look for demonstrations of responsible practices through education, research, and institutional behavior.

The 25th CEEMAN Annual Conference "Rethinking Entrepreneurship – Challenges for Management Education in Rising Economies", held on 20-22 September 2017 in Hangzhou, China included topics on social responsibility, ethics, and social entrepreneurship covered by several prominent international speakers from PRME signatories.

In December, CEEMAN organized its first EdTech seminar on digital technologies in education. With help of prof. Nikos Mylonopoulos from ALBA Graduate Business School at The American College of Greece, seminar participants also explored the ethical challenges presented by the proliferation of digital communication, content, and connectivity in the field of education.

A number of CEEMAN members continued active involvement in various PRME Working Groups and within PRME Champions group. As every year, CEEMAN supported PRME Secretariat by following up with non-communicating PRME signatories from its network, as well as including information on PRME in all its activities, speaking engagements, and promotion events. PRME has been even more prominently featured on CEEMAN website, including with banner directly from the main page and on social media. CEEMAN will continue to play an active role as a PRME Steering Committee member organization and encourage more active participation by CEEMAN member schools in various PRME activities, with topics of ethics and sustainability always being in the core of all CEEMAN activities.



Publications

The Guide to Responsible Business Education case collection, was published in partnership with Greenleaf Publishing and the GSE Sustainable Organization Library. The aim was to capture and share ideas and action on the challenges of addressing responsibility and sustainability in CLADEA schools.

Events

The 52nd ANNUAL ASSEMBLY - CLADEA 2017 titled: "Breaking the Mold: Anticipating the Challenges of Local Education" was held in Riverside, California – USA from October 17-19, 2017. The event was hosted by Jack H. Brown College of Business and Public Administration-CSUSB, to this event attend more than 400 representatives of Business Schools among Deans, Directors, and Researchers from the Latin-American region as well from North America, Europe and Asia. Just to mention, was presented and discussed topics as "Perspectives on the Future of Global Education" in the Session of University Presidents and "Addressing the Challenges of Business Education: Opportunities to Thrive" in one of the Plenaries, sponsored by AACSB International.

Activities of 2018

Learning by Doing Summit: The Power of Experiential Learning in Management Education . 15 March 2018 - 16 March 2018 in Lima, Peru.

53th CLADEA Annual Assembly

Cladea Annual Meeting 2018 will be held in San Jose Costa Rica from Oct 7th-9th. The theme of the conference is: "Innovation and Knowledge, Cornerstones of a Land's Productivity and Prosperity" a The Call for papers is under the following context:

All societies around the world have prosperity as one of their ideals, but it goes beyond mere economic growth: we think of it as holistic, a concept that fuses economic elements with social, environmental and ethical ones.

Productivity is one of the elements related to prosperity, as it allows the nations and businesses' competitiveness to grow. Overall, Latin-American countries face important challenges in this matter, showing that their productivity is far behind the one of world leaders. The use of innovation and knowledge is one of the main characteristics of today's economy, and for this reason Latin-America has great potential, but faces big challenges as well. The most competitive (thus more productive) countries are the ones that make better use of innovation and knowledge.



AABS Activities 2017

AABS Accreditation

Two years ago, the AABS Board approved the launch of the AABS accreditation system. We spent the rest of that year consulting with members and stakeholders to come up with a first cut of the accreditation system. In February 2017, the AABS Board engaged an Accreditation Manager to begin implementing the AABS accreditation plan. The response from the pilot exercise was good and involved a decent representation of members across the continent. Additional feedback was received during the annual AABS members meeting in Cairo in May 2017. The key takeaway was that the AABS accreditation system needs to be inclusive of all schools in Africa, distinctively African, and at the same time comparable, in terms of rigour, to other existing international accreditation types.

With the help of an independent accreditation consultant, the AABS Board revised the initial accreditation system to bring out the African dimension and to differentiate AABS accreditation from others. At the moment the AABS Board is building an efficient system to support schools applying for AABS accreditation. The accreditation aims to acknowledge schools already making their impact on Africa, and also provides helpful advice on best practices to developing schools. If everything goes according to plan, the AABS accreditation will be launched during the second half of 2018.

AABS Connect Annual Conference

AABS aims to provide its members and partners with a conference to Connect with fellow business school practitioners, business leaders, public officials, thought leaders and business school alumni. AABS Connect encourages debate that will help foster quality in African Management Education.

The 12th annual AABS Connect conference was successfully attended by 65 delegates from 16 countries. The conference was hosted by the AUC School of Business in Egypt from 14 - 16 May 2017. The theme was "African Business Schools: Advocates for Better Business. The diverse range of speakers included key industry leaders from PwC, Hassan Allam Holding, Africa Export-Import Bank and Raye7, as well as management education practitioners from EFMD, HEM Business School, University of Stellenbosch Business School, ESCA Ecole de Management, Lagos Business School, Wits Business School, GIBS Business School and AUC School of Business.

The keynote speech was delivered by Ms Leila Farah Mokaddem, Resident Representative of Egypt African Development Bank, who stressed the importance of business schools being drivers of private sector development. Mokaddem's keynote speech and all panel presentations can be downloaded from the AABS website.

The 2018 annual AABS Connect conference will be hosted at the University of Dar es Salaam Business School on 20 – 22 May. The theme of the conference is Business School's as Advocates for Better Business: Models, Lessons and Impact on Africa.

AABS Matched Funding Faculty Development Programmes

The University of South Africa School of Business Leadership (UNISA SBL) was awarded the southern Africa matched funding to host the AABS Case Writing and Teaching Workshop. The case method workshop,

which took place on 6 – 8 September was attended by 17 delegates from Mzumbe University School of Business, Tanzania, Gordon Institute of Business Science, South Africa, the University of Cape Town Graduate School of Business, South Africa, as well as delegates from the host school.

The teaching faculty included Dr Edward Mungai, Associate Dean at Strathmore Business School, Kenya, and the Academic Lead of the workshop. Claire Beswick, the Case Centre Manager at Wits Business School, South Africa, and Prof Leif Sjoblom of IMD Business School, Switzerland and Editor of the Emerald Emerging Markets Case Studies were also teaching on the course.

Other AABS regional workshops scheduled to take place during the course of 2018 are the Research Excellence Workshop on 12 – 14 February at the University of Dar es Salaam Business School and the Case Teaching and Writing Workshop at the AUC School of Business on 13 – 15 March.

EMERALD/AABS Case Competition

Emerald and AABS were delighted to announce the winners of the 2016-2017 Emerald/AABS Case Study Competition during the 12th Connect annual conference. The joint first place winners were Fatima Hamdulay and Himanshu Vidhani of the UCT Graduate School of Business for The Evolution of Lean Thinking at K-Way - Where to Next? as well as Liezl Rees and Lyal Whyte of GIBS Business School for Dagnote's Expansion: Driving African Capitalism. The third-place winners were Prof Uchenna Uzo of Lagos Business School and Prof Louis Nzegwu of University of Wisconsin-Platteville for their case study on Indomie Noodles in Africa: Lessons on Digital and Cultural Branding. A total of 27 cases were submitted to the competition. The 2017-2018 case competition submission deadline is on 28 February 2018.

