

An Assessment of the United Nations Principles for
Responsible Management Education (PRME)

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Abstract

Although the United Nations Principles for Responsible Management Education (PRME) was introduced in 2007, there is little or no research examining the impacts of PRME on its signatories. PRME introduced a Sharing Information on Progress (SIP) Policy in 2008 requiring its signatories to produce SIP reports on their progress on the implementation of PRME. The study aims to measure the impacts of PRME, influential reasons for supporting PRME, activities reported in 212 SIP reports written in English by 180 signatories and how PRME differs from other voluntary declarations on sustainability in higher education. The study comprises a six part methodological process, comprising; (1) surveying 171 signatories to examine impacts of PRME and influential reasons in supporting PRME, (2) the first part of content analysis of 212 SIP reports to examine the quality of reported activities, (3) the second part of content analysis of 212 SIP reports to examine the quality of reports, (4) the content analysis of the website information of six Australian non-PRME business schools to examine whether activities of the PRME signatories differ from those of non-PRME institutions, (5) examination of characteristics of the PRME signatories in terms of the size of institutions, locations, countries of origin, their accreditation statuses and academic membership in the United Nations Global Compact and (6) a comparative assessment of PRME and other declarations in the higher education sector. The study shows that PRME does not make significant changes in the activities of its signatories. The signatories do not understand the principles and their concepts due to lack of clarity of the concepts framed in the principles.

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List of Abbreviation

AACSB	The Association to Advance Collegiate Schools of Business
AAS	African Academy of Science
AAU	Association of American Universities
ACE	American Council on Education
ACP	African, Caribbean and Pacific Group of States
ACU	Association of Commonwealth Universities
ACUPCC	American College & University Presidents' Climate Commitment
AMBA	Association of MBAs
AUCC	Association of Universities and Colleges in Canada
CHEA	Council for Higher Education Accreditation
CRE	Conference of European Rectors
EESD	Engineering Education in Sustainable Development
ELT	Experiential learning theory
EQUIS	European Quality Improvement System
EUA	European University Association
FT	Financial Times

GHESP	Global Higher Education for Sustainability Partnership
GULF	Global University Leader Forum
IAU	International Association of Universities
IUCN	World Conservation Union
ICSU	International Council for Science
ICT	Information and Communication Technologies
ID	Interdisciplinary
IGU	International Geographical Union
ISCN	International Sustainable Campus Network
MD	Multidisciplinary
NGO	Non-governmental Organisations
PBL	Problem based learning
PRME	Principles for Responsible Management Education
RCE	Regional Centre of Expertise
RMIT	Royal Melbourne Institute of Technology
RSI	Regional Sustainability Initiative
SCA	Science Council of Asia
SIP	Sharing Information on Progress

TUG	Technical University Graz
TWAS	Third World Academy of Sciences
UK	United Kingdom
ULSF	University Leaders for a Sustainable Future
UN	United Nations
UNCED	United Nations Conference on Environment and Development
UNDESD	United Nations Decade of Education for Sustainable Development
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNU	United Nations University
US	United States
WFEO	World Federation of Engineering Organisations

1. Chapter 1: Introduction

1.1. Background

Since the 1990s, various voluntary principles, charters and declarations on sustainability have been promoted to the higher education sector. These initiatives have sought to encourage higher education institutions to actively engage their students and staff in debate over the need for sustainable forms of development. The Tallories Declaration agreed in 1990 is the first declaration that specifically targeted higher education. It followed the Stockholm Declaration on the Human Environment (1972) and the Tbilisi Declaration (1977) (Grindsted, 2011a). The thesis focuses on the United Nations Principles for Responsible Management Education (PRME) that were agreed in 2007. PRME came after many intervening sets of principles that followed the Tallories Declaration and has itself been followed by a further 9 declarations and charters on sustainability in higher education, emerged after PRME.

Variously labeled as declarations, principles and charters, they share in common the intent of identifying some basic fundamentals, knowledge and rules that should be followed (Alpha, 1994; Thomas, 2004) and articulate boundaries of expected behaviour (i.e. right conduct that followers are expected to perform) (Gilman, 2005). These attributes are consistent with the generally understood meaning of principles and so this term is used in this study as short hand for initiatives that may actually be titled as declarations or charters as well as principles. Principles may or may not be informed by scientific knowledge and be applicable to a broader context due to the fact that some complex and large concepts are difficult to be experimented. The study provides a working definition of a principle as a set of values, basic notions or

rules of right conduct that should be followed (Alpha, 1994; Thomas, 2004) and that may or may not have a broader applicability to different contexts as well as that may or may not be empirically supported or scientifically provable.

The proliferation of sustainability principles of in the higher education sector since 1990s as received little research attention partly because it appears that they may be of little importance. Research on impacts of these voluntary principles and declarations developed prior to PRME suggests that signing the declaration does not lead to implementation (Bekessy, Burgman, Wright, Filho & Smith, 2003; Bekessy *et al.*, 2007; Clugston & Calder, 1999; Clarke & Kouri, 2009; Grindsted, 2011a; Walton, 2000; Walton, Albaster & Jones, 2000; Wright, 2002; Wright, 2003).

1.2. Principles for Responsible Management Education (PRME)

Under the co-operation of the United Nations Global Compact and academic institutions, six principles of PRME, inspired by the UN Global Compact, were developed in 2007 by an international task force comprising sixty deans, university presidents and official representatives of business schools (UNPRME, 2012).

The mission of PRME is “to inspire and champion responsible management education, research and thought leadership globally” (UNPRME, 2012), and it is targeted at business and management-related institutions around the world to voluntarily sign and commit to the principles in the belief that business schools produce future generations of business leaders, and responsible management education has a strong impact on developing future responsible businesses and responsible management practices (Alcaraz & Thiruvattal, 2010). By the 10th of

February, there were a total of 416 signatories, and these numbers were increased to a total of 467 signatories on the 3rd of September, 2012 (UNPRME, 2012).

The principles encompass three main activities of business school: education (Principles 2 and 3), research (Principle 4) and community engagement (Principles 5 and 6). See the principles in Table 1.

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 academic activities and curricular 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, businesses, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.” (UNPRME, 2012).

Table 1: Six principles of the United Nations Principles for Responsible Management Education (PRME)

Business Schools are encouraged to employ the six principles and produce their progress reports every two years, which are known as Sharing Information on Progress (SIP) reports. These SIP reports are intended to share information on progresses on implementation of PRME at the signatories with their stakeholders and to share with other signatories to create a learning community (UNPRME, 2012). Current SIP policy requires signatories to include four elements in their SIP reports, which are:

- “Renewal of the commitment to PRME, signed by the highest executive of the organisation
- Major achievements in relation to the implementation of one or more Principles during the past 24 months (since signing up to PRME or since last SIP report)

- Key objectives for the next 24-month period with regard to the implementation of the Principles
- Desired support (meetings, tools, best examples, implementation guidelines...) from the PRME community that would be most helpful in achieving key objectives over the next 24 months” (UNPRME, 2012)

1.3. Scope of the thesis, Research Questions, Objectives and Methodology

The study has developed five research questions, two research objectives and four sub-questions, followed by a six-part methodological process. This six-part methodological process includes:

1. Examination of characteristics of active signatories that report their SIP reports;
2. A comparative assessment of PRME and declaration on sustainability in higher education;
3. A content analysis of the SIP reports (Part 1): Principle-by-Principle Analysis;
4. A content analysis of the SIP reports (Part 1): Analysis of quality of reports;
5. A content analysis of websites of six non-PRME business schools;
6. Survey.

It is not clear whether or not the reported activities in the SIP reports are because of PRME. First, the study cannot ensure that activities reported are related to PRME, when detailed information about implemented activities in their SIP reports is not provided. Second, when the detailed timeline of implemented activities is not

provided in the SIP reports, the study cannot ensure whether implemented activities are created before or after PRME. Third, it is not clear whether implemented activities are in response to PRME or to other initiatives, such as their existing plans. To address these issues, the following three research questions and two research objectives are developed.

RQ1: Is there evidence that the United Nations Principles for Responsible Management Education make changes in the activities of its signatories?

RO1: To examine who has supported the PRME and whether the PRME signatories differ from the larger population of potential signatories (e.g. size of institution and location).

RO2: To examine whether the PRME signatories differ from non-signatories.

RQ2: How do the SIP reports demonstrate quality of reported activities?

RQ3: How do the SIP reports demonstrate quality of reports?

SQ1: To what extent have the SIP reports demonstrated new curricular initiatives at the signatories?

SQ2: To what extent have the SIP reports demonstrated curricular targets for future implementation at the signatories?

SQ3: How do the SIP reports demonstrate broad participation of faculty members in implementation of curricular activities at the signatories?

SQ4: How do the SIP reports demonstrate continuous and gradual improvement for implementation of curricular activities at the signatories?

RQ4: What are the main reasons in supporting PRME?

First, to address the first and fourth research questions, a survey method is employed. The study surveys 171 signatories (n=171) to examine whether PRME makes changes in their activities. A total of 196 signatories produced their SIP reports by the 10th of February, 2012. Among them, four signatories were not academic institutions and twelve signatories produced their SIP reports in non-English languages. Among these 180 signatories, email contacts of only 171 signatories that could be identified were surveyed.

Second, to meet the first objective, the study identifies characteristics of active signatories (defined as signatories that produce their SIP reports) in terms of five characteristics, their accreditation status in AACSB, AMBA and EQUIS, their ranking status in the Financial Times Global MBA Rankings 2012, membership in the Global Compact, student population and countries of origin, based on website information of PRME, the Global Compact, the accreditation bodies, the Financial Times and the signatories.

Third, to meet the second objective, the study employs a content analysis of information on education, research and community engagement activities of six non-PRME Australian institutions posted on their websites to compare their activities with activities of the PRME signatories.

Fourth, the second question is addressed in the first part of the content analysis of SIP reports, which is a Principle-by-Principle Analysis. The analysis includes a total of 212 SIP reports (n=212) submitted in English by 180 academic institutions by the 10th of February, 2012. The *quality of reported activities* in terms of three aspects are examined which are inconsistently reported activities, providing detailed information about implemented activities and providing a detailed timeline of

implemented activities. It is not clear whether the signatories fully understand the principles when they inconsistently report activities under the principles (e.g. reporting sustainability under Principle 1). Research has shown that lack of understanding of the principles is a major barrier to effective implementation (Walton, 2000; Walton, Alabaster & Jones, 2000; Wright, 2002; 2003). In Part 1, Principle-by-Principle analysis, the study analyses activities reported under each principle. The study first identifies the expected scope of reporting for each principle and examines inconsistently reported activities by measuring against the expected scope of reporting. Second, whether or not each principle provides detailed information about and detailed timeline of implemented activities is rated.

Fifth, to answer the third research question, the study conducts the second part of the content analysis of SIP reports (n=212) and has developed four sub-questions, presented above. The first and second two sub-questions address the second and third elements of SIP reports required by current SIP reporting policy.

Moreover, the study examines PRME by comparing other declarations on sustainability in the higher education sector. The study develops the following research question:

RQ4: How is PRME similar to or different from other declarations on sustainability in higher education?

To answer the above research question, the study employs a comparative assessment comparing PRME with eighteen declarations developed prior to PRME and nine declarations developed after PRME.

1.4. Limitations

The thesis has several limitations. In an examination of characteristics of the signatories that report their SIP reports, the study could include only active signatories that submit their SIP reports by the 10th of February, 2012, due to limited time allocated to this thesis and the increasing numbers of the signatories. Second, especially in an examination of the size of the signatories, the study could include only parent institutions and universities of the active signatories due to lack of data availability for specific departments and schools of large institutions.

Second, as mentioned earlier, there are two main limitations in the content analysis of SIP reports, which are not providing a detailed timeline of implemented activities, not providing detailed information about implemented activities. These limitations suggest that activities reported in the SIP reports may or may not represent commitment of its signatories to PRME.

Third, in the content analysis of information of non-PRME business schools, the research can only identify activities that are posted on their websites.

1.5. Structure of the thesis

The thesis is structured in the following manner. Chapter Two reviews the concept of principle and provides a working definition of a principle based on the reviewed literature. Since PRME is centrally concerned with promoting sustainability in the higher education sector, four activities of the higher education sectors, education, research, community engagement and campus operation, are discussed. The chapter then discusses different models in promoting sustainability in the higher education

sector developed by various researchers, eighteen declarations developed prior to PRME, PRME and nine declarations developed after PRME.

Chapter Three provides descriptions of and conceptualisation of each principle of PRME and their concepts through the review of academic literature and other information posted on the PRME website.

Chapter Four discuss a six-part methodological process, which was mentioned earlier.

Chapter Five presents the results of the comparative assessment of PRME and other declarations on sustainability in the higher education sector.

Chapter Six presents the results of the examination of characteristics of active signatories that submit their progress reports.

Chapter Seven presents the results of the first part of the content analysis of SIP reports.

Chapter Eight presents the results of the second part of the content analysis of SIP reports.

Chapter Nine presents an analysis of the survey results.

Chapter Ten presents a summary of numbers of activities reported by 6 Australian PRME signatories. The results of the content analysis of the activities of six non-PRME business schools, posted on their websites are presented in Appendix 5.

Chapter Eleven discuss the results from Chapters 5, 7, 8, 9 and 10.

Chapter Twelve concludes the thesis.