Emerald Emerging markets Case Studies Collection - Special Subscription Discount

During 2017 AABS members had the opportunity to subscribe to the Emerald Emerging Markets Case Studies (EEMCS) collection at a negotiated reduced rate. The EEMCS collection was developed in response to the increasing demand from business educators and practitioners for quality-controlled teaching cases focusing on global emerging markets. The special subscription discount will continue into 2018.

N-MAT By GMAC

AABS continues to engage with its Associates to achieve its objective of promoting high standards in management and business education through quality improvement. In so doing, back in 2014 we began collaborating with the Graduate Management Admission Council (GMAC) to develop and launch an admission test for Africa's graduate management programs as another important quality standard. The AABS Board saw an opportunity to leverage the global assessment expertise of GMAC — both to enhance our admissions practices and to help establish a globally-recognized community of African management schools.

We challenged GMAC to provide a high-quality assessment that would work in the African context (e.g. be relevant and affordable) and recognized beyond Africa. Two years later —this past September 2017— the NMAT by GMAC was launched successfully in South Africa and is gradually being introduced elsewhere in Africa.



Recognized by the Council for Higher Education Accreditation (CHEA) in 2001 and again in 2011, ACBSP was the first to offer specialized business accreditation at all degree levels.

Partnerships and Affiliations

- PRME Steering Committee: ACBSP was invited to join the UN Global Compact's PRME Steering Committee in 2016, and is fully committed to supporting the mission of PRME to transform management education, research and thought leadership globally. ACBSP maintains strategic partnerships with many organizations that align with the Principles for Responsible Management Education, including:
- CHEA International Quality Group: CIQG was established by the Council for Higher Education Accreditation in 2012 and serves as a thought leader on international quality assurance issues and policy. It is a convener of academics engaged in international quality assurance and a forum for dialogue and deliberation on vital quality issues. ACBSP has been a member of the CIQG since its inception. CIQG's International Quality Principles.
- The Baldrige Alliance for Performance Excellence is a non-profit organization dedicated to enhancing the growth and sustainability of Baldrige-focused programs by serving its membership. A Memorandum of Understanding between the Alliance and ACBSP states: "ACBSP is unique among business school accreditation associations in its long-standing and explicit use of the Baldrige Framework for Performance Excellence as the foundation of its accreditation standards and criteria and review process." The Alliance and ACBSP work together to offer tiered recognition, based on the Baldrige Performance Excellence Framework, to accredited member campuses that go beyond the traditional requirements for ACBSP accreditation.
- Global Academy of Finance and Management - For more than 10 years, ACBSP and GAFM have benefited from a mutual articulation alliance. ACBSP and GAFM International Board of Standards have an agreement that includes, among other things, that any faculty member of an ACBSP accredited business program is eligible to apply for certification in any GAFM Certification Program as a pre-qualified candidate.

Accreditation

ACBSP currently accredits business programs at more than 1,200 campuses in 60 countries. In 2017, ACBSP awarded 55 institutions accreditation of their business programs — 30 were granted initial accreditation and 25 had their accreditation reaffirmed. Among those accredited this year were:

- Danube University Krems — the first university in Austria to receive accreditation of their business programs.
- Instituto Superior San Ignacio de Loyola S.A. (ISIL S.A.) — the first associate degree program in Perú to earn accreditation.
- University of Hawaii-West Oahu in Kapolei — the first accredited baccalaureate/graduate degree program in Hawaii.

The Accreditation Council for Business Schools and Programs (ACBSP) is a leading specialized accreditation body for business education. ACBSP's mission is to promote continuous improvement and recognize teaching excellence in the accreditation of business education programs throughout the world. ACBSP accredits business, accounting, and business-related programs at the associate, baccalaureate, master, and doctorate degree levels.

- Universidad Argentina de Empresa in Buenos Aires — the first university in Latin America to achieve reaffirmation of accreditation of their business programs.

The ACBSP accreditation process supports and encourages responsible management education, ethics, and social responsibility through Standard 1, criterion 1.1 and 1.2.

Educational Events

ACBSP explores the topics of responsible management education, ethics, and social responsibility in presentations at events throughout the year.

- ACBSP Conference 2017: This June event was held in Anaheim, CA, and explored the theme: "Preparing Students for Career Success." More than 800 were in attendance. Sessions on social responsibility and responsible management education included: Defining Success for Business 3.0: How Students are Creatively Applying Business Skills to Create New Economic, Social, and Environmental Value by Kevin Martin, New England College.
- ACBSP Deans Symposium: ACBSP hosted its second Deans Symposium, for new and aspiring deans this past September in Chicago. Topics included strategic planning, fundraising from the academic leader's perspective, adding value to business education, leading and sustaining accreditation, and answered the question: What makes an effective dean?
- ACBSP Global Conference & Accreditation Forum: This November event was held in Toronto, Ontario, Canada. The theme was, "Global Collaboration: Reducing the Distance Through Innovation." Among the keynote speakers was Narendra K. Rustagi, Director, Center for Global Business Studies at Howard University, who presented, Global Collaborations to Create Global Citizens.

Initiatives

- Educational Impact Award: This award recognizes the most effective and influential educational initiatives by an organization in the host city of the ACBSP Annual Conference. This award recognizes outstanding contributions that address the very significant challenges facing education throughout the world. Additionally, the Educational Impact Award program aims to identify repeatable implementation of "best practices" that can help organizations and educational institutions increase access to education in their communities, create personalized learning environments, improve student engagement and improve actionable assessment.
- ACBSP4Change: Each year, ACBSP consults with the public school district in the conference host city to identify a need. In 2017, \$2,500 was donated to the Anaheim Union High School District in support of the P21 Partnership for 21st Century Learning program, which brings together the business community, education leaders, and policymakers to help students prepare for 21st century careers.

Publications

- Transnational Journal of Business: ACBSP was the first accrediting body for business schools to support scholarly research by publishing a peer-reviewed journal. Volume 2 of The Transnational Journal of Business was published in the summer of 2017. Among the featured articles was: Perceptions of Opportunities and Barriers to Women's Career Advancement in a Developing Economy — Marjan Bojandziev, Miodraga Stefanovska-Petkovska, Nikica Mojsoska-Blazeski, and Svetland Kačanić-Josivoski.
- ACBSP Impact: This quarterly e-zine includes a thought leader feature that covers topics of responsible management education. For example, in the Fall 2017 issue, Dr. Wilfredo Giraldo wrote an article titled: Strengthening Collaboration Among Institutions, and Dr. Christopher Davis, the 2017 International Best of Regions Award Recipient wrote an article titled: From Academia to Industry — Combating Negative Career Effects.

- Business Education Week: This weekly e-newsletter follows trends in business higher education, linking to the full articles in publications/websites such as Bloomberg Businessweek, ft.com, Poets & Quants, The Chronicle of Higher Education, The Wall Street Journal and Inside Higher Education. Topics frequently cover ethics, social responsibility and quality management practices.

2018 Outlook

ACBSP now has directors in Perú, Macedonia, Africa, as well as China to help expand its global reach. ACBSP is also building relationships with universities in India to promote an accreditation process that recognizes quality, fosters continuous improvement, and supports responsible management education. As a member of the PRME Steering Committee, ACBSP supports PRME's efforts to further the mission of the UN Global Compact and promote awareness of the UN's Sustainable Development Goals.

Educational Events Planned for 2018

- January 10-12 Access Accreditation Workshop — Maastricht, Netherlands
- February 8-10 Access Accreditation Workshop — Nashville, Tennessee, USA
- March 8-10 Access Accreditation Workshop — Trenton, New Jersey, USA
- March 23 Associate Degree Forum — Dallas, Texas, USA
- June 8-11ACBSP Conference 2018: Celebrating 30 Years! "Transforming Student Success Through Recruitment, Retention and Re-entry" — Kansas City, Missouri, USA
- September 28-30 ACBSP Deans Symposium — Location TBA
- Fall 2018 Series of Conferences in each of the 10 geographic regions of ACBSP
- November 15-17 Global Conference & Accreditation Forum — New Delhi, India

More information on each of these events can be found at acbsp.org/events.



2017 has been the year in which ABIS – The Academy of Business in Society implemented a lot of new strategic changes, which will make a significant contribution to the debate and the practice involved in equipping current and future business leaders with the knowledge, skills and capabilities for the long-term success of business in society. In this regard, ABIS will enable businesses to achieve sustainable business results, by focusing on the arenas that help to build sustainable leadership and innovation as well as new business models.

Events

Knowledge Into Action Forum 2017. The Knowledge Into Action Forum serves as the main physical meeting point for the ABIS network to come together and discuss new ideas for collaboration at different stages of development. In 2017, the Forum was designed to help the ABIS network to: contribute to the EU's research and innovation agenda as a business-academic network, gain insights on knowledge transfer between academia and business and to create possibilities to start international projects with other members of the network.

16th ABIS Colloquium 2017. On 15-16 November, over 150 representatives

from over 60 different institutions joined us to discuss and explore on identifying the right tools for implementing the SDGs, as they open up new business opportunities, whether related to business strategy and innovation, leadership practices and talent management or measuring impact towards the SDGs. The event featured high-level keynotes and panels with representatives from e.g. Philips, Nestlé, Copenhagen Business School, GSK, Solvay as well as the European Commission. This year also featured the ABIS Sustainability Award, which was presented to Strathmore Business School for their project "Sustainability Strategy Agenda - End poverty, protect the planet, and ensure prosperity for all".

2nd International Conference The Future Of Management: Management In The Age Of Digital Transformation. On 10 October, ABIS hosted a session at the 2nd International Conference on the Future Of Management at the Warsaw School of Economics. This session focused on the role of business in the UN SDG era.

Initiatives

Building Leaders for Long-Term Business Performance. In this action research initiative, which has been designed in partnership with the University of Cambridge Institute for Sustainability Leadership (CISL), we identified which skills and competencies will be required for the future success of business leaders. In December 2017, CISL and ABIS published a joint report that helps to deepen our understanding of how companies are defining and developing their leadership and talent pipelines in order to thrive in an increasingly complex business environment.

Managing the Responsible Business Challenge in Africa. ABIS has continued its groundbreaking work with IBM, Unilever, GlaxoSmithKline and the Association of African Business Schools (AABS) to rethink executive development models in Africa. This initiative has co-created a new ABIS-branded training module for private, public and civil sector managers which builds directly on Mary Gentile's renowned Giving Voice to Values methodology.

The Future Role of the Board in Sustainable Corporate Value Creation. Mazars and ABIS hosted two high-level roundtables in London together with a great number of companies as well as academic and professional institutions to discuss the current challenges faced by boards. Resulting from the roundtable discussions with the business and academic communities is a publication which identifies some of the key challenges that must be addressed for future success. Three versions of the publication are now available.

ABIS Talent Futures Report. This report draws on three high level dialogues convened by ABIS between December 2015 and October 2016, with invaluable support from founding partners Unilever and IBM. Through in-depth critical debate and reflection with senior HR, Leadership and Talent executives, we have sought to better understand the challenges facing business in trying to anticipate the various skills, qualities, mindsets and values that they believe will underpin both a sustainable, profitable business model and a long-term license to operate in an unprecedentedly VUCA world. The report is available for download on the ABIS website.

Hi4CSR. Within the Erasmus+ programme and under the name Harmonization and Implementation of EU CSR Directives (Hi4CSR), ABIS is a project partner of the first EU project oriented at examining the success of the EU Directives in the area of CSR. The main focus of the project lies on adult education and the exchange of examples of good practices between project partners with regards to the harmonization and implementation of EU Directives.

Submitted Research Projects. In 2017, the ABIS network submitted 7 multi-million-euro grant proposals. The proposals tackle an exciting spectrum of interdisciplinary issues, including: sustainable entrepreneurship and intrapreneurship, sustainability- oriented decision making, circular economy and business innovation.

Webinar Series. Throughout the year, ABIS convened a number of webinars with interesting and relevant topics related to Business

in Society. The webinars included themes such as business model innovation for sustainability, inclusive business for the UN SDGs, as well as an educational session on our EU-InnovatE Scenario Exploration System.

Books and Publications

- Managing Sustainable Business: An Executive Education Case and Textbook; Editors: Lenssen, Gilbert; Smith, N. Craig (Eds.)
- The Role of Corporate Sustainability in Asian Development: A Case Study Handbook in the Automotive and ICT industries; Editors: Lenssen, Gilbert; Rhee, Jay Hyuk; Martinez, Fabien (Eds.)

2018 Outlook

In 2018 ABIS will continue to further advance on its mission and strategy to equip current and future business leaders with the knowledge, skills and capabilities for the long-term success of business in society.

This means we will offer our members unique opportunities around integrating the SDG framework in their business and leadership strategies, as well as operating models in close collaboration with academia. Moreover, ABIS will facilitate and provide best practices through research and knowledge on business models for driving sustainability through corporate organizations.

The next great opportunity for our members and anyone interested is this year's Knowledge Into Action Forum on 28 March at ING in Brussels, which focusses on developing new business models for the SDG era. At the event, we are aiming to answer the following questions: How businesses can integrate the SDGs into their corporate strategy? How to define related KPIs? and How to measure progress?



The PRME Advisory Committee

The PRME Advisory Committee's primary role is to contribute to the development of the organization, addressing critical issues and pointing out potential solutions which then have to be decided by Steering Committee and implemented by PRME Secretariat.