2. Chapter 2: Literature Review

PRME can be examined against the wider context in which principles are being used to promote sustainability. The chapter is comprised of nine sub-sections. Section 2.1 starts reviewing the concept of a principle and provides a working definition of a principle. Different types of principles, and what factors constitute a good principle, are examined. The concept of sustainability, with which PRME is centrally concerned, is reviewed in Section 2.2. Section 2.3 primarily discusses roles of the higher education sector in promoting sustainability, in four areas of the higher education sector, education, research, community engagement and campus sustainability.

Section 2.4 analyses different models in promoting sustainability in the higher education sector and discusses key debates and issues raised by these sustainability models. Eighteen declarations on sustainability in the higher education sector developed prior to PRME are reviewed in Section 2.5. Section 2.6 presents research on the impacts of these eighteen pre-PRME sustainability declarations in the higher education sector. Section 2.7 discusses the Global Compact which inspires PRME and Section 2.8 primarily discusses PRME. Section 2.9 discusses nine post-PRME declarations on sustainability in the higher education sector.

2.1. The concept of Principle

At the outset, it is helpful to define what the term *principle* is referred to, as it can be applied in different ways. This section will start reviewing how the definitions and characteristics of a principle have been proposed by various researchers, and briefly

reviews the concepts of codes and standards of which characteristics are similar to those of a principle. Then, the section examines what factors constitute the characteristics of a good principle.

Cooper (1998) define an ethical principle as “a statement concerning the conduct that is required for the fulfilment of a value” (p. 12) and that explicitly links with a value, a general moral obligation. Principles are expected ethical behaviours, while values are general moral obligations (Gilman, 2005).

Alpha (1994) and Thomas (2004) provide four different meanings of a principle. In their interpretations, principles can be interpreted as (1) ideas and elements of fundamental values, foundations and basic notions (e.g. principles of physics and mathematics), (2) rules that should be followed, (3) ethical and moral rules of right conduct and (4) scientific generalisations founded on scientific knowledge.

Forman (1995) formulates six attributes that a principle ideally possesses. In his view, a principle “(1) integrates diverse areas of knowledge; (2) addresses significant questions; (3) has broad applicability, though exceptions usually exist; (4) has predictive ability, though exceptions usually exist; (4) is founded in theory, which in turn has considerable supporting evidence; and (6) has some direct supporting evidence” (p. 134). In his view, principles are generally rooted in their *first* principles, background theories or concepts.

Although a reasonable degree of empirical support is required, some principles may more closely express an aspiration than an empirical reality or proven relationships due to the fact that complex and large concepts are difficult to be experimented (Forman, 1995). This lack of experimentation in establishment of some principles may further lead to a question of whether principles can be considered a set of

scientific knowledge and can be applicable and generalised to a broader context. For the purpose of this research, *principles* are defined as a set of values, basic notions or rules of right conduct that should be followed (Alpha, 1994; Thomas, 2004), that may or may not have a broader applicability to different contexts as well as may or may not be empirically supported or scientifically provable.

In relation to PRME, the focus of this research, six principles of PRME are particularly linked to responsible and sustainable *values* such as the principles of Global Compact (UNPRME, 2012). The principles are basic notions and a set of knowledge providing guidelines to signatories to incorporate sustainability and responsible management into curricular, research and community engagement. They are also a set of rules for its signatories to follow. Moreover, the background knowledge of the principles, such as integrating social responsibility into curricular, research and community engagement (i.e. partnership and dialogue), are rooted in the previous initiatives and sustainability declarations in higher education, such as the Talloires Declaration.

Some principles are imbedded in codes (i.e. *Codes of Ethics* and *Codes of Conduct*), and the terms, codes, principles (Gilman, 2005) and standards are synonymous terms and are used interchangeably (Blowfield & Murray, 2011) in *most* circumstances. Thus, it is essential to review codes and standards in which principles are imbedded, although they may have heterogeneous characteristics, such as *specificity* or *broadness* of principles. For instance, *Codes of Conduct*, usually establish *specific* expected principles of conduct to be applied in *specific* circumstances within organisations, while *Codes of Ethics* usually set out *broad* principles integrating general core *values*, such as Integrity and Responsibility, but ignore their application in *specific* circumstances (Whitton, 2001).

On the other hand, one type of voluntary standards such as *Certification standards* (for example, SA 8000) provide very specific principles (Gilbert, Rasche & Waddock, 2011), defining key terms within these principles and standards very clearly, to facilitate interpretation of principles and verification of standards by third-party organisations (Rasche, 2009a). Follower organisations can be certified after they have met criteria outlined in these standards and principles and after corrective actions have been implemented to align with expected standards (Gilbert *et al.*, 2011). In other words, certification standards generally provide expected standards of these certification standards to its follower organisations, stakeholders and third party organisations.

In contrast, another type of standards, *Principle-based standards*, are broadly defined principles to align the behaviour of follower organisations with established principles, and are primarily used as guidelines for actions (Gilbert *et al.*, 2011). For instance, the UN Global Compact principles are non-specific in terms of specificity of the principles and their terms, since its purpose is not to become an auditing standard assuming itself as a *policy* document, to exchange ideas and discuss issues underlying these broad principles among its signatories (Rasche, 2009a).

It is important to review what constitutes a good principle, standard or code. First, measuring the effectiveness of a good principle, code or standard depends on how well the behaviour of followers meets expected standards. A good code or principle needs to ensure that expected behaviour (i.e. what behaviour is expected and what is not) is clearly communicated to its followers since unintended consequences are likely in the absence of a not clearly stated expected behaviour of standards (Gilman, 2005). For instance, general and broad codes, standards and principles, in the absence of specific ones, can reinforce misconduct when expected and specific

standards are not clearly communicated to followers of codes and principles. As an example, in an organisation, managers taking a disciplinary action on the basis of content of *unspecific* principles, will no longer take a disciplinary action when his/her action has usually resulted in the success of appeal (Whitton, 2001). In this case, it can be questioned whether general codes and principles accommodate the interests of followers and whether detailed codes may specify the expected behaviour of standards (Gilman, 2005).

Second, a set of principles and codes, whether they are broad or specific, needs to fit with the culture and circumstances of follower organisations to facilitate effective implementation. In the case of *certification standards*, when these standards and principles are too specific, they may not fit into the circumstances of follower organisations (e.g. the economic situations of follower organisations) (cited in Rasche, 2009a). This may lead to a question of whether international certification standards may need to take consideration of different geographical locations and different industrial focuses to meet different circumstances of follower organisations from different world regions and different industries, respectively (Rasche, 2009a). On the other hand, a *broad* set of principles, developed by third-party organisations, may be too broad (Shriberg & Tallent, 2003) and are hard to implement at an institutional level (Brophy & Starkey, 1996). To be effective, these broad principles need to be supplemented by own institutional sustainability policies of follower organisations which are specific to their institutional contexts (Wright, 2002; 2003). In the case of *codes*, codes become irrelevant to, and do not fit into organisational circumstances because they become old or they are taken from other organisations. In this case, a revision of codes is essential to fit into organisational circumstances (Gilman, 2005).

Third, in a good principle, whether *broad* or *specific*, language used must be *clear* and *concise* in terms of languages and format (Blowfield & Murray, 2011).

Fourth, a good and *credible* standard or principle must be *complete* enough to cover issues which are most relevant to organisations. Its content must be relevant to the industry (Blowfield & Murray, 2011).

Fifth, good codes address multiple levels of meaning. For example, good codes communicate to followers what principles underline the rules and what actions will result if these rules are violated (Gilman, 2005). This characteristic of a good code is quite contradicting to *Principle-based standards* (such as the UN Global Compact principles) since these principles and standards do not address multiple levels of the meanings of a principle, such as sanctioning signatories if they violate or do not comply with the principles (Rasche, 2009a).

2.2. The concept of Sustainability

PRME is centrally concerned with the concept of *sustainability* and it is essential to review what *sustainability* is. There is no shared understanding and specific definition with regard to what *sustainability* is. The major starting point of understanding sustainability is the relationships between people and nature. In the last hundreds of years, the attitude of people toward nature was *anthropocentric*. In that view, they are *apart from* nature, and had ultimate power to exploit environmental resources. That perspective was linked to capitalism, which is to maximise only their economic growth (Mather & Chapman, 1995).

Since the 1960s, the term *sustainable* has emerged to address short-term exploitation of natural resources by humans, and was used by the Organisation for Economic Co-operation and Development (OECD) (McKenzie, 2004) claiming that the creation of it was aimed at promoting policies to achieve “the highest *sustainable* economic growth and employment” in its member nations (The Organisation for Economic Co-operation and Development, 1960). However, it did not clearly state what the term *sustainable* refers to in its statement.

The Brussels Conference, held in 1989, concluded the ethics of *stewardship* that humans are both part of, and apart from nature. Their domination over nature should be conditioned by stewardship. They must have responsibility to other humans and inhabitants of other life forms presently living and to future generations, as well as to non-living constituents (i.e. the air, water, land and atmosphere, etc.) (Mather & Chapman, 1995).

The Brundtland report, *Our Common Future*, published in 1987, recognises that humans presently living, as well as future generations, depend on the environment, and define *sustainable development* as “*development* that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Report of the World Commission on Environment and Development: Our Common Future, 1987). Although the definition is vaguely defined, it stresses two main issues, issues of environmental degradation associated with economic growth and the need for growth to lessen scarcity (ICUN-The World Conservation Union, 2006).

Criticisms of the Brundtland definition have arisen due to defining the definition vaguely based on the view that its definition does not emphasise *sustainability*, but

sustainable development (McKenzie, 2004; Partridge, 2005). The use of *development* in its vague definition allows businesses and “*development* interests to claim that... they are in favour of sustainable *development*... [although] they are [actually] the perpetrators of *unsustainability* (Jacobs, M., cited in McKenzie, 2004, p. 2). The definition also leads to many possible interpretations and has been questioned “how to make the *development* sustainable” (Partridge, 2005, p. 3) and has been discussed to remove the term *development* by re-orienting the debate to focus on *sustainability* itself (Partridge, 2005).

While the sustainability debate still continues, the most acceptable approach towards conceptualising sustainability is *triple-bottom line*, the term coined by Elkington in 1997, which has three interlinked dimensions – environmental, economic and social (McKenzie, 2004). It has been noted by Elkington (cited in McKenzie, 2004, p. 6) that “it is not possible to achieve a desired level of ecological or social or economic sustainability [separately], without achieving at least a basic level of all three forms of sustainability, simultaneously”.

While the concept of sustainability is viewed differently, for the purpose of this research, both terms, *sustainability* and *sustainable development*, will be used interchangeably considering that most of the United Nations initiatives and declarations such as Agenda 21, employs the term *sustainable development*. For the purpose of this research, *sustainability* is defined as aligning economic activities with social and environmental requirements while the use of environmental resources in the present generation does not negatively affect the needs of future generations.

2.3. Sustainability in the Higher Education Sector

Although the Higher Education sector is usually comprised of two main types of staff, academic and administrative staff, the study mainly reviews issues that have arisen in changes in the activities of academic staff, such as curricular, research and community engagement activities, on which PRME is mainly centred.

Changes in the higher education sector are more difficult than in any other public and private organisations due to the high autonomy and academic freedom of academic staff in their academic choices. Unlike public or private organisations, changes require a high degree of engagement and the co-operation of these academic staff, since academic staff of higher education are not *usually* subject to hierarchical authority which is resented by academic staff (Anderson, Johnson & Milligan, 1999). The choice of teaching methods (Weber, 2006; Ekundayo & Adedokun, 2009) and research are subject to academics. However, when public responsibility, such as requirements for preparing students for sustainability, is a major issue, it has been argued that public authorities and authorities of higher education institutions should balance academic freedom against public responsibility and should constrain the academic freedom of academics by aligning the content of each course of faculty members with programme requirements and by financially supporting research topics that are a priority to institutions, not to the interests of faculty members (Weber, 2006).

Moreover, changes in higher education require more changes in their multiple functions, such as curricula, research and community engagement activities, than changes in business organisations, due to expectations of society on higher education. Unlike business organisations, society expects them to serve multiple social

responsibilities, such as dealing with poverty and racism, in addition to their main teaching responsibilities, while these multiple functions and a wider scope of these social responsibilities (Nutt & Backoff, 1993) are not usually expected in business organisations, except their business impacts on society.

Thus, it is important to review the activities of higher education institutions. The following sub-sections will review promoting sustainability into four areas of the higher education sector:

1. Education;
2. Teaching Methods;
3. Sustainability Research;
4. Community Engagement; and
5. Campus Sustainability.

2.3.1. Education

Promoting Education *for* Sustainability Development (ESD) at the higher education sector has been recognised as one of the main roles of university commitment to sustainability education (Čiegis & Gineitienė, 2006; Cortese, 1999; Gończ, Wardencki & Namieśnik, 2005).

ESD equally addresses all three dimensions of sustainability, society, environment and economy (Čiegis & Gineitienė, 2006), differs from Environmental Education (EE) in the fact that ESD is an interdisciplinary subject while EE is a mono-disciplinary subject (Bosselmann, 2001) and mainly discusses in-depth environmental knowledge (Čiegis & Gineitienė, 2006). Sustainability is a complex issue and cannot be fully addressed and solved through a mono-disciplinary

approach such as EE (Bosselmann, 2001). See Table 2 which shows clarification between these two concepts, EE and ESD.