AC has been involved in 2016/17 in almost all aspects of PRME activity:

- Strategic Process 2016: The Advisory Committee welcomes the clear focus on the SDGs; supports quantitative growth target – if combined with increasing ownership.
- 2017 Global Forum for Responsible Management Education – 10 Years of PRME: The PRME Advisory Committee played an active role in planning, implementation and feedback. Overall a great success. Recommendations: More time for academic debate necessary. More emphasis for Outcomes Declaration. Further expand program for highest executives.
- Governance structure: Character of the institution (from imitative with signatories to organization with members); role/ownership of signatories; more participation rights. Vulnerability of PRME if it depends so crucially on one to two persons in the PRME Secretariat.
- PRME Champions Group: Critical evaluation of 2016/17 cohort pending. Size and selection process should be reconsidered as well as the working process (more self-organized).
- Financial challenges and new organizational options. The PRME Advisory Committee welcomes a second PRME office in Geneva. However, the importance of maintaining the New York Office remains.

Outlook for 2018

Since 2015, the world has taken a big step towards the achievement of the SDGs but has also faced many challenges. As highlighted in the Advisory Committee Chair Report 2016/17, PRME in general and the Advisory Committee specifically have also accomplished a lot while facing several challenges. Accordingly, the PRME Advisory Committee will focus on the following endeavors in 2018:

Strengthening Internal Governance

- The roles of the PRME Steering Committee vis-à-vis the Advisory Committee will need to be clarified such that both Steering and Advisory Committees can collaborate more effectively without duplicating efforts.
- With clear mandate and agenda on hand, the Advisory Committee can then set up regular internal communication to carry out its functions.
- As the role of Advisory Committee stabilizes, it should also re-examine its governance structure, particularly the selection/election of its members.

Growing the PRME Community

- Branding remains a key issue. While we have clarified our strategic direction, the value proposition remains uncertain. Are we delivering what we claim to be delivering, especially in terms of our advantageous linkage to accreditation bodies and UN Global Compact signatories (especially with the shifting linkage between UN Global Compact and PRME)?
- Related to the above point, the relationships between PRME, UN Headquarters, and UN Global Compact need to be carefully navigated. The UN tag is fundamental to our branding, and if connecting to businesses is a key value proposition then the relationship with UN Global Compact would need to be strong. Maintaining presence in New York would appear crucial, especially with the expansion in Geneva.

- We also need to look into factors that are deterring signatories or potentially losing us signatories, e.g., the requirement of a SIP report every two years. While the reporting has its value, and the report serves as a good medium for best practice sharing, it can be a burden for institutions with little human resource to spare for more reporting outside of all the accreditation reporting. Perhaps combining the SIP with the accreditation processes is an opportunity to look into going forward. We can also consider other less burdensome reporting methods (e.g., Dashboard). The idea is to streamline the "talking" so that there are more resources for the "doing".
- As PRME grows, coordination among different groups becomes complex. We will need a process to improve the coordination of the inter-related work by individual signatories, PRME Chapters, Champions, Working Groups, etc. Potential signatories need to be able to see how these different initiatives are interlinked in one simple diagram. In fact, research in PRME Working Groups can be part of the value proposition if coordinated well. We have not taken enough advantage of that.
- Closer contact with students is critical because they are a key stakeholder in this whole endeavor. How can we translate this into a value proposition for potential signatories?
- In addition to the quantity of signatories, we need to look into the quality of the signatories. Are signatories simply paying to use the PRME brand (i.e., green-/blue-washing), or are they really doing something towards the achievement of SDGs? Are they willing to do something, but need mentoring from more experienced signatories (e.g., the Champions)?

In sum, 2018 will be a year to ask ourselves critical questions and to seek actionable answers to those questions.





PRME’s 2017 Budget

2017 was a successful year for PRME in meeting the strategic objective set in 2016 to ensure a balanced budget each year.

Income increased to \$719,502, driven by an increase in the PRME Champions Annual Contribution, profit from the Global Forum and increase in sponsorship.

As discussed in the 2016 Annual Report, in order to ensure a balanced budget, the PRME Secretariat implemented the PRME Signatory Model wherein signatories are categorized as Basic PRME signatories or Advanced PRME signatories. Basic PRME Signatories are compliant with the SIP policy while Advanced PRME signatories, in addition to complying with the SIP Policy, contribute towards the Annual Service Fee, which grants them access to numerous benefits and leadership opportunities within the PRME initiative. The service fee remained largely unchanged from 2016 to 2017, indicative of the positive response to the Signatories in helping to make PRME self-sustainable.

The PRME Champions fee also shows a slight increase to \$92,381. Additionally, hosting of the PRME Global Forum resulted in net income of \$108,962, following payment of all associated costs.

Finally, the PRME fundraising strategy also bore fruit with sponsorship increasing by 59% as a result of contributions from Pearson and Bertelsmann Stiftung. Manitou and Pearson have already made grant contributions for the financial year 2018.

Expenses increased by 2% and the decline in costs for consultants & experts, and PRME Champions Support is offset by increase in travel, telecommunications & IT, and Communications & Outreach.

In total, net income increased to \$117,626, largely driven by profit realised from the PRME Global Forum held in 2017.

Review of the 2017 income and expenses and cost figures suggest that PRME is making gains to become a self-sustaining organisation driven by fees paid by signatories (including PRME Steering Committee and Champions). But, PRME's net income is largely driven by PRME hosting the Global Forum. This is concerning for 2018, as PRME will not be hosting the Global Forum until 2019.

Looking forward to 2018, PRME has budgeted for two scenarios.

The first scenario is premised on PRME operations remaining in NYC. In this scenario, it will be vitally important for PRME to raise additional funding from third parties in the form of grants to ensure a balanced budget in the absence of any PRME events such as the Global Forum. To this end, PRME is developing an aggressive fundraising strategy targeting corporates and foundations. In the absence of additional funds raised, PRME is projecting a deficit for 2018.

The second scenario explores the opportunity to open an office in Geneva, in partnership with UNITAR. Discussions have commenced and PRME is working towards the opening of operations as of May, 2018. To this end, \$250K has been secured from the CH Gov and \$100k from Swiss business schools for each 2018 and 2019 (PRME Global Forum Proposal) to alleviate increased costs that may arise from the move. This funding works largely to drive a new positive income if a move to Geneva is successfully executed.