Ecological Education –EE	Education <i>for</i> Sustainable Development – ESD
1. The environmental problems depend on human activities and their effect on the environment	The problem depends on a conflict between different human goals, environmental, social, cultural and economic.
2. Focuses on biodiversity	Focuses on cultural, social, economic and biological diversity
3. The goal for action: a good environment	A good quality of life today and for future generations
4. Actions for the environment	Motivation to change lifestyle based on important issues of personal life
5. Responsibility for the environment	Responsibility for the human condition and the condition of the ecosystem, of which human beings are a part
6. Individual behaviour (environmental ethics)	Increases action competence, including competence to develop moral criteria and stimulates public participation in decision-making
7. Environmental education has a local and global context	ESD should be applied and grounded in the local economic, social, cultural and ecological context and community, but followed by regional, national and global contexts
8. Taught in some subjects	Integrated in all teaching and learning at various levels of the education process and personal development (formal, non-formal, informal, lifelong, life-wide and continuing)

Table 2: Comparisons between EE and ESD (Source: Gończ *et al.*, 2005, p. 94-95)

There are also differences in characteristics of ESD and traditional education. Table 3 summarises the results of differences in characteristics of ESD and traditional education (Gończ *et al.*, (2005, p. 95).

Parameter	Traditional Education	ESD
Curriculum structure	Fragmentary	Holistic
Flow of decisions	Top-down	Bottom-up
Consultation	Rare	Common practice
Change strategy	Change imposed from outside	Change coming from within
Teaching emphasis	To transmit knowledge	To organise the learning process
Organisation of knowledge	Mono-disciplinary	Multi-disciplinary and interdisciplinary
Knowledge structure	Predetermined	Problem oriented
Function of knowledge	Individualistic	Societal
Role of ethics and values	Peripheral	Central

Table 3: Differences in characteristics of ESD and Traditional Education

(Source: Gończ *et al.*, 2005, p. 95)

Formal education

Before moving to further discussion, it is essential to review what *formal education* is. Formal education is a type of education, organised within the *official* curriculum system. Objectives, content and methodology of formal education and curriculum must be the same. It leads to recognised qualifications such as degrees and diplomas, requires minimum student attendance at the classroom and interaction between students and teachers at an established physical place such as a university. Students can go to the next level of learning after minimum requirements through an

established assessment system have been passed. If one or more of the above characteristics is absent (for example, distance degree programmes), it is categorised into one of *non-formal* and *informal* education (Dib, 1988).

Three methods of integration of the sustainability concept into the curriculum have been discussed in the current literature. They are (1) offering new sustainability elective courses, (2) establishing sustainability programmes aggregated in modules, and (3) integrating sustainability into the existing courses and then re-orienting them as sustainability courses (Lukman & Galvič, 2007). However, the first two methods, creation of standalone sustainability courses and programmes, are still criticised that they are not sufficient enough to produce future responsible leaders and sustainability since responsible management issues need to be integrated into all the disciplines (Alcaraz & Thiruvattal, 2010).

A study, comprising a total sample of 155 students at the University of the Aegean from two disciplines, social and environmental disciplines, shows that students from social disciplines are not aware of environmental and sustainability issues. The finding further suggests that students from other non-environmental disciplines cannot be aware of environmental and sustainability issues, unless environmental or sustainability issues are integrated into all disciplines of curricular (Evangelinos, Jones & Panoriou, 2009).

System thinking has been discussed as the content of ESD curriculum (Cortese, 1999). In the system approach, the basic hypothesis is that human and natural systems are inter-dependent and inter-related, and cannot be considered separate disciplines to resolve complex problematic sustainability issues. Human societies are located within the biosphere, and sustainability teaching thus needs to address the

complex inter-dependence of individuals, social, economic activities and the environment (Cortese, 1999; Dale & Newman, 2005).

Non-formal Education

ESD can be integrated into the non-formal education system of universities (Čiegis & Gineitienė, 2006; UNESCO, 2007; Valazquez *et al.*, 2005). Non-formal education refers to the *organised* and *sustained* education system (UNESCO, 2011) that is offered within or outside universities but that lacks one or more of the characteristics of formal education mentioned above (e.g. distance degree programmes (Dib, 1988); extension programmes (Etlng, 1993)). Examples of delivery methods include workshops, seminars, training sessions, meetings, and pilot projects. This form of education is to increase knowledge among university members, professors and the greater university about sustainability issues (Valazquez *et al.*, 2005).

Informal Education

Informal education has no established objectives (UNESCO, 2011b; Dib 1988), and refers to learning from day-to-day life experiences (Čiegis & Gineitienė, 2006). Examples of delivery methods include speaker sessions, cultural events such as the Earth Day celebration and demonstration projects (Valazquez *et al.*, 2005) and learning from mass media and families (UNESCO, 2011b).

The higher education sector has been criticised for less interest in integrating sustainability into informal education. University members are interested in only traditional university education, and informal education is separated from university delivery methods. Due to financial constraints and increased needs of this type of education for community members, informal education has now been staffed with

and decentralised to volunteer trainers, volunteering organisations and NGOs. Training programmes led by volunteers and the absence of faculty involvement in this education result in reducing the quality of the programmes and the disconnection between *accurate* and *relevant* content of education and required academic standards and best practices that should be delivered to community members. It has been suggested that informal education should be centralised to university educational delivery methods while meeting local needs (Chalker-Scott & Tinnemore, 2009).

2.3.2. Teaching methods

Since Principle 3 of PRME is the development of teaching methods in promoting sustainability education, the study reviews the following three main teaching methods that have been recommended as sustainability teaching methods. It is important to note that characteristics of these three methods overlap each other. For instance, both Problem Based Learning (PBL) and Experiential Learning Theory (ELT) are considered Real world learning methods, and PBL is considered an ELT method. They are as follows:

1. Real World Learning
2. Problem Based Learning (PBL)
3. Experiential Learning Theory (ELT)

Real World Learning

Current literature states that institutions can engage their students in more sustainable behavioural norms through solving real-world sustainability problem issues (Rowe, 2007) which are characterised by complexity and necessitate sophisticated solutions and wide-ranging problem solving processes (Brundiars,

Wiek & Redman, 2010). When students are regularly assigned to these real-world sustainability problems, they can understand their positive impact on the world through their academic learning (Rowe, 2007) and develop their understanding of inter-dependence between social responsibility and the power of social organisations (Uhl, Kulakowski, Gerwing, Brown & Cochrane, 1996).

Real-world learning provides students with three main sustainability competencies which are knowledge about and awareness of sustainability problems and problem solutions (strategic competence), practical implementation skills (practical competence) and collaborative skills with stakeholders (collaborative competence). Through real world learning, students increase their intellectual capability and understanding of sustainability problems by critically reflecting on whether or not problems can be recognised as sustainability problems and by analysing problem solving approaches (strategic competence). They increase practical competence when putting their knowledge about sustainability problem solving approaches into action in real-world contexts and increase collaborative competence when collaborating with stakeholders for their projects (Brundiens *et al.*, 2010)

Since the concept of real-world learning is quite broad, impacts of all real-world learning methods are different and instructors will need to carefully align real world learning methods with key sustainability competencies they expect. Some may be suitable for formal education and some may be more sustainable for extra-curricular levels while other activities are not appropriate for sustainability at all (Brundiens *et al.*, 2010). According to Brundiens *et al.* (2010), experiential learning and problem based learning are categorised under real world learning formats. Perhaps, both learning methods are centred on real-world sustainability issues. Research of Brundiens *et al.* (2010) and Brundiens (2010) in relation to real world learning

formats are summarised in Table 4. The summary table offers different competencies with which each learning format provides students. For example, although both internship and service learning can provide students with collaborative competence by collaborating with community and stakeholders, internship is more practically oriented (practical competence) than service learning, and is less science oriented (strategic competence) than service learning. Even though service learning and guest lectures are science oriented (strategic competence), service learning provides student with more collaborative competence than guest lecturer series.

Table 4 summarises different forms of Real world learning methods.

Type of real-world learning	The process of learning	Levels of learning environment	Practice or science orientation	Levels of interaction with stakeholders/ participants
Bring the real world to the classroom	Guest lectures, panels or real-world sustainability problems in the class (e.g. students formulate problem solving for sustainability problems using stakeholders analysis, weighing trade-offs and analysing harmful consequences)	Classroom based	Science oriented	One way/ one time information/consultation
Visiting the real world	Field-based observation and field visits with or without stakeholder interaction (e.g. students observe real-world sustainability issues by linking classroom theory in field visits with little or no stakeholder interaction. In field visits with stakeholder interaction, it enhances exposure of students to real-world problems)	Classroom based	Practice oriented	Mutual one way information/consultation
Simulating the world	collaborative discussion and role plays and games (e.g. students	Classroom based	Science oriented	Mutual one way information/consultation

	simulate the roles of others in the classroom to improve their communication and conflict resolutions skills and to understand various viewpoints)			ultation OR mutual collaboration with participants
Engaging with real-world (experiential learning)	Trans-academic collaboration between community members and students (e.g. Students cooperate with community partners to conduct case studies or projects. It links classroom theory with their experience which enhances experiential learning).	Classroom supported	Practice oriented	Mutual collaboration OR joint decision making
Service learning	Educating community	Beyond classroom support (not supervised by instructors)	Science oriented	Mutual one way information/consultation (students to community)
Internship	Assisting or working on a project to enhance professional experience and career development	Beyond classroom support (not supervised by instructors)	Practice oriented	Mutual one way information/consultation (students to employers and employers to students)

Table 4: Summary of Real world learning format (Source: Brundiens *et al.*, 2010; Brundiens, 2010)

Problem Based Learning (PBL)

Available literature underpins PBL that sustainability problems are complex and multifaceted, and require wide-ranging problem solving processes (Brundiens *et al.*, 2010) rather than single solutions (Dale & Newman, 2005) and students should be provided with training to be inter-disciplinary problem solvers (Uhl *et al.*, 1996). PBL emphasises learning by doing, and students are given real world and real time problems (Steinemann, 2003) to generate a set of solutions (Dale & Newman, 2005)

as opposed to traditional instruction that provides students with information (Shepherd & Cosgriff, 1998) and does not adequately prepare students to deal with real-world problems (Steinemann, 2003).

PBL can be distinguished from traditional problem solving assignments and projects in that in traditional problem-solving assignments, problems are set within a specific disciplinary or subject area and students are expected to answer what is expected by the instructors. In PBL, students are expected to find solutions around problem scenarios but not around subjects, curricular and disciplines. Students are also not expected to answer predetermined right answers (Savin-Baden, 2000). Thus, in the process of PBL, the instructors' role is to provide students with ill-structured, complex, real world and real time problems with incomplete information and with no single right solution and answer. Instructors take the roles of cognitive coach to challenge student thinking processes, and not to tell them how to solve problems (Shepherd & Cosgriff, 1998). Students take ownership of the problem and analyse various information to generate problem solutions (Shepherd & Cosgriff, 1998). Common different types of PBL include analysis of case study highlighting sustainability (Uhl *et al.*, 1996), project based learning (Hmelo-Silver, 2004), business plan competition, case study competition and entrepreneurial competition (Godemann, Herzig, Moon & Powell, 2011). Table 5 summarises five main benefits of PBL.

Five main benefits of PBL

Applicability: when problems are relevant to real issues that students are facing in real life situations, PBL enhances knowledge more accessible and applicable (Steinemann, 2003) as opposed to classroom learning which can be easily forgotten after graduation (Shepherd & Cosgriff, 1998).

Problem solving: students enhance problem solving skills and capabilities, particularly to solve ill-structured problems rather than narrowly defined textbook problems (Steinemann, 2003).

Active learning: PBL is a student-driven learning process where they have to evaluate information from various sources (Steinemann, 2003).

Motivation: Students become more motivated when it is applied to real problems (Shepherd & Cosgriff, 1998) or when the subject is more relevant to personal and societal relevance (Steinemann, 2003).

Professional skills: It enhances interdisciplinary and collaborative problem solving skills. They learn to work collaboratively or independently, as would many professionals. They have deal with multiple conflicting goals and values in setting problem based projects (Steinemann, 2003).

Table 5: Five main benefits of PBL

Experiential Learning Theory (ELT)

The study reviews ELT which has been discussed as one of the recommended sustainability teaching methods for PRME (Alcaraz & Thiruvattal, 2010). In ELT theory, the educational process for sustainability has to emphasise experiential learning experience, and student learning experience should include real life problem solving of actual problems of communities and governments as part of curricular and working in groups to enhance managerial collaborating skills (Cortese, 1999). ELT, popularised by Kolb, is a type of learning process “where knowledge is created through the transformation of experience” (Kolb, 1984, p. 41, cited in Kolb & Kolb, 2005, p. 194). In ELT, learning is viewed as a process that has a feedback loop to enhance learning effectiveness, and it is not considered in terms of outcomes. Students re-learn their views on topics and theories gained in classrooms through testing, examining their ideas and redefining a new self-created knowledge and experience in a learning environment. During the learning process, conflicts and

differences between theories and experience are resolute through feeling and thinking, reflecting and acting.

The ELT model, proposed by Kolb (2008), based on the research work of John Dewey, emphasises two dialectically-related forms of grasping experience – Concrete Experience (CO or experiencing) and Abstract Conceptualisation (AC or thinking) and two dialectically-related forms of transforming experience – Reflective Observation (RO or reflecting) and Active Experimentation (AE or acting). In ELT, learners create knowledge through the process of experiencing (CE), reflecting (RO), thinking (AC) and acting (AE). CEs are basic modes for observations and reflections (RO). ROs are assimilated into AC where new implications for actions are produced. These implications are tested in AE to create new experiences (Kolb,2005; 2008).

Figure 1 shows ELT model.