Budget Item	Amount
Income	
Steering Committee Annual Contributions	187,398.05
Annual Administrative Service Fee	235,093.00
PRME Champions Annual Contribution	92,381.00
Sponsors	95,667.90
Event Profit	108,962.25
Revenue	719,502.20
Previous Year Surplus	222,360.35
Expenses	
Personnel	434,588.79
Consultants & Experts	15,090.50
PRME Champions Support	15,659.83
Meetings, Event and Conference Services	3,239.50
Travel	27,737.31
Telecommunications & IT	18,853.63
Communications & Outreach	9,229.40
Office Expenses (occupancy/overhead)	61,450.00
Miscellaneous Expenses	3,635.96
Global Compact Foundation Admin Service Fee (8%)	12,391.69
Costs	601,876.61

Net Revenue	117,625.59
Balance to rollover	339,985.94

New Signatories in 2017

Institution	Country
AAA School of Advertising	South Africa
Adelaide Business School, The University of Adelaide	Australia
Amsterdam School of International Business, Amsterdam University of applied Sciences	Netherlands
Anisfield School of Business, Ramapo College of New Jersey	United States
APBS Avicenne Business School	Tunisia
Archie W. Dunham College of Business, Houston Baptist University	United States
Bahamas Technical and Vocational Institute	Bahamas
Balochistan University of Information Technology, Engineering and Management Sciences, Quetta	Pakistan
Birmingham Business School, University of Birmingham	United Kingdom
Brilliance Business School	Egypt
Brunswick European Law School (BELS), Ostfalia University of Applied Sciences	Germany
Budapest Business School - University of Applied Sciences	Hungary
Chandigarh Business School of Administration, IKG Punjab Technical University	India
College of Business, Zayed University	United Arab Emirates
College of Economics and Political Science - Sultan Qaboos University	Oman
Crown University College	Ghana
Desautels Faculty of Management - McGill University	Canada
ESCEM	France
ESDES (Ecole Superieure de Developpement Economique et Social), Lyon Catholic University	France
ESSCA School of Management	France
Facultad de Administracion y Ciencias Sociales - Universidad ORT Uruguay	Uruguay
Facultad de Economia y Administracion - Universidad del Norte Santo Tomas de Aquino, Facultad de Economia y Administracion	Argentina
Faculty of Behavioral, Management and Social Sciences - University of Twente	Netherlands
Faculty of Economics - University of Split	Croatia
Gebze Technical University	Turkey
Geneva School of Economics and Management, University of Geneva	Switzerland
Gian Jyoti Institute of Management and Technology, IK Gujral Punjab Technical University	India
Gratia Christian College	China
Greehey School of Business, St. Mary's University	United States
Hannonford University - Distance Learning FZE	United Arab Emirates
Hochschule Fresenius - University of Applied Sciences	Germany
IAE Toulouse School of Management, University Toulouse	France
IDEPRO - Instituto de Desarrollo Profesional, Guayaquil Chamber of Commerce	Ecuador
IMT Dubai	United Arab Emirates
Indian Institute of Management Lucknow	India
Indian Institute of Management Ranchi	India
Institute of Management Studies - PG Center, Affiliate of Osmania University	India
Institute of Management Technology, Ghaziabad, Delhi NCR (IMTG)	India
International Academy Montreux SA	Switzerland
International School of Management (ISM)	France

Istanbul Gelisim University	Turkey
Karlstad Business School, Karlstad University	Sweden
London School of Management Education	United Kingdom
Manipur Institute of Management Studies, Manipur University	India
Matn University College	Lebanon
Mont Rose College of Management and Sciences	United Kingdom
Nicholas School of the Environment - Duke University	United States
NMBU School of Economics and Business, Norwegian University of Life Sciences	Norway
Preston University	Pakistan
Punjab Group Of Colleges	India
Queen's Management School, Queen's University Belfast	United Kingdom
Regional Centre of Expertise on Education for Sustainable Development for Cuenca del Plata, United Nations University RCE Network	Argentina
Regional College of Management Bangalore, Affiliated to Bangalore University	India
Rennes School of Business	France
Rutgers Business School, Newark and New Brunswick, Rutgers University	United States
School of Business - Monash University Malaysia	Malaysia
School of Economics and Business - Kaunas University of Technology	Lithuania
School of Economics and Business - Universidad de Navarra	Spain
Shaheed Udham Singh College of Engineering & Technology	India
Spears School of Business, Oklahoma State University	United States
Sprott School of Business, Carleton University	Canada
SRH Fernhochschule, The Mobile University	Germany
Surrey Business School, University of Surrey	United Kingdom
T A PAI Management Institute	India
The Superior University, The Superior College Lahore	Pakistan
Trinity Business School, Trinity College Dublin	Ireland
TSiBA Education NPC	South Africa
Universal Group of Institutions	India
Universidad Americana	Nicaragua
Universidad CES	Colombia
Universidad del Magdalena	Colombia
Universidad Nacional de Villa Maria	Argentina
Universidad Pontificia Bolivariana	Colombia
Universidad Santiago de Cali	Colombia
University of San Francisco	United States
University of Stirling Management School	United Kingdom
University School Of Management Studies - Rayat Bahra University	India
Warsaw University of Technology Business School	Poland

Financial Contributions

PRME is a voluntary initiative, open to all degree-granting and publicly-accredited institutions of higher education. Our global community of signatories help transform business and management education, work to develop the responsible leaders of the future, and realise the Sustainable Development Goals through responsible management education.

Signatories to PRME fall into two categories: Basic and Advanced.

Basic PRME Signatories report regularly through the Sharing Information

on Progress (SIP) report every 24 months, but have limited access to peer-learning, communication and leadership opportunities.

Advanced PRME Signatories also comply with the SIP report policy, as well as make a nominal contribution to the Annual Service Fee. By contributing annually, institutions unlock exciting engagement opportunities and access to unique leadership platforms that amplify their impact on the PRME community and showcase achievements to global audiences.

Institution	Country	Amount
PRME Champions		
Copenhagen Business School	Denmark	6,100
Glasgow Caledonian University	United Kingdom	6,100
Nottingham University Business School	United Kingdom	6,100
Monash Business School, Monash University	Australia	6,100
La Trobe Business School, La Trobe University	Australia	6,100
Babson College	United States	6,100
Gabelli School of Business, Fordham University	United States	6,100
University of Applied Sciences HTW Chur, University of Applied Sciences Eastern Switzerland	Switzerland	6,082
University of Guelph College of Business and Economics, University of Guelph	Canada	4,600
INCAE Business School	Costa Rica	4,600
Kemmy Business School, University of Limerick	Ireland	4,600
Pforzheim University Business School	Germany	4,600
Hanken School of Economics	Finland	4,580
Audencia Nantes School of Management	France	4,450
EGADE, Tecnologico de Monterrey University System	Mexico	3,100
IILM, Institute for Higher Education	India	3,100
Asian Institute of Management (AIM)	Philippines	3,100
ISAE/FGV, Fundacao Getulio Vargas FGV	Brazil	3,100
Externado University Management Faculty, Externado University	Colombia	3,100
Winchester Business School, The University of Winchester	United Kingdom	3,100
School of Business, Government, and Economics, Seattle Pacific University	United States	3,100
Graduate School of Business, University of Cape Town	South Africa	3,100
CENTRUM Catolica Graduate Business School, Pontificia Universidad Catolica del Peru	Peru	3,100
Cologne Business School	Germany	3,080
University of Dubai	United Arab Emirates	3,075
Leeds School of Business, University of Colorado at Boulder	United States	Pending
IEDC Bled School of Management	Slovenia	3,100
S.P. Jain Institute of Management and Research	India	Pending
Mendoza College of Business, University of Notre Dame	United States	Pending
Benefactor		
Massey University College of Business	New Zealand	2,500
University of Wollongong Faculty of Business	Australia	2,000
Maastricht School of Management	Netherlands	1,792
KEDGE Business School	France	1,785

Sponsor		
University of Greenwich Business School	United Kingdom	1,650
University of Exeter Business School	United Kingdom	1,650
Deakin University, Faculty of Business and Law	Australia	1,650
UC Business School, University of Canterbury	New Zealand	1,650
Henley Business School, University of Reading	United Kingdom	1,650
Weatherhead School of Management, Case Western Reserve University	United States	1,650
Durham Business School, Durham University	United Kingdom	1,650
Isenberg School of Management, University of Massachusetts Amherst	United States	1,650
University of Auckland Business School, University of Auckland	New Zealand	1,650
Boston University Questrom School of Business	United States	1,650
UNSW Business School, University of New South Wales	Australia	1,650
George Mason University School of Business	United States	1,650
Sauder School of Business, University of British Columbia	Canada	1,650
School of Management, Kyung Hee University	Korea (Republic of)	1,650
Faculty of Management, Economics and Social Sciences - University of Cologne	Germany	1,650
Universidad Panamericana Campus Bonaterra	Mexico	1,650
University of South Australia Business School	Australia	1,650
Auckland University of Technology Business School, Auckland University of Technology	New Zealand	1,650
Coventry Business School, Coventry University	United Kingdom	1,650
University of Queensland Business School, The University of Queensland	Australia	1,650
School of Business and Management - Queen Mary University of London	United Kingdom	1,650
Birmingham Business School, University of Birmingham	United Kingdom	1,650
Sheffield Business School, Sheffield Hallam University	United Kingdom	1,650
Leeds University Business School, University of Leeds	United Kingdom	1,650
Bournemouth University Business School	United Kingdom	1,650
The Peter J. Tobin College of Business, St. John's University	United States	1,650
Ted Rogers School of Management, Ryerson University	Canada	1,650
Haub School of Business, Saint Joseph's Univeristy	United States	1,650
School of Business and Economics - Loughborough University	United Kingdom	1,650
Hult International Business School	United States	1,650
Fundacao Dom Cabral (FDC)	Brazil	1,650
SKEMA Business School	France	1,650
ESADE	Spain	1,650
Smith School of Business, Queen's University	Canada	1,640
University of St. Gallen	Switzerland	1,640
NEOMA Business School	France	1,635
ZHAW School of Management and Law, Zurich University of Applied Sciences	Switzerland	1,632
Westminster Business School, University of Westminster	United Kingdom	1,632
Grenoble Ecole de Management	France	1,630
Groupe Sup de Co La Rochelle / La Rochelle Business School	France	1,630
Vienna University of Economics and Business, WU	Austria	1,627
BI Norwegian Business School	Norway	1,626
Universidade COPEL - UniCOPEL, Companhia Paranaense de Energia	Brazil	1,625
Stockholm School of Economics	Sweden	1,625
Lund University School of Economics and Management (LUSEM)	Sweden	1,625

Adelaide Business School, The University of Adelaide	Australia	1,625
Strathclyde Business School, University of Strathclyde	United Kingdom	1,620
The School of Business, Economics and Law at University of Gothenburg	Sweden	1,620
Reutlingen University	Germany	1,615
School of Business, Management and Economics, University of Sussex	United Kingdom	1,611
System Federation of Industries of the State of Parana (FIEP)	Brazil	1,608
Supporter		
Jonkoping International Business School, Jonkoping University	Sweden	1,580
Leeds School of Business, University of Colorado at Boulder	United States	1,500
UWE Bristol	United Kingdom	1,250
School of Business, Society and Engineering, Malardalen University	Sweden	1,220
IMC University of Applied Sciences Krems	Austria	852
Stockholm Business School, Stockholm University	Sweden	840
University of Western Australia Business School	Australia	830
College of Business, James Madison University	United States	830
Manchester Metropolitan University Business School	United Kingdom	830
Federation Business School, Federation University Australia	Australia	830
Cardiff Business School, Cardiff University	United Kingdom	830
College of Business Administration - Kent State University	United States	830
Aston University	United Kingdom	830
School of Management, Royal Holloway, University of London	United Kingdom	830
Faculty of Law and Business, School of Business, Australian Catholic University	Australia	830
FH Wien University of Applied Sciences	Austria	830
Fielding Graduate University	United States	830
Oerebro University School of Business	Sweden	830
Faculty of Economics, University of Ljubljana	Slovenia	830
International School of Management	Germany	830
Inspira	Brazil	830
Newcastle Business School, University of Northumbria at Newcastle	United Kingdom	830
UCD Business, University College Dublin	Ireland	830
Grant MacEwan School of Business , Grant MacEwan University	Canada	830
HEC-Management School, Liege, University of Liege	Belgium	830
The Hong Kong Polytechnic University Faculty of Business	China	830
H. Wayne Huizenga School of Business - Nova Southeastern University	United States	830
Albers School of Business and Economics, Seattle University	United States	830
FIA - Fundacao Instituto de Administracao	Brazil	830
McCoy College of Business Administration, Texas State University	United States	830
Gordon Institute of Business Science (GIBS), University of Pretoria	South Africa	830
London South Bank University	United Kingdom	830
University of Salford	United Kingdom	830
Facultad de Administracion, Universidad de los Andes	Colombia	830
Tsinghua SEM	China	830
University of New England UNE Business School	Australia	830
Silberman College of Business, Fairleigh Dickinson University	United States	830
University of Stirling Management School, University of Stirling	United Kingdom	830
Daniels College of Business, University of Denver	United States	830
University of Connecticut	United States	830