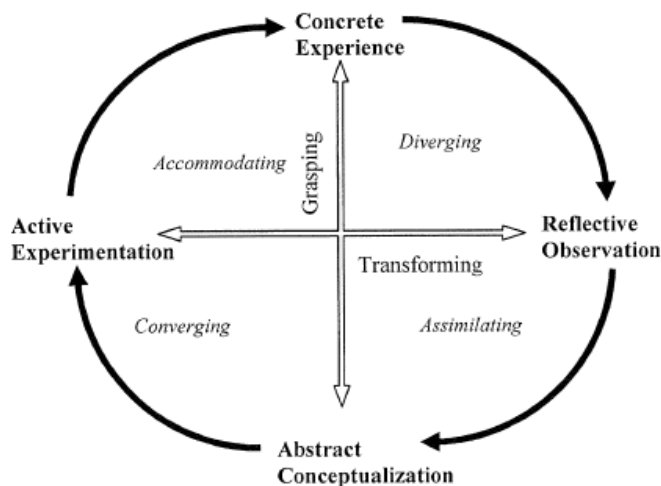


Figure 1: ELT model (source: Kolb, 2005; 2008)

ELT is both classroom-based and outdoor-based. Outdoor-based ELT methods include service learning, internship, co-operative education (i.e. formal classroom

study with work-related training) (Purdue University Calumet, 2011) and field visits (Alcaraz & Thiruvattal, 2010; Purdue University Calumet, 2011). Classroom-based ELT methods include PBL (Hmelo-Silver, 2004; Savin-Baden, 2000), simulation games (Dieleman & Huisingsh, 2006) and scholastic student research and thesis (Purdue University Calumet, 2011). In the case of PBL, students learn through problem solving experiences (CE) and reflect on the relationship between problem solving and prior learning (RO). Through several times of reflection, students mindfully abstract knowledge (AC) and understand the re-application of their problem solving strategies in real-world contexts (AE) (Hmelo-Silver, 2004). Simulation and role play games are suggested as appropriate ELT methods for sustainability teaching, which provide sustainability related experiences (CE) such as learning experiences through learning by doing, shared experiences that are helpful when dealing with stakeholders through sharing views of problem solutions with participants in the games and team building experiences. In the RO phase, students reflect on current sustainability solutions to problems and why the use of them is essential. Their reflection helps them understand the limitations of current practices as well as the benefits of new approaches to sustainability problem solutions (AC), and apply their knowledge in specific real-world contexts (AE) (Dieleman & Huisingsh, 2006).

2.3.3.Sustainability Research

Based on the view that sustainability problems are founded in society, action research, a type of research through collaboration between two main actors, researchers (i.e. universities) and societal actors, has long been conducted in generating solutions to sustainability problems within society. Through action

research, universities explore innovative solutions to regional sustainability problems while meeting the needs of local community members and improving their understanding of solutions to local sustainability problems (Mochizuki & Fadeeva, 2008). Sustainability problems are, however, seen as multi-faceted problems requiring multiple disciplinary collaborative solutions (Uhl *et al.*, 1996), and it has been suggested that action research primarily pays attention to only collaboration between two main actors, researchers and society, and largely ignores the complexities of sustainability problems that can be solved by collaboration between researchers from multiple disciplines (Stokols, 2006).

On the other hand, there has been a debate as to whether other types of research, such as multi-disciplinary research, inter-disciplinary research or trans-disciplinary research should be considered sustainability research. While the available literature discusses that trans-disciplinary research is sustainability research, some literature considers and emphasises multi-disciplinary research as a sustainability research (e.g. AAU, 2010b).

However, available literature discusses multi-disciplinary research is not sustainability research in terms of three factors, problem focus, collaboration and evolving methodology. Multi-disciplinary research is thematically oriented (Balsiger, 2004), and a range of disciplines investigate a particular given research theme (e.g. unemployment) (Adomssent, Godemann & Michelsen, 2007; Wickson, Carew & Russel, 2006), but it does not necessarily require providing problem solutions (Adomssent *et al.*, 2007; Balsiger, 2004; Wickson *et al.*, 2006). Findings are presented fragmentally to address the topic, and readers have to judge different perspectives to arrive at problem solutions (Adomssent *et al.*, 2007; Wickson *et al.*, 2006). Researchers in multi-disciplinary research work independently (Stokols,

2006), and there is no collaboration between their disciplines (Adomssent, *et al.*, 2007; Balsiger, 2004; Wickson *et al.*, 2006) and their research methodologies. Researchers in multi-disciplinary research employ their own single discipline-based methodology in addressing respective disciplines (Adomssent *et al.*, 2007; Wickson *et al.*, 2006). It further suggests that multi-disciplinary research cannot be considered sustainability research based on the ground that it does not focus on problem solutions as well as does not require collaboration between researchers from multiple disciplines.

To distinguish the other two types of research, trans-disciplinary and inter-disciplinary research from each other, collaboration and participants in the research can be used as distinguishing features. In both inter-disciplinary and trans-disciplinary research, diverse disciplines of theories and methodological approaches are collaborated to focus on problem-solving. If only different disciplines and respective methodological approaches are collaborated, this research is simply an inter-disciplinary research. Trans-disciplinary research goes beyond only integrating different multiple study disciplines and methodological approaches, but also includes real world interaction and collaboration with social sectors such as stakeholders and the broader community and considers their experiences affected by the research, while involvement of societal sectors is not a priority in inter-disciplinary research. Trans-disciplinary research deals with societal issues that can only be solved through the collaboration with different social actors (Adomssent *et al.*, 2007; Wickson *et al.*, 2006).

Among the above four types of collaborative research, trans-disciplinary research has been recognised as sustainability research in the current literature on the assumption that real-world complex societal problems can be solved only through

increased collaboration among social sectors and researchers from diverse academic disciplines, and the needs and interests of social sectors and stakeholders must be taken into account in research for sustainability (Adomssent *et al.*, 2007; Balsiger, 2004; Stokols, 2006; Tappeiner, Tappeiner & Walde, 2007; Wickson *et al.*, 2006).

Limitations and advantages of trans-disciplinary research should also be considered. It produces *systems* knowledge, *target* knowledge and *transformation* knowledge but does not produce universal *scientific* knowledge. *System* knowledge is produced on the ground of empirical and statistical evidence of data (Hadorn, Bradley, Pohl & Rist, 2006). Since it focuses on particular sustainability problems in particular societal context(s) and on collaborating with a particular society community, it lacks external validity (generalisation) and explanatory over basic and applied research and does not produce universal *scientific* knowledge. Its research results can be generalised to other societal contexts only when carefully transferring its results and methods to other settings with careful validation of knowledge in each context. On the other hand, it produces *target* knowledge, which is to explore better sustainable practices among societal stakeholder groups, and *transformation* knowledge, which is to improve and make changes in existing *unsustainable* practices of social actors and institutions (Hadorn *et al.*, 2006).

Although inter-disciplinary or trans-disciplinary research is regarded as sustainability research, other research methods cannot be assumed to be not related to sustainability since the choice of research method depends on the complexity of the research problems. When the problem (such as land degradation, diseases and poverty) is not complex and can be solved within a disciplinary study (e.g. the problem of disease for molecular biology that does not deal with other disciplines such as economic conditions), this calls for a basic research (Balsiger, 2004). When

problems become more complex, that require collaboration between one or more disciplines, it calls for inter-disciplinary or trans-disciplinary research to overcome the limitations of a single disciplinary research (Hadorn *et al.*, 2006).

2.3.4. Community engagement

Triple Helix Model, originally founded by Etzkowitz (2003), suggests that higher education sectors must have a higher degree of collaboration with industry and industrial actors to contribute to regional development and innovative practices. The Triple Helix theory is moved from a static helix model, where the state has ultimate power over other industrial and academic actors and where there is no collaboration among these three actors, and from the laissez-faire helix model, where all the actors are independent and have no collaboration with each other (e.g. academia will focus on only their interested research without the influence of state). See Figure 2. The theory suggests that innovation and regional economy are emerged from increased collaboration and interaction among industrial, governmental and academic sectors (Etzkowitz, 2003).

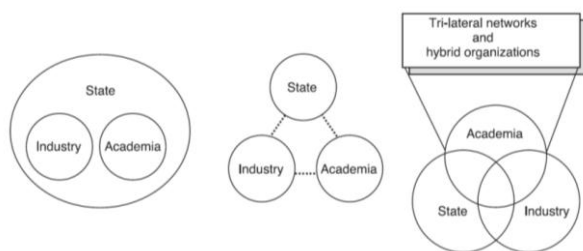


Figure 2: The move from static and laissez-faire to Triple Helix model From
(Source: Etzkowitz, 2003, p. 302)

A new second Triple Helix model, which is called “*university-public-government*” Triple Helix model, was proposed instead of adding a fourth helix to the existing model, “*university-industry-government*” Triple Helix model. Each twin model plays a different role and has different powers in the development of society. The sustainable “*university-public-government*” Triple Helix model ensures that collaboration between academia, the governmental sector and the public is to contribute to sustainable innovative practices and to protect the environment and societal health. Negative social consequences are addressed by a public call on universities to collaborate with the government and industries to research and address these issues and to promote sustainable innovation within the innovative “*university-industry-government*” Triple Helix model. Actors from each twin model have to take roles of, and collaborate with each other in enhancing optimum sustainability problem solutions and sustainability technology development, rather than single individual approach to problem solution (Etzkowitz & Zhou, 2006).

Regional Sustainability Initiatives

The RSI theory holds that there is a role of higher education sectors in contributing to RSIs by jointly participating in the implementation of RSI projects with policy makers, community members, public and other higher educational and research sectors at regional level. The role of higher educational sectors in commitment to RSIs is not merely in a consultancy process or creating dialogue with regional stakeholders in the planning of RSIs, but they also have roles in collaborative involvement in implementing RSI projects with regional actors (such as Ramos, 2009; Mickwitz & Melanen, 2009; Wells, Bristow, Nieuwenhuis & Christensen, 2009; Zilahy & Huisinsh, 2009; Lehmann, Christensen, Thrane & Jørgensen, 2009)

on the assumption that no single actor can implement regional sustainable projects and RSIs alone, given that higher education sectors contribute to theoretical knowledge which the regional partners do not have and raise awareness about sustainability required in implementation of RSIs among the local actors. Regional partners contribute local knowledge to the projects and RSIs which higher education sectors do not have (Mickwitz & Melanen, 2009).

The results of collaborative RSI projects are aimed at influencing regional policy making, raising sustainability awareness among social actors and regional sustainable development (Ramos, 2009; Meickwitz & Melanen, 2009) considering that real-world sustainability problems and their complexity are mainly found at regional levels (Lehmann *et al.*, 2009). It has been argued that while RSIs are mainly centred on regional levels, the results of their initiatives and projects in RSIs are however hard to be integrated into *national* policies, *international* regulations and law. Although collaboration at the regional level can be feasible, it is not certain that broad participants of and collaboration between these actors at *national* and *international* level can be feasible, when the scope and complexity of the problem increases and collaboration is required at *national* and *international* level (Ramos, 2009).

Inter-disciplinary and trans-disciplinary networking

Similar to RSI researchers, inter-disciplinary and trans-disciplinary networking theorists have discussed that there is a role of higher education institutions to collaboratively be involved in the inter-disciplinary and trans-disciplinary network of partners from diverse backgrounds and institutions to contribute to inter-disciplinary and trans-disciplinary research, RSIs and fostering ESD in their regions while

meeting regional needs (Axelsson, Sonesson & Wickenberg, 2008; Bosselmann, 2001; Lukman, Karajnc & Glavi Mader, Zimmermann, Steiner & Risopoulos, 2008; Narodoslowsky, 2005; Stefanovic, 2008; Sanusi & Khelghat-Doost, 2008; Stokols, 2006). Sustainability is a complex issue that deals with multiple disciplines (Bosselmann, 2001; Narodoslowsky, 2005), and in a trans-disciplinary network, higher education is linked with the community, NGOs and a range of regional stakeholders in promoting RSIs, ESD in their regions and solving regional sustainability problems (Sanusi & Khelghat-Doost, 2008). In the inter-disciplinary networking, universities are linked with various stakeholders from different disciplines to conduct inter-disciplinary research (Bosselmann, 2001; Narodoslowsky, 2005; UNCED, 1992).

Regional Centre of Excellence (RCE)

RCE is not a physical centre but an inter-disciplinary and trans-disciplinary network of formal, non-formal and informal educational institutions primarily to promote ESD in regional areas (Mochizuki & Fadeeva, 2008). To promote ESD, not only in formal education but also in non-formal education at a regional level, the RCE network underscores horizontal links which is collaboration between universities, a vertical link which is collaboration between universities and regional secondary and primary schools and collaboration between universities and regional institutions, what the United Nations University calls *knowledge-related institutions*, such as museums, botanical gardens and nature parks and other regional actors, such as local governments, community leaders, media, local businesses and local NGOs (Mochizuki & Fadeeva, 2008). Through inter-disciplinary and trans-disciplinary collaboration of higher education with various actors within the RCE network, their

collaborative projects contribute to fostering ESD (Axelsson *et al.*, 2008; Mochizuki & Fedeeva, 2008), producing new pedagogical methods and materials for both formal and non-formal institutions (Filho & Schwarz, 2008), contributing to RSI (Axelsson *et al.*, 2008; Sanusi & Khelghat-Doost, 2008) and promoting public policy by linking inter-disciplinary research with the development of public policy (Stefanovic, 2008).

2.3.5. Campus sustainability

Another role of universities in relation to promoting sustainability is promoting campus sustainability. Universities consume a large amount of resources and purchase a huge amount of products and services, and sustainability should be an integral part of institutional operations, purchasing functions and investments of universities (Čiegis & Gineitienė, 2006). As consumers of several large amounts of products, their market and buying power should be used to enhance sustainability and should be part of a chain of sustainable behaviour (Zimmermann, 2005).

Another role of university in promoting sustainability is to practise institutional sustainability practices to play a role model for the society. Universities influence behaviours of society, and should function as a role model for society, and practise institutional greening day-to-day practices (Jucker, 2003). A university is a microcosm of the large community and the way it operates its activities should demonstrate ways to achieve sustainable living and to reinforce desired behaviours in the whole community. By engaging in day-to-day institutional sustainable practices, students are engaged in understanding the university metabolism, sustainable living and environmental footprint of activities (Cortese, 1999). Areas of campus environmental activities include energy-efficient activities, activities relating

to the reduction of greenhouse gases, reducing water usage, composting waste, solving transportation issues of students, hazardous waste management, non-hazardous waste management, green buildings and organic dining services (Valazquez *et al.*, 2005).

2.4. Sustainability models in higher education

This section discusses four sustainability models proposed by different authors. Different authors propose frameworks, models and systems in promoting sustainability at universities. The following model, presented in Figure 3 proposed, by Cortese (1999; 2001) integrates sustainability into four main activities in universities: education, research, university community and operations and external community collaboration. These four activities should not be recognised as separate activities as students can learn from everything and everyone around them and with whom they interact (Cortese, 1999; 2001).

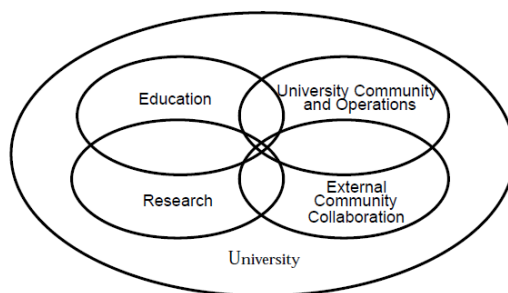


Figure 3: Integration of sustainability into universities main activities (Source: Cortese, 1999; 2001)

The sustainable university classification model, presented in Figure 4, classifies four levels of commitment of universities to sustainability. At the lowest level (i.e. level 1), universities commit only to operational level campus sustainability such as the

use of materials and energy, re-using and recycling materials. At level 2, a university integrates sustainability not only into campus sustainability (i.e. level 1) but also its two main activities, research and education. At level 3, its engagement involves university management, involving activities such as formulating or reformulating policies to meet challenges of sustainable development. At this level, involvement of outside stakeholders, the community and NGOs must be taken into account. At the highest level of university commitment to sustainability, level 4, an adapted or rewritten strong mission statement can be formulated to provide mental support to the whole university community and to outsiders. Generally, the model discusses not only integration of sustainability into university education, research and outreach (i.e. level 2 and 3), but also commitment of top management (i.e. level 3) and all faculty members to sustainability (i.e. level 4) (van Weenen, 2000).

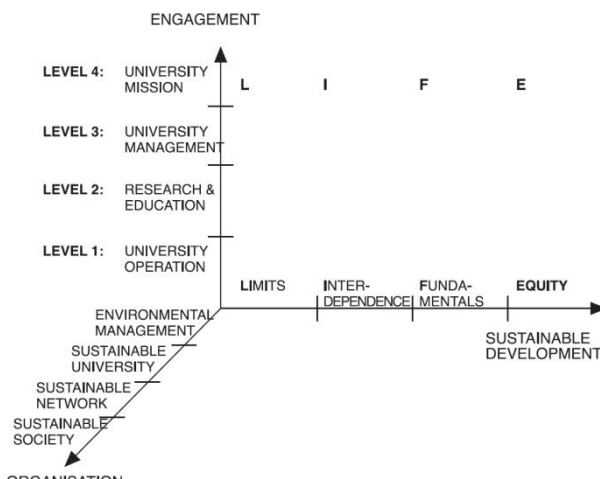


Figure 4: The sustainable university classification model (Source: van Weenen, 2000)

The third model, presented in Figure 5, proposed by Valazquez, Munguia, Platt & Taddei (2005) is a step-by-step four phase approach, based on Deming's PDCA (Plan-Do-Check-Act) cycle. The model starts with developing a vision and a mission

statement incorporating sustainability, and seeks to integrate into other activities such as education, research, outreach and campus sustainability. The main feature of this model from the above two models is based on Plan-Do-Check-Act cycle (i.e. Plan (Planning), Do (Implementation), Check (Evaluation of implemented activities) and Act (Corrective Action based on evaluation) and emphasises continuous improvement (Valazquez *et al.*, 2005).

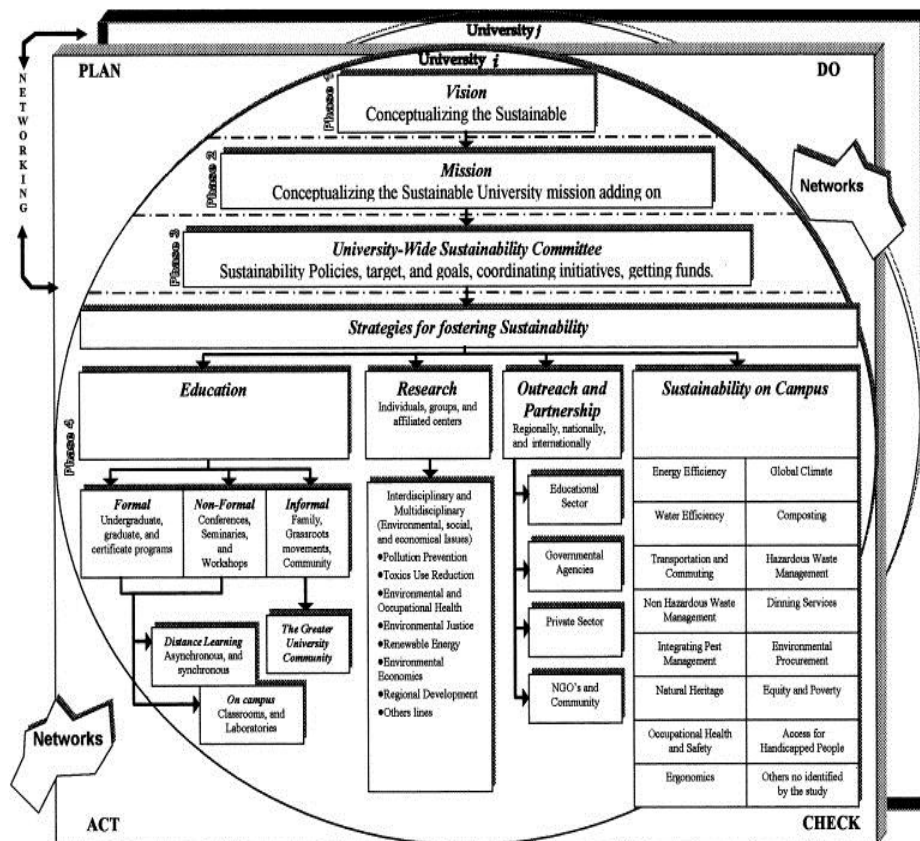


Figure 5: Sustainable university model (Source: Valazquez *et al.*, 2005)

Similar to the above model (Valazquez *et al.*, 2005), a four step process approach of a sustainable university, presented in Figure 6, has been proposed by researchers (Lukman & Galvič, 2007). The differences between these models are that each phase of their proposed process model is based on each step of Plan-Do-Check-Act cycle.

In the first phase, the model seeks to develop a vision and mission statement and the second phase emphasises integrating sustainability into education (formal, non-formal and informal education), inter-disciplinary research and day-to-day campus operation. Implemented activities at the second phase are evaluated in the third phase and the fourth phase takes corrective action based on its evaluation in the third phase (Lukman & Galvič, 2007).



Figure 6: A process approach for a sustainable university (Source: Lukman & Galvič, 2007)

To sum up at this point, three major issues have arisen from the above four reviewed models for sustainability in higher education. First, all models agreed that *four* activities of universities, *education, research, community outreach/education* and *campus sustainability operations*, should all be integrated for sustainability (Cortese, 1999; 2000; van Weenen , 2000; Lukman & Galvič, 2007; Valazquez *et al.*, 2005) and cannot be recognised as separate activities (Cortese, 1999; 2000). Among all these above four main university activities, commitment to only campus sustainability is the *lowest* level of university commitment to sustainability.

Second, fostering sustainability in universities requires incorporation of sustainability into their campus sustainability policies, strategies and mission statements (Valazquez *et al.*, 2005). Especially, levels 3 and 4 of the model of van

Weenen (2000) discusses a wide range of staff involvement, top management (i.e. level 3) and all faculty members to sustainability (i.e. level 4) (van Weenen, 2000).

Third, two models proposed by Lukman and Galvič, (2007) and Valazquez *et al.* (2005) discuss continuous improvement requiring *continuously* evaluating implemented activities and updating existing plans and solving existing problems.

2.5. Pre-PRME declarations on sustainability in higher education

The study has examined eighteen declarations developed prior to PRME and nine declarations developed after supporting PRME. Table 6 presents eighteen declarations on sustainability in higher education, developed prior to PRME. In the table, *specific* declarations refer to the declarations that emphasise mainly integration of sustainability into education, research and community engagement activities, and *general* declarations refer to declarations that discuss not only the importance of sustainability in educational sectors but also broad sustainability issues such as poverty.

Year	Name of Principles of declarations and charters	Specific or General ¹
1972	Stockholm Declaration on the Human Environment	General
1977	Tbilisi Declaration	Specific
1990	Talloires Declaration	Specific
1991	Halifax Declaration	Specific
1992	Agenda 21	General
1993	Swansea Declaration	Specific

1993	Kyoto Declaration on Sustainable Development	Specific
1994	CRE Copernicus Charter	Specific
1997	Thessaloniki Declaration	General
2000	Earth Charter	General
2001	Joint Declaration on Higher Education and the General Agreement on Trade in Services	General
2001	Lüneburg Declaration	General
2002	Cape Town Declaration on Research for Sustainable Development	General
2002	Johannesburg Declaration	General
2002	Ubuntu Declaration	Specific
2004	Declaration of Barcelona	Specific
2005	Graz Declaration	Specific
2006	Declaration on the Responsibility of Higher Education for a Democratic Culture: Citizenship, Human Rights and Sustainability	Specific

Table 6: Declarations on sustainability in higher education developed prior to PRME

This section mainly discusses how the declarations developed prior to PRME respond to three issues raised by the above four reviewed sustainability models in higher education, which are (1) integration of sustainability into all activities of universities, education, research, outreach activities and campus sustainability, (2) integration of sustainability into policies and the broad participation of all staff in the implementation of all activities of universities and (3) continuous improvement. Descriptions of these declarations are discussed in Appendix 1. See Appendix 1.

In Table 6, the study has identified ten specific declarations on sustainability in higher education, developed prior to PRME. All these ten *specific* reviewed declarations, except three declarations (which are two declarations - Ubuntu Declaration and Declaration of Barcelona, which do not emphasise integration of sustainability campus operational sustainability and one declaration, the Declaration on the Responsibility of Higher Education for a Democratic Culture – Citizenship, Human Rights and Sustainability, which does not emphasise research and campus sustainability activities) developed prior to PRME discuss incorporation of sustainability into all activities of their signatories, education, research, community engagement activities and campus sustainability. For instance, although the Stockholm Declaration on the Human Environment, adopted at Stockholm, Sweden, from 5 to 16 June, 1972 (UNESCO, 1972), which is a general declaration, mainly discusses only integration into informal education, the Tbilisi Declaration, adopted in Tbilisi, Georgia (USSR) between 14 and 26, October, 1977 (UNESCO & UNEP, 1977), starts discussing the incorporation of sustainability into all activities of institutions, education, research, community engagement and campus sustainability. The Talloires Declaration, the first inter-university declaration, signed by university administrators in Talloires, France, October, 1990, started integrating environmental aspects into four activities of universities such as education, research, outreach education and the campus operation of universities (ULSF, 1990).

Secondly, in relation to the incorporation of sustainability into strategic plans, mission statements and the broad participation of faculty members, five specific declarations on sustainability in higher education (which are Swansea Declaration; Kyoto Declaration on Sustainable Development; CRE Copernicus Charter; Declaration of Barcelona and Halifax Declaration) discuss incorporation of

sustainability into strategic policies and mission statements. For instance, the Halifax Declaration recommends its signatories “develop a strategic plan within the university” and “prepare a mission statement which articulates a commitment to the environment and general environmental principles” (AUCC, Dalhousie University, IAU & UNU, 1991b). However, it is not clear whether incorporation of sustainability into mission statements may still have barriers to broad participation of faculty members due to the academic freedom of faculty members.

Two declarations mainly emphasise broad participation of faculty members in the implementation of their declarations. For instance, the Declaration of Barcelona discusses that “[changes]...need to be supported by an institutional commitment and all decision makers, in the form of a redefinition of institutions’ and universities’ missions (EESD, 2004). The Graz Declaration discusses that “top down reforms are not sufficient to reach the ambitious goals set for 2010. The main challenge is now to ensure that the reforms are fully integrated into core institutional functions and development processes” (UNESCO, Karl Franzens University Graz, TUG, Copernicus-Campus and Oikos, 2005).

The majority of the declarations do not emphasise *continuous improvement*. However, although one declaration, the Talloires Declaration itself, does not emphasise the gradual and continuous commitment of universities to sustainability, the ULSF, which served as the secretariat of the Talloires declaration, it later encourages its signatories to evaluate their current implementation of activities to measure their progresses and improvements of their implementation of activities (cited in Shrilberg & Tallent, 2003).