Curtin Business School, Curtin University	Australia	830
College of Business, Law and Social Sciences, University of Derby	United Kingdom	830
Clark University Graduate School of Management	United States	830
Bond University Faculty of Business, Bond University	Australia	830
Lazaridis School of Business & Economics, Wilfrid Laurier University	Canada	830
Lappeenranta University of Technology	Finland	820
Amsterdam School of International Business, Amsterdam University of applied Sciences	Netherlands	816
ICN Business School	France	815
Budapest Business School - University of Applied Sciences	Hungary	810
Groupe ESC Dijon Bourgogne - Burgundy School of Business	France	810
Umea School of Business and Economics, Umea University	Sweden	810
Kingston Business School, Kingston University	United Kingdom	810
Geneva School of Economics and Management, University of Geneva	Switzerland	810
Politecnico di Milano School of Management, Politecnico di Milano University	Italy	805
Antwerp Management School, University of Antwerp	Belgium	802
Turku School of Economics, University of Turku	Finland	800
Karlstad Business School, Karlstad University	Sweden	800
Griffith Business School	Australia	800
School of Economics and Management, University of Porto	Portugal	791
Contributor		
Centro de Estudios Universitarios "16 de Septiembre"	Mexico	432
Rotterdam School of Management, Erasmus University	Netherlands	415
Colegio de San Juan de Letran Calamba	Philippines	410
Texas A&M University-Kingsville	United States	410
ESPAE-ESPOL, Escuela Superior Politecnica del Litoral (ESPOL)	Ecuador	410
A.J. Palumbo School of Business and John F. Donahue Graduate School of Business, Duquesne University	United States	410
Brennan School of Business, Dominican University	United States	410
International Association of Jesuit Business Schools	United States	410
Newcastle University Business School	United Kingdom	410
University of Technology, Sydney - Faculty of Business	Australia	410
Macquarie Graduate School of Management, Macquarie University	Australia	410
TIAS School for Business and Society	Netherlands	410
Milpark Education (Pty.) Ltd.	South Africa	410
University of Hertfordshire Business School	United Kingdom	410
Jack H. Brown College of Business & Public Administration, California State University, San Bernardino	United States	410
Haworth College of Business, Western Michigan University	United States	410
VU School of Management	Switzerland	410
Victoria Business School, Victoria University of Wellington	New Zealand	410
Faculty of Management - Laurentian University	Canada	410
Hull University Business School	United Kingdom	410
IAG-Business School, Pontifical Catholic University of Rio de Janeiro (PUC-Rio)	Brazil	410
Rhodes Business School, Rhodes University	South Africa	410
College of Law, Juridiska Koledza	Latvia	410
Murdoch University School of Management and Governance	Australia	410
College of Business Administration - Texas A&M University - Central Texas	United States	410
School of Management - University of Bath	United Kingdom	410
United International Business Schools	Switzerland	410

Slippery Rock University of Pennsylvania, Pennsylvania State System of Higher Education (PASSHE)	United States	410
Swedish University of Agricultural Sciences, Department of Economics	Sweden	410
Neumann Business School	Peru	410
Nelson Mandela Metropolitan Business School	South Africa	410
Illinois State University, College of Business	United States	410
University of Detroit Mercy College of Business Administration	United States	410
Bifrost University	Iceland	410
Lomonosov Moscow State University Business School	Russian Federation	410
Graham School of Management, Saint Xavier University	United States	410
Haskayne School of Business, University of Calgary	Canada	410
Rowe School of Business - Dalhousie University, Faculty of Management	Canada	410
Mike Ilitch School of Business, Wayne State University	United States	410
International University of Monaco	Monaco	410
Riga International School of Economics and Business Administration	Latvia	410
School of Business, The American University in Cairo	Egypt	410
Munich Business School	Germany	410
IBS-Moscow, RANEPA	Russian Federation	410
Faculty of Engineering Economics and Management, Riga Technical University	Latvia	410
Essex Business School, University of Essex	United Kingdom	410
University of Victoria Gustavson School of Business	Canada	410
Poznan University of Economics and Business	Poland	410
Hong Kong Baptist University School of Business	China	410
Aberdeen Business School, Robert Gordon University	United Kingdom	410
The Open University Business School, The Open University	United Kingdom	410
Penn State Great Valley, The Pennsylvania State University	United States	410
HWZ Business Administration, University of Applied Sciences Zurich	Switzerland	410
Lee Kong Chian School of Business, Singapore Management University	Singapore	410
Great Lakes Institute of Management	India	410
Birla Institute of Management Technology, Birla Group of Companies	India	410
Andrew P. Barowsky School of Business, Dominican University of California	United States	410
DeTao Masters Academy, DeTao Group	China	410
School of Management - California Lutheran University	United States	410
ICBS Thessaloniki Business College, University of Winchester	Greece	410
American University of Central Asia	Kyrgyzstan	410
Schulich School of Business, York University	Canada	410
Chiang Mai University Faculty of Business Administration	Thailand	410
Louvain School of Management, Universite catholique de Louvain	Belgium	410
Cheung Kong Graduate School of Business	China	410
Villanova School of Business (VSB), Villanova University	United States	410
University of Lincoln	United Kingdom	410
Hannonford University - Distance Learning FZE	United Arab Emirates	410
School of Economics and Management, Tongji University	China	410
University of Stellenbosch Business School	South Africa	410
Lagos Business School, Pan-Atlantic University	Nigeria	410
Toulouse Business School, ESC Toulouse	France	410
College of Business and Economics (COBE) - Boise State University	United States	410
The University of Sydney Business School, The University of Sydney	Australia	410

INSEAD	France	410
School of Business and Management - ITB, Institut Teknologi Bandung (ITB)	Indonesia	410
Fundacion Universitaria Empresarial de la Camara de Comercio de Bogota Uniempresarial	Colombia	410
SDA Bocconi School of Management	Italy	410
German Graduate School of Management and Law (GGS)	Germany	410
University of South Wales	United Kingdom	410
Global Business and Management Studies Program, Doshisha Business School	Japan	410
ALTIS Postgraduate School Business & Society, Catholic University of Milan	Italy	410
Business School, University of Colorado Denver	United States	410
Nova School of Business and Economics, Universidade Nova de Lisboa	Portugal	410
Walden University, Laureate Education, Inc.	United States	410
Bradford University School of Management	United Kingdom	410
Groupe ESC Troyes	France	410
Groupe Sup de Co Montpellier Business School	France	410
School of Business - Monash University Malaysia	Malaysia	410
Sobey School of Business, Saint Mary's University	Canada	410
Instituto de Estudios para la Sustentabilidad Corporativa, Fundacion de Estudios e Investigaciones	Argentina	410
Robert P. Stiller School of Business, Champlain College	United States	410
Faculty of Business and Law - Leeds Beckett University	United Kingdom	410
Rollins College	United States	410
Institute of Management Technology, Ghaziabad, Delhi NCR (IMTG)	India	410
Ithaca College, School of Business, Ithaca College	United States	410
Business School Lausanne	Switzerland	410
Gratia Christian College	China	410
Oxford Brookes Business School, Oxford Brookes University	United Kingdom	410
Universidad del Rosario	Colombia	410
T A PAI Management Institute	India	410
The Sino-British College, University of Shanghai for Science and Technology	China	410
Universidad EAFIT	Colombia	410
UniCESUMAR	Brazil	410
Management Development Institute MDI	India	410
School of Business Administration, University of San Diego	United States	410
Peter F. Drucker and Masatoshi Ito Graduate School of Management, Claremont Graduate University	United States	410
The University of Liverpool Management School	United Kingdom	410
Hang Seng Management College	China	410
School of Business and Law - Central Queensland University	Australia	410
The American University of Beirut	Lebanon	410
Sogang Business School, Sogang University in Seoul	Korea (Republic of)	410
School of Business - University of the Fraser Valley	Canada	410
International School of Management (ISM)	France	410
Frankfurt School of Finance & Management	Germany	410
University of Colorado at Colorado Springs College of Business and Administration	United States	410
Greehey School of Business, St. Mary's University	United States	410
Corvinus University of Budapest	Hungary	410
Middlesex University Business School	United Kingdom	410
Graduate School of Business, Universiti Sains Malaysia	Malaysia	410
Indira School of Business Studies, Pune , Indira Group of Institutes	India	410