To sum up at this point, although the declarations developed prior to PRME emphasise incorporation of sustainability into all or the majority of activities of higher education, they little discuss broad participation of faculty members in implementation of these declarations and continuous improvement of implemented activities.

2.6. Progresses of Pre-PRME declarations

Extensive research has been done on the impacts of the Talloires Declaration which shows that its impacts on the signatories are low (Bekessy *et al.*, 2007; Walton, 2000; Walton, Albaster & Jones, 2000). Signatories and staff within signatories were not aware of implementation of the declaration. Failure of the declaration also depends on lack of close scrutiny of its secretariat and monitoring system (i.e. reporting). Table 7 summarises research on impacts of the Talloires Declaration.

The research of Wright (2002) on eighteen signatories of the Halifax Declaration shows that the majority of the signatories did not implement the declaration. There were also a lack of knowledge about the declaration and implementation among signatory institutions. All institutions did not also implement all activities outlined in the declaration. The main finding from her research was that institutions that developed their institutional specific sustainability policies but did not sign any declarations, committed to a high level of sustainability initiatives.

Researchers	Sample size	Methods	Key findings
Walton, 2000; Walton, Alabaster & Jones, 2000	21 signatories of Talloires declarations from Africa, Asia, Europ, Latin America,	Structured surveys and face-to-face interviews	Talloires Declaration is not a critical incentive to implementation. Staff were not aware that their

	Oceania and the US		institutions have signed the declaration. Theoretically, the secretariat of the declaration need to support its signatories, practically it did not happen. Failure of the declaration depends on lack of monitoring systems such as reporting
Shriberg & Tallent, 2003	59 US signatory colleges and universities of Talloires Declarations	four and 913 surveys sent to senior administrators and environmental department; email and telephone follow-ups	Signing the declaration does not lead to a strong organisational change. Majority of staff of signatories were still not aware that their institutions have signed the declaration. Some still committed to anti-environmental projects.
Bekessy <i>et al.</i> , 2007	A case study of RMIT University that have signed Talloires Declaration in 1995 and the Global Compact in 2001	Analysis of historical records RMIT sustainability initiatives, followed by 15 semi-structured interviews with RMIT principals and main stakeholders	The declaration was not implemented, and objectives were not incorporated into university strategic plan of RMIT

Table 7: Impacts of Tallories Declaration

Although the most fundamental assumptions of these previous voluntary principles of declarations and charters are that signatory institutions of these declarations will voluntarily and continuously set challenging goals and targets on their own, there is little or no evidence that this will occur (Brophy, Netherwood & Starkey, 1995). Research has clearly shown that signing the principles of declarations and charters

does not lead to implementation (Bekessy, Burgman, Wright, Filho & Smith, 2003; Bekessy *et al.*, 2007; Clugston & Calder, 1999; Clarke & Kouri, 2009; Grindsted, 2011a; Walton, 2000; Walton, Albaster & Jones, 2000; Wright, 2002; Wright, 2003).

One of the main reasons that these previous declarations have low implementation and success is because of *immediate* rewards (Bekessy *et al.*, 2007), positive publicity purposes and the increased reputation of their signatories (Bekessy *et al.*, 2007; Clarke & Kouri, 2009) rather than a true commitment to sustainability (Wright, 2003). Institutions that signed but did not implement these declarations can be accused of green-washing their institutions (Wright, 2003). It is perhaps due to the fact that institutions are *immediately* rewarded and recognised that they commit to sustainability *once* they signed the declaration or before they actually put principles of declarations into practice (Bekessy *et al.*, 2007). Maintaining strong images and the reputation of their institutions, as well as increased recognition due to signing these declarations, are some of the main motivators in adhering to these principles of declaration (Shriberg & Tallent, 2003).

Secondly, researchers of the previous declarations argues that success of implementation towards sustainability largely depends on the applicability, appropriateness and relevancy of the content of principles of declarations to the internal strengths of signatories as well as to cultural environment and contexts of signatories (Shriberg & Tallent, 2003; Wright, 2002; 2003; Walton *et al.*, 2000). Declarations, intended to be applicable to various organisations, are quite broad covering all major issues of sustainability in higher education (Shriberg & Tallent, 2003) and are hard to implement at an individual level (Brophy & Starkey, 1996). It is frequently the case that to effectively implement these principles, they need to fit with the operational contexts of signatories (Woodward, cited in Thomas, 2004).

Signatories that were more successful in implementation of these principles of declarations were those that integrated the declarations into their own institutional sustainability policies specific to their institutional contexts rather than using them as a sole sustainability policy (Wright, 2002; 2003).

Thirdly, even if signatory institutions of these previous declarations and principles implemented sustainability activities in their institutions, it is still hard to measure the impacts of relevant declarations due to the fact that it still blurs between impacts of declarations and existing institutional specific initiatives or plans (Walton, 2000; Wright, 2003). Some activities may be as a result of initiatives that were started before signing the declarations (Walton, 2000) as well as based on the various interests of individuals within signatories (Wright, 2003).

Fourthly, institutional commitment and accountability to sustainability is more important in achieving sustainability than signing principles of declarations alone (Wright, 2002). For example, the case has been shown that signatories that developed their institutional specific sustainability policies but did not sign any declarations also committed to a high level of sustainability initiatives (Wright, 2000).

Fifthly, success of commitment to these previous principles of declarations and charters largely depends on strong leadership supported by senior level leadership of signatories such as the vice chancellors, presidents or rectors of relevant signatory institutions. Even if a champion or an individual to oversee sustainability initiatives is assigned, he/she needs to have full support from the university presidents and persons with significant power and an influential and senior level position within the institutions to overcome institutional obstacles as well as to effectively implement

the declarations (Bekessy *et al.*, 2007). It has been the case that signatories of these previous declarations that assign individuals to administer overall implementation, but who were fully supported by the university presidents, were the most successful in implementation of the declarations (Wright, 2002; 2003). Table 8 summarises the other internal obstacles to implementation of sustainability in higher education or principles of declarations.

Internal barriers	Researchers
Lack of knowledge about principles of declarations as well as awareness of implementation of these principles among institutions as well as their principals	Walton, 2000; Walton <i>et al.</i> , 2000; Wright 2002; 2003
Lack of top management support and low level involvement of top management in implementation of principles of declarations	Walton, 2000; Walton <i>et al.</i> , 2000; Wright, 2002; 2003
Lack of sufficient time to implement principles of declarations	Shriberg & Tallent, 2003; Wright, 2002; 2003
Financial and budget constraints to implement principles of declarations	Shriberg & Tallent, 2003; Wright, 2002; 2003
Low level involvement of staff and students	Walton, 2000; Walton <i>et al.</i> , 2000; Wright, 2002; 2003;
Importance of other activities over activities highlighted in principles of declarations	Shriberg & Tallent, 2003; Zilahy & Huisingh, 2009
Bureaucratic organisational culture and long hierarchical structures of institutions	Walton <i>et al.</i> , 2000; Shriberg & Tallent, 2003
No implementation when key enthusiastic leader left the university	Wright, 2003

Table 8: Internal obstacles to implementation of sustainability in higher education and principles of declarations

Sixthly, critics of these previous principles of declarations (Bekessy *et al.*, 2007; Walton, 2000; Walton *et al.*, 2000; Wright, 2003) argue that failure of most principles of declarations and charters are as a result of the lack of a monitoring system and close scrutiny of the secretariats of principles of declarations. The

available literature discusses reporting as a main monitoring system to expose the scrutiny of the secretariats of principles of declarations, international and public arena (Brophy *et al.*, 1995; Brophy, 1996; Walton, 2000; Walton *et al.*, 2000). It increases accountabilities of signatories to principles outlined in declarations (Bekessy *et al.*, 2007) and prevents the use of principles of declarations for public relations purposes (Brophy, 1996). Even if the close scrutiny of the secretariats of declarations is available, it is still questionable whether only a small number of staff of the secretariats of declarations can efficiently and effectively scrutinise and support its large number of signatories (Blowfield & Murray, 2011).

Despite a low level of implementation of and criticisms of these principles, two main positive impacts of these voluntary principles of declarations are widely cited in the available literature, that principles have typically identified roles and responsibilities of universities (Clugston & Calder, 1999; Grindsted, 2011a; Wright, 2002) and help in the formulation of national level legislation on responsibilities of higher education in relation to sustainability (Grindsted, 2011a). Incorporation of sustainability into academic and research activities, for example, became roles and responsibilities of higher educational sectors after increased recognition paid by these declarations (Grindsted, 2011a). They communicate to other higher education sectors that have not committed to sustainability to get on board (Bekessy, Samson & Clarkson, 2007; Wright, 2002). Furthermore, they help in the formulation of national level legislations in relation to responsibilities of higher education in the UK, US, Germany and other countries (Grindsted, 2011a). For example, in Sweden in 1992, the government introduced into its Act on Higher Education, integration of sustainability into education and research activities of higher education (Axelsson, Sonesson & Wickenberg, 2008). The other advantages, such as increased

competition towards sustainability of higher education among higher educational sectors due to these declarations (Grindsted, 2011a) have been emphasised, but emphasis is placed by little or no empirical research in the available literature.

2.7. United Nations Global Compact

Before discussing PRME, it is essential to review the Global Compact which inspires PRME. The UN Global Compact, established on 26 July, 2000, is a set of ten sustainability principles (UN Global Compact Office, 2011). The first six principles emphasise social dimensions of sustainability in areas of human rights and labour rights, while its Principles 7, 8 and 9 emphasise environmental dimension of sustainability. However, its last principle, highlighting that business should work against all kind of corruption, has been criticised that it has been paid less importance in some cultures since it is culturally acceptable in some countries (Blowfield & Murray, 2011). At the start of 2012, 8000 organisations had registered their support of the UNGC including over 5,300 business organisations in 130 nations (UN Global Compact Office, 2011).

The Global Compact has two main objectives. They are to align these ten principles with activities of businesses worldwide, especially in developing nations with weak regulatory capacity (Blowfield & Murray, 2011), and to support goals of the United Nations and the Millennium Development Goals (UN Global Compact Office, 2011a), which are eight goals agreed by all UN member nations to reach them by 2015, ranging from reducing excessive poverty to stopping the spread of AIDS/HIV and providing universal basic education to every citizen (United Nations, 2011).

Moreover, the UN Global Compact is a *global* initiative, addressing global governance problems created by the *global economy*. It has been perceived that globalisation of problems (e.g. poverty) cannot be solved by national governments, and requires the involvement of multiple actors (businesses, civil societies and governments). Although its principles are at a *global* level, it creates a local network to link its *global* initiatives with *local* needs of businesses and implementation at *regional* and *national* levels by creating local network meetings to disseminate best practices and partnership projects with civil societies and businesses (Rasche, 2009a).

Mandatory reporting was set up as a monitoring mechanism. Signatories are required to commit to the principles and to report on their progress annually and on their implementation of the principles to all stakeholders. Failure of signatories to commit to the principles and to report on their progress has resulted in listing them as “non-communicating” status and in being expelled, if they do not submit their reports on progress in a further year (UN Global Compact Office, 2011). From late 2005, complaint mechanisms were set up to remove signatories from the signatory status and prohibit signatories from using its logo that violated the principles and did not respond to the complaints. However, critics question how small numbers of staff at the Global Compact office effectively evaluate large numbers of signatories (cited in Blowfield & Murray, 2011).

2.8. Principles for Responsible Management Education (PRME)

This section discusses the Principles for Responsible Management Education, and how it responds to key issues raised by other models, discussed earlier.

As discussed in Chapter 1, the PRME principles encompass the three main areas of activities of higher education: education (Principles 2 and 3), research (Principle 4) and community engagement (Principles 5 and 6). However, campus sustainability is not obviously emphasised in its principles. Nevertheless, the model of van Weenen (2000) discusses that commitment to campus sustainability is the lowest level of commitment of higher education to sustainability.

Secondly, unlike the reviewed declarations developed prior to PRME, PRME has also responded to *academic freedom* and a broad participation of faculty members that PRME encourages its faculty members to *gradually* adapt their curricular, research and other institutional strategies (UNPRME, 2012; Escudero, 2009). Moreover, PRME sees that for implementation of PRME to be effective both *bottom-up* and *top-down* change must go together simultaneously (Alcaraz & Thiruvattal, 2010). At the level of commitment of top management, its signatories are encouraged that “the commitment of top administrators to the implementation of PRME is a first, crucial aspect for progress” (UNPRME, 2012). Top-down moves led by the dean are important, when faculty members are reluctant to accept curricular changes. However, bottom-up moves to curricular adaption will not work when there is no leader keen to change (Alcaraz & Thiruvattal, 2010).

Unlike the previous reviewed declarations, PRME see *continuous improvement* and long-term engagement to its principles and sustainability as one of the three *distinctive* characteristics in commitment to PRME as portrayed in its engagement model. See Table 9.

<p>1. <u>“Continuous Improvement</u></p> <p>Implementation of the PRME should be aimed at a long-term continuous improvement. Faculty and staff can be engaged in the PRME framework, which can build institutional support.</p> <p>2. <u>A Learning Network</u></p> <p>By collecting and channelling good practices, exchanging existing and up-to-date experiences within the PRME learning network (functioning the PRME as a learning network) can be facilitated.</p> <p>3. <u>Report to Stakeholders</u></p> <p>Practising the PRME indicates that signatories are enthusiastic to report regularly (annually) on their progress towards implementing their PRME initiatives to all their stakeholders” (UNPRME, 2012).</p>
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Table 9: Engagement model of PRME

In the second and third characteristics of its engagement model, the Sharing Information on Progress (SIP) reporting plays a major role. For instance, in the PRME learning network, while PRME has working groups undertaking PRME principles-related projects of which results and best practices related to implementation of PRME are shared with its signatories, its signatories are encouraged to submit SIP reports within its learning network to share their best practices with other participants and with other stakeholders (UNPRME, 2012).

Although its SIP reporting system of PRME may satisfy critics of the previous declarations which criticise that lack of monitoring system is one of major reasons in failure of implementation of these declarations (Bekessy *et al.*, 2007; Walton, 2000; Walton *et al.*, 2000; Wright, 2003), PRME does not specify content of SIP reports, what is to be reported or provide reporting guidelines. For example, signatories are required to include only four elements in their reports: (1) recommitment letter from the highest executive of the institution; (2) implementation of PRME in the past 24 months; (3) future plans for the next 24 month and finally (4) desired support from

the PRME community (UNPRME, 2012). Voluntary reporting without strict guidelines has been criticised and “the question of *what is being reported* is a more difficult issue to address. Individual organi[s]ations are obviously tailing their [...] reports to meet their own specific requirements, and thus the content of reports may differ radically” (Brophy & Starkey, 1996, p. 189). Voluntary reporting tends to result in organisations releasing information *selectively* to emphasise the issues that set them in a good light (Brophy, 1997). Lastly, the last element of PRME reporting (i.e. desired support from the PRME community) should be questioned whether small numbers of staff at PRME effectively support its large numbers of signatories and evaluate performance of its signatories through their SIP reports.

Moreover, unlike the Global Compact, policies to penalise signatories that do not commit to the principles have not been set up. For example, although signatories that do not report every 24 months lose their *communicating signatory status* (UNPRME, 2012), unlike the UN Global Compact, it does not have systems to remove signatories from the PRME signatory status who failed to commit to PRME.

2.9. Post-PRME declarations on sustainability in higher education

Table 10 presents nine declarations on sustainability in higher education developed after PRME. Descriptions of each of these declarations are provided in Appendix 1.

2007	Lucerne Declaration on Geographical Education for Sustainable Development	Specific
2007	American College & University Presidents' Climate Commitment	Specific

2008	Sapporo Sustainability Declaration	Specific
2009	Bonn Declaration	Specific
2009	AAU Resolution on Green Energy Research and Training	Specific
2009	Turin Declaration	Specific
2009	Tokyo Declaration of HOPE	Specific
2009	Universities for Sustainable Development	Specific
2010	ISCN/GULF Sustainable Campus Charter	Specific

Table 10: Declarations on sustainability in higher education developed after

PRME

All nine specific declarations discuss incorporation of sustainability into three main activities of higher education, education, research and community engagement, but four declarations (i.e. Lucerne Declaration on Geographical Education for Sustainable Development, Turin Declaration, Bonn Declaration, Tokyo Declaration of HOPE) do not emphasise incorporation of sustainability into campus operational activities.

Among these nine specific declarations, only one declaration, the Tokyo Declaration of HOPE, emphasises *continuous improvement* of implemented activities by developing evaluation tools. For instance, the Tokyo Declaration of HOPE highlights that “there is a great need to develop more effective evaluation tools for measuring the impact of ESD. Quantitative and qualitative approaches can be used in complementary ways. There is a particular need to develop new and innovative

qualitative methodologies, especially for the assessment of intangible outcomes of ESD” (Asia-Pacific Forum for ESD Educators and Facilitators, 2009).

Although integration of sustainability into campus policies and mission statements is discussed in two declarations, which are American College & University Presidents’ Climate Commitment and ISCN/GULF Sustainable Campus Charter, a broad participation of faculty members in implementation of activities is not discussed. For instance, American College & University Presidents’ Climate Commitment emphasises incorporation of climate neutrality into plans of its signatory institutions, and ISCN/GULF Sustainable Campus Charter emphasises alignment of the organisation’s core mission and activities of institutions.

Little or no research has been done examining the progress of these late declarations on sustainability in higher education developed after PRME. In contrast to PRME, the late declarations do not emphasise a broad participation of faculty members in implementation of activities, whereas PRME has responded to the concept, academic freedom, by *gradually* adapting activities of its signatories (UNPRME, 2010). Moreover, little emphasis is given to *continuous improvement* in the reviewed post-PRME declarations, PRME has emphasised *continuous improvement* as one of the three characteristics of engagement to PRME, as portrayed in its engagement model.

2.10. Summary

The chapter has discussed the concepts of principles and differentiate good from bad principles. Incorporating sustainability into four main areas of universities, education, research and outreach education are discussed. The study has identified three issues raised by the reviewed sustainability models in higher education, integrating

sustainability into all four areas of higher education, development of sustainable policies and campus sustainability and continuous improvement. These issues are not mainly addressed by pre-PRME declarations and post-PRME declarations while these issues have been mainly addressed by PRME.

3. Chapter 3: Descriptions of PRME

The chapter presents conceptualisation of the main concepts included in each of the PRME principles and/or interpretation of each of the PRME principles, and has two main purposes. First, the chapter intends to assist the first part of the content analysis of the SIP reports, presented in Chapter 7, examining interpretation of the signatories towards each principle of PRME, which is conducted in response to answering the second research question of the thesis. The second purpose of the chapter is to assist the comparative assessment of PRME and its pre- and post- sustainability declarations in higher education, presented in Chapter 5, which is conducted in response to answering the fifth research question of the thesis. The chapter interprets each of the PRME principles and/or reviews their main concepts, through the review of the academic literature and information from other reliable sources, such as the United Nations, UNESCO and PRME websites, which provide conceptualisation of these concepts. The chapter is comprised of five sections. The first four sections, from Section 3.1 to Section 3.4, present conceptualisation of, and interpretation of the first four principles of PRME, from Principle 1 to Principle 4 respectively, and the last section, Section 3.5, presents interpretation of, and conceptualisation of the last two principles of PRME, Principles 5 and 6.

3.1. Principle 1: Purpose

“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.”

The purpose of PRME is to fulfil two functions. First, education of PRME signatories is to develop capabilities of students in the creation of sustainable values for their businesses and society. Second, these capabilities of students educated and promoted by PRME signatories in creation of sustainable values at business and societal levels are in turn intended to influence and shape the global economic system as a whole (UNPRME, 2010). Basically, it can be seen that the main purpose of PRME is centred on education of business schools in educating students in developing their sustainable capabilities.

It has been suggested that responsible management capabilities among students can be developed through both curricular and extra-curricular activities. Although the scope of Principle 1 is mainly intended at promoting responsible management capabilities of students during their time as active students, promoting these capabilities among alumni is also recommended by PRME. Moreover, the PRME report sees integration of sustainability into organisational policies such as mission statements as alignment of organisational missions and the purpose of PRME (UNPRME, 2010).

3.2. Principle 2: Values

“Principle 2 – Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.”

To understand the principle, it is important to review two main concepts, curricula and academic activities. The concept, curricula, is first reviewed. Although there are different types of curriculum, such as official curriculum (formal curriculum) and

unofficial curriculum (e.g. hidden curriculum, which refers to all incidental non-academic lessons, which are not officially recognised (Chikumbu & Makamure, 2000)), this research primarily focuses on conceptualisation of the concept, official curriculum, due to the fact that the main aim of PRME is to integrate responsible management values into all business study disciplines (Alcaraz & Thiruvattal, 2010). It is important to highlight that only formal education fits into the concept of official curriculum (Dib, 1998).

Although there is no specific definition of the concept, curriculum provides guidelines that detail what students must learn (UNESCO-IBE, 2012), rather than what students want to learn. Moreover, it expects presence of students in the classroom (UNESCO-IBE, 2012), in other words, it expects interaction between students as well as between students and their teachers (Chikumbu & Makamure, 2000). For the purpose of this research, curriculum, generally refers to the planned learning programmes provided by the educational institutions, including elements such as:

- Purpose (i.e. objectives (UNESCO, 2010) and goals of the programme (Chikumbu & Makamure, 2000));
- Content (Chikumbu & Makamure, 2000; UNESCO, 2010) (i.e. subjects to be studied at the school (Chikumbu & Makamure, 2000));
- Methods (Chikumbu & Makamure, 2010; UNESCO, 2010) that facilitate learning experiences (Chikumbu & Makamure, 2000);
- Evaluation (i.e. evaluating and selecting purpose of curriculum, content and methods and making changes based on evaluation); and

- Assessment (UNESCO, 2010) that provides students with learning experiences (Chikumbu & Makamure, 2000; UNESCO, 2010) in an educational institution.

Principle 2 emphasises integration of *global* social responsibility values, especially the UN Global Compact values, into curriculum (i.e. formal education). PRME perceives that “responsibility should be taken from a holistic and global, not purely regional or national perspective” (UNPRME, 2010, p. 30). As discussed in Chapter 2, the principles of the UN Global Compact align business activities (i.e. economic sustainability) with other dimensions of sustainability, such as ethical responsibility (i.e. Principle 10: anti-corruption), environmental sustainability (i.e. Principles 7, 8 and 9) and social sustainability (i.e. Principles 1, 2, 3, 4, 5 and 6). The principle thus underpins, although it does not explicitly mention, ESD which particularly focuses on sustainability in business sectors as ESD focuses on all three dimensions of sustainability, environment, social sustainability and economy.

Moreover, Principle 2 can be roughly interpreted that the values of Global Compact and social sustainability should be integrated into existing curricula and courses but it does not solely mean creation of standalone sustainability courses or programmes. It has been suggested by PRME that a core standalone business ethics course is not sufficient in producing future responsible leaders, and sustainability and responsible management issues need to be integrated into all the disciplines, accounting, finance and Information Technology (Alcaraz & Thiruvattal, 2010). There is also a view that ESD can be integrated into all disciplines (UNESCO, 2007), and should be integrated into existing courses rather than being the basis for new courses and programmes (Lukman & Galvič, 2007).

In addition to the concept curriculum, the principle also includes the concept, *academic activities*. Academic activities, conceptualised by PRME, refers to “all kinds of academic activities, curricular as well as extra-curricular” and “not only to activities involving students, but also any activity of the academic institution” (UNPRME, 2010, p. 30). This suggests that Principle 2 is not limited to integration of sustainability values and the Global Compact values into only curricula (i.e. formal education), but also into all types of educational activities such as informal education and non-formal education. Current literature also supports that ESD can be integrated into not only formal education but also into all academic activities such as non-formal education as well as informal education (Čiegis & Gineitienė, 2006; UNESCO, 2007). Moreover, it has been suggested by PRME that academic activities also refer to all kind of curricular and extra-curricular activities (UNPRME, 2010), the study considers other activities from other principles, such as research activities (i.e. Principle 4) and collaborative and dialogue activities (i.e. Principles 5 and 6) related to Principle 2.

3.3. Principle 3: Methods

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

This section will particularly discuss the concept of four key terms included in the principle, which are *educational framework*, *materials*, *processes* and *environments*. An *educational framework* refers to “a business school’s learning goals and how these are translated into learning outcomes, methods and assessment” (Godemann,

Herzig, Moon & Powell, p. 18) and includes entry policies, assessment systems (Godemann *et al.*, 2011) and course evaluation systems. The available literature sources do not discuss this concept in depth.

Educational material is simply defined as material such as textbooks, online learning resources and course notes used in the processes of teaching and learning¹.

It is important to note that *educational process* has been conceptualised in different ways by the researchers. For example, in some assessments, activities that are not part of educational activities such as the school's administrative procedures (for example, enrolment procedures) led by non-academic staff, are considered part of this concept (Ruan, 2005). In the research of Oscar (2007), *educational process* is at macro or national level, and includes financial and political resources that provide different levels of social groups, and little emphasis is placed on micro (institutional) level teaching and learning processes. This suggests that this concept is not generally an agreed concept, and can be interpreted in different ways depending on research requirements of researchers.

However, for the purpose of this research, the concept of an *educational process* must have at least two primary elements, *teaching process* generated by teachers, and students' *learning processes*, that leads to the achievement of educational objectives (Glick, 1968). In other words, teacher teaching processes must enable effective student learning processes. For the purpose of this research, activities such as faculty awareness programmes that are not part of *teaching* and *learning* processes, but at least support these two processes, are categorised into supporting

¹ A proper definition of the concept, *educational material*, is not available in the academic literature sources.

activities rather than primary activities which are limited to activities included in the teaching and learning processes.

Educational environment is an environment that produces student behaviour (Genn, 2001); “in which learning is taking place” (Hutchinson, 2003, p. 810); which is formed by interaction between curriculum design (i.e. course objectives, teaching methods and assessments etc.) and activities of individual teachers (i.e. their teaching styles, interests, techniques and role modelling etc.) (Hutchinson, 2003). The most important point to be noted is that the concept of educational environment needs to have a proven connection with curriculum (Bassaw, Roff, McAleer, Roopnarinesingh, de Lisle, Teelucksingh & Gopaul, 2003; Genn, 2001).