Milgard School of Business, University of Washington Tacoma	United States	410
College of Business, Zayed University	United Arab Emirates	410
Graduate School of Management (GSOM) - St. Petersburg University	Russian Federation	410
London School of Management Education	United Kingdom	410
Martha & Spencer Love School of Business, Elon University	United States	410
VSE - University of Economics, Prague	Czech Republic	410
San Francisco State University College of Business	United States	410
Instituto de Estudios Superiores de Administracion (IESA)	Venezuela (Bolivarian Republic of)	410
KU Leuven Faculty of Economics and Business	Belgium	410
Rutgers Business School, Newark and New Brunswick, Rutgers University	United States	410
Vivekanand Education Society (VES), Mumbai University	India	408
ESIC Business & Marketing School	Spain	408
RICS School of Built Environment, Royal Institute of Chartered Surveyors	India	405
IMT Dubai	United Arab Emirates	405
Charles Sturt University School of Management & Marketing	Australia	400
School of Business, JAMK University of Applied Sciences	Finland	400
BARNA Business School	Dominican Republic	400
Ostbayerische Technische Hochschule (OTH) Amberg-Weiden, Cooperating partner of OTH Regensburg	Germany	400
University of Wisconsin Whitewater, College of Business and Economics	United States	400
Department of Finance and Banking - RANEPA	Russian Federation	400
Goethe University Frankfurt, Faculty of Economics and Business	Germany	396
University of St. La Salle	Philippines	395
Academy of Business Management (ABMS), ABMS Education Group	Switzerland	395
WHU - Otto Beisheim School of Management, Wissenschaftliche Hochschule fur Unternehmensfuehrung	Germany	395
Faculty of Behavioral, Management and Social Sciences - University of Twente	Netherlands	395
Groupe ESC Clermont	France	395
SRH Fernhochschule, The Mobile University	Germany	395
Sustainability Management School	Switzerland	394
Aalto University, School of Business	Finland	392
Alberta College	Latvia	392
IPM Business School	Belarus	390
Beedie School of Business, Simon Fraser University	Canada	390
Lviv Business School, Ukrainian Catholic University	Ukraine	390
LM Thapar School of Management, Thapar University	India	390
Ca' Foscari University of Venice	Italy	390
Porto Business School, University of Porto	Portugal	390
ESDES (Ecole Supérieure de Développement Economique et Social), Lyon Catholic University	France	390
Ramon V. del Rosario College of Business, De La Salle University	Philippines	390
Warsaw School of Economics	Poland	388
Kozminski University	Poland	385
International Institute Zittau, Technische Universitaet Dresden	Germany	385
Danube Business School, Danube University Krems	Austria	385
Holy Spirit University of Kaslik (USEK)	Lebanon	385
FEA-RP USP	Brazil	383
Faculty of Business and Management, University of Wales Trinity Saint David	United Kingdom	382
Department of Business Administration and Work Science - Kristianstad University	Sweden	380

University of Southampton	United Kingdom	380
Aarhus University, School of Business and Social Sciences	Denmark	380
University of Roehampton Business School	United Kingdom	380
College of Economics and Political Science - Sultan Qaboos University	Oman	375
ESCI Escola Superior de Comerc Internacional, Universitat Pompeu Fabra	Spain	373
London College of Fashion, University of the Arts, London	United Kingdom	370
Cass Business School, City University London	United Kingdom	338
Karlshochschule Interational University	Germany	300
Bentley University	United States	250
Bard MBA in Sustainability, Bard College	United States	250
University of Huddersfield Business School	United Kingdom	250
University of Dayton School of Business Administration	United States	250
Reykjavik University Business School	Iceland	250
Newcastle Business School, University of Newcastle, Australia	Australia	250

Delisted Signatories 2017

Twenty-seven higher education institutions were delisted from the Principles for Responsible Management Education in 2017 for failure to submit a Sharing Information on Progress (SIP) report.

The PRME SIP Policy states that all signatories to PRME must submit a report at least once every two years detailing progress in relation to the Six Principles. Institutions that miss their deadline are listed as non-communicating. If a signatory is non-communicating for over a year, they are delisted from PRME.

The following schools were delisted:

- Abhinav Hi-Tech College of Engineering, Jawaharlal Tehnological University, India
- Baltimore City Community College Business and Technology Department, United States
- Beijing National Accounting Insititute, China
- Centro Universitario de Ciencias Economico Administrativas, Universidad de Guadalajara, Mexico
- CMR University & CMR Group, India
- Community Bible College & Seminary, European-American University, Ghana
- Dar Al-Hekma College, Saudi Arabia
- De La Salle Lipa, Phillippines
- Ducere School of Leadrship, Australia
- E.H.E European University EurAka, Switzerland
- EIAN, International School of Business & Management, Chile
- ESCP Europe, France
- ESERP Escuela Superior de Ciencias Empresariales, Marketing y Relaciones Publicas, Spain
- EUDE Business School – Escuela Europea de Direccion y Empresa, Spain
- Faculty of Economics and Business Soegijapranata Catholic University, Indonesia
- HUMBOLDT-VIADRINA School of Governance, Germany (no longer active)
- I.T.S-Institute of Management, Greater Noida, India
- Institute of Business Management & Technology, Bangalore University, India
- Justice KS Hegde Institute of Management, India
- Multitech Business School, Makerere Business School, Uganda
- Rochester Institute of Technology Dubai Campus, United Arab Emirates
- SKODA AUTO University, Czech Republic
- Sree Saraswathi Thyagaraja College, India
- Universidad de Piura, Peru
- Universidad de Talca, Chile
- Universidade Positivo, Brazil
- University of Lagos, Nigeria

In addition to the delistings, the following five institutions voluntarily withdrew from PRME:

- Business School Sao Paulo, Brazil
- Imperial College, United Kingdom
- Keio University, Japan
- Kwansei Gakuin University, Japan
- Tbilisi Teaching University Gorgasali, Georgia

As institutions of higher education involved in the development of current and future managers, we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are most relevant to our capacities and mission. We will report on progress to all of our stakeholders and exchange effective practices related to these principles with other academic institutions.



Principle 1 | Purpose We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



Principle 2 | Values We will incorporate into our activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



Principle 3 | Method We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



Principle 4 | Research We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



Principle 5 | Partnership We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



Principle 6 | Dialogue We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