Four different levels of educational environment have been provided by PRME (UNPRME, 2010). See Figure 7. The first level of educational environment is at classroom implementation level, and has two functions - the use of techniques and teaching methods (e.g. service learning or project-based learning) and class impact management (i.e. management of classroom activities (e.g. less use of paper) to have positive impacts on the environment). The second level of educational environment is integration of responsible management into study courses of programmes through two methods which are creation of standalone responsible management courses and integration of responsibility issues into existing courses. The third level of educational environment is integration of responsible management issues into study programmes through two methods - development of standalone study degree programmes and integration of responsible management courses into existing study degree programmes. Up to this point, these three levels of educational environment, conceptualised by PRME, still have a proven relationship with curriculum (UNPRME, 2010). Class impact management (i.e. to have positive impact of

classroom activities on the environment), which is part of the first level of the concept conceptualised by PRME, may still have a direct or indirect connection to curriculum. For example, the use of online material to reduce paper waste and print material may still have a direct connection with curriculum.

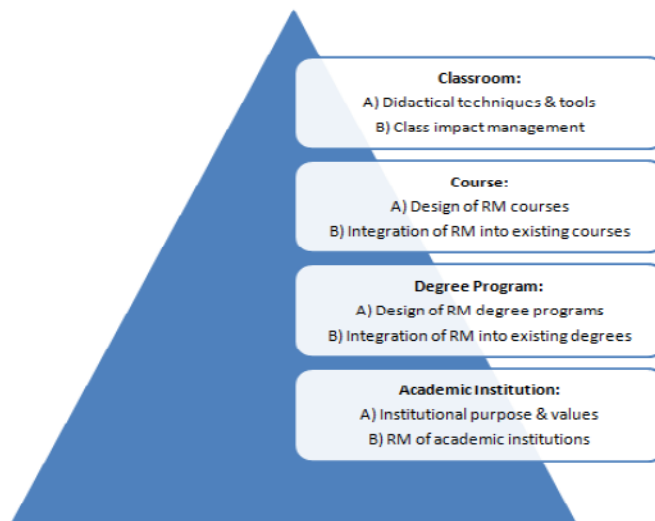


Figure 7: Levels of educational environment provided by PRME

However, in its conceptualisation of educational environment at the fourth level (i.e. *Academic Institution* level), the scope of the concept, educational environment, also includes alignment of responsible management not only with the other three levels of educational environment discussed above, but also with purposes, values and behaviour of the whole institution itself (UNPRME, 2010). In other words, the scope of educational environment also includes not only educational activities (i.e. three levels of educational environment discussed above), but also other responsible activities which are not related to education, such as research, partnership, collaboration and campus sustainability. The study perceives that its conceptualisation of the concept at the fourth level (i.e. Academic Institution level) is misleading because the concept, *educational environment*, is a concept that has two different terms, *education* and *environment* and conceptualisation of this concept

should at least have the characteristics of the term, *education*. For example, the following two examples of educational environment on the fourth level (i.e. Academic Institution level), given by PRME (UNPRME, 2010), have no linkage with curriculum and educational activities and highlight social and environmental responsibilities of signatories, as follows:

“The Maharishi University of Management (USA) applied Vedic Architecture and provided accessibility for disabled persons in its installations and has achieved Leed silver certification” (cited in UNPRME, 2010).

“The Graduate School of Management of LA TROBE University (Australia) is “leading responsible practice through example”. The institution integrated sustainable practices throughout its activities and installations. Examples include responsible purchasing, alternative energy solutions and external sustainability audits” (cited in UNPRME, 2010).

Thus, for the purpose of this research, conceptualisation of educational environment will mainly focus on three levels of the concept provided by PRME, and also educational environment refers to an environment, producing student behaviours (Genn, 2001); “in which learning is taking place” (Hutchinson, 2003, p. 810); formed by interaction between activities of teachers (i.e. their teaching styles, interests, techniques and role modelling etc.) and curriculum design (i.e. course objectives, teaching methods and assessment etc.) (Hutchinson, 2003).

3.4. Principle 4: Research

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

It is essential to understand the concepts of *conceptual* and *empirical* research. Firstly, the concept of empirical research is reviewed. Empirical research refers to scientific research in general, a type of research based on direct observation of, experimentation of, and testing the real world which can be applied to both inductive (qualitative) approach and deductive (quantitative) approach (Punch, 2005).

On the other hand, conceptual research refers to theory-building research (Mora, Gelman, Paradise & Cervantes, 2008). When it is conducted as a single research approach, it attempts to extend, subtract, evaluate and modify factors and concepts of present existing theories and knowledge based on the judgement of the reasonableness of conceptualisation (Whetten, 1989) as well as experience and knowledge of individual researchers (Vaughan, 2008). When it is conducted in conjunction with empirical research (Wacker, 2008), it provides the framework for the development of conceptualisation and operationalisation of concepts (Punch, 2005), to empirically examine specific issues (Wacker, 2008). In the deductive (quantitative) research, it provides content of the study (Vaughan, 2008) including the concepts, how their conceptual status relates to each other and their hypothesised relationships (Punch, 2005) based on review of existing knowledge, literature and personal judgement (Vaughan, 2008). Although it can be seen less common in the inductive (qualitative) research (Punch, 2005), it can be developed based on

interpretation of the findings of the study and views of participants in the study which is based on the inductive approach rather than providing the whole framework for the research (Vaughan, 2008).

PRME gives no specific encouragement for its signatories to engage in sustainability research such as trans-disciplinary research and may more encourage its signatories to conduct traditional single-disciplinary research, when taking into consideration the reluctance of faculty members to conduct sustainability research rather than the complexity of problems alone. Interests of faculty members in traditional single disciplinary research may sometimes be a major barrier to conducting sustainability research. Faculty members are criticised that they are still reluctant to conduct sustainability research but are keen to conduct single disciplinary research since more academic rewards and promotions are delivered to those engaging in basic single disciplinary research and those contributing to scientific publications and outputs within a single discipline. Limited academic and research incentives are delivered to those engaged in sustainability research. Furthermore, while sustainability problems are usually focused on regional and local perspective, more academic research awards are delivered to faculty members contributing to scientific publication at the international level. Unless the link between sustainability research and rewards systems is clearly established, sustainability research will be less likely to be promoted in the university sectors (Zilahy & Huisin, 2009).

3.5. Principles 5 and 6: Partnership and Dialogue

“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”

It has been suggested by PRME that partnership “does not refer to mere communication, but includes deeper co-operation” (UNPRME, 2010, p. 50). “Compared with Principle 6 (Dialogue), Principle 5 (Partnership) describes a relationship exceeding the communicative level, through implementing joint activity with the goal of improving responsible management practices” (p. 50). Moreover, the PRME report has clearly indicated that “businesses could be engaged both in pure dialog[ue] (Principle 6) and more profound partnership (Principle 5)” (p. 50). In other words, all mere dialogue activities with businesses (such as attendance of business partners to the dialogue events) are more related to Principle 6. To implement Principle 6, it has been suggested that “the PRME institution does not necessarily have to take an *active* part in the dialog[ue] itself. The institution could merely provide the platform for such a dialog[ue]” (UNPRME, 2010, p. 51).

Although partnership (i.e. deep collaboration) activities are limited to partnering with businesses, PRME considers other deep collaborative activities exceeding pure communication with other non-business partners (e.g. educators) related to Principle 5, but not to Principle 6. For example, it has been suggested that partnership with a student team (non-business partner) is related to Principle 5:

“Practice Example [...] for Principle 5:

The Institute for Corporate Responsibility Management at Steinbeis University (Germany) has founded the Student Consultancy “CampuSResponse”, which develops consulting solutions in the student area of expertise Corporate Social Responsibility” (cited in UNPRME, 2010, p. 51).

On the other hand, the principle may perhaps underpin the UN Global Compact principles to encourage sustainable manufacturing practices, in other words, to promote sustainable consumption among consumers by encouraging sustainable practices in the business sectors. In the available literature, there is a role of academia in developing innovative sustainable practices (Lozano, 2007; Grindsted, 2011a) by collaborating with production and service sectors in promoting sustainable consumption and manufacturing practices and by jointly exploring obstacles to sustainable manufacturing and business practices (Lukman & Galvič, 2007; Lee, 2000). The study of Lee (2000), comprising two survey designs, a sample of 280 firms and a sample of 671 faculty and academic scientists from 40 research universities shows that the four most important motivational factors for firms to collaborate with academia are, research on product development, conducting blue sky research developing new technology, solving technical problems and designing prototypes. The main benefits for industrial sectors in collaborative projects with academia are increased access to university research (76% of technical managers), development of new products and process (61%) and research on new patentable products from blue sky research (53%).

However, this study assumes that although this principle may work perfectly well in the small scope of a collaborative project (i.e. one-way (university-industry) transfer of knowledge and consultation process), this study questions whether

implementation of this principle in a large scope project may have an associated high level of risks. The large scope project, which may require inputs of both actors (i.e. two-way interaction), may sometimes benefit only for industry partners and cannot benefit higher educational sectors and society at large when business firms sometimes attempt to keep the research findings confidential due to their patent conditions and competitive advantages. These confidential agreements, furthermore, delay the publishing time, and postpone advancement in the respective subject discipline (Florida, 1999). Future research is recommended to address these risks associated with implementation of this principle.

3.6. Summary

Principle 1 is related to not only all curricular and extracurricular activities promoting the sustainability capabilities of students, but also alignment of organisational policies with sustainability and PRME. Principle 2 is not limited to the integration of sustainability into curricula but also integration into other academic activities, such as research and dialogue events. Principle 3 is also concerned with not only integration of sustainability into teaching methods but also with integration into the educational framework such as assessment systems, teaching and learning processes and other activities, such as existing courses and programmes. Principle 4 does not specify any research methods to be promoted. Principle 6 is mainly limited to communicative dialogue activity, while Principle 5 requires deep collaborative activities which go beyond pure communicative activities.

4. Chapter 4: Methodology

This chapter provides detailed information on a six-part research methodological process to answer five research questions, with three research objectives. Each part of methodology is presented in each section of this chapter. Section 4.1 presents examining characteristics of active signatories (defined as the signatories that submit their SIP reports) such as their accreditation statuses and student populations, which is in response to the first research objective, examining who supports PRME. Section 4.2 presents comparative assessment of PRME and other-PRME and post-PRME declarations in higher education in response to the fifth research question, examining how PRME is different from other sustainability declarations in the higher education sector.

Section 4.3 presents the first part of content analysis of the SIP reports (n=212) (i.e. Principle-by-Principle Analysis) in response to the second research question, examining the quality of reported activities in each principle of PRME and the signatories' interpretation of the principles. Section 4.4 presents the second part of content analysis examining the quality of reports in response to the third research question and its four sub-questions to investigate information on (1) new curricular initiatives, (2) establishment of future curricular goals, (3) whether or not there is a broad participation of faculty members in curricular implementation at the signatories and (4) how a continuous improvement system is established for future implementation.

Section 4.5 presents a content analysis of website information of six Australian non-PRME business schools (n=6) to compare their activities with the activities of six

Australian PRME signatories in response to the second research objective, investigating whether PRME signatories differ from non-PRME signatories. Section 4.6 presents the survey process, surveying 171 active signatories (n=171) in response to answering the first and fourth research questions, examining whether PRME makes changes in the activities of PRME and what are the influential reasons in supporting PRME.

4.1. An examination of characteristics of active signatories that report their SIP reports

To meet the first research objective, examining who support PRME, characteristics of the active signatories (defined as signatories that submit their SIP reports) are examined in terms of:

1. Countries of origin;
2. Sizes of institutions (i.e. student population);
3. Membership statuses in the Global Compact;
4. Accreditation statuses granted by the world's three most prestigious accreditation bodies, AACSB, AMBA and EQUIS;
5. Ranking statuses of these signatories in the Financial Times Global MBA Rankings 2012.

Analysis of the above characteristics of active signatories mainly describes characteristics of 180 signatories that were included in the content analysis of SIP reports. On the 10th of February, 2012, a total of 196 signatories submitted their SIP reports on the PRME website, and 16 signatories were excluded from the content analysis of the SIP reports. Four of them were not academic institutions that do not

offer academic programmes and 12 signatories did not submit their SIP reports in English. However, although 12 signatories that produced their SIP reports in non-English languages were not counted in the analysis, their characteristics are also briefly provided in Chapter 6.

Information on accreditation statuses, ranking statuses, membership statuses in the Global Compact and countries of origin were obtained from the websites of these accreditation bodies (AACSB, AMBA and EQUIS), Financial Times, the Global Compact and PRME respectively. To identify the sizes of the active signatories, only sizes of parent institutions and universities of these signatories are identified since information on student population for specific signatories (i.e. business schools or business departments) which are part of universities, are hard to obtain. Information on the sizes of the active signatories from the United Kingdom, the United States of America and Australia are obtained from the government and higher educational statistical websites such as www.unistats.direct.gov.uk, www.collegestats.org and www.deewr.gov.au, respectively. Information on the sizes of the remaining signatories is obtained from their websites, SIP reports and annual reports, except information on those of less than ten signatories which are obtained from academic accreditation and ranking websites, such as AACSB and Times Higher Education-QS World University Rankings.

4.2. A comparative Assessment of PRME and declarations on sustainability in higher education

To answer the fifth research question, examining how PRME differs from, or is similar to other declarations on sustainability in higher education, the study

compares the PRME principles with other reviewed 18 pre-PRME and 9 post-PRME sustainability declarations in the higher education sector. See profiles of these declarations in Chapter 2. In the process, conceptualisation of each of the PRME principles and their key concepts, presented in Chapter 3, are compared with the above sustainability declarations and theories in the higher education sector. The results of analysis are presented in Chapter 5. This process helps explore what the similar activities covered in the reviewed declarations and academic sources have been emphasised by PRME and examine what activities highlighted in the reviewed declarations have not been covered in PRME.

4.3. A content analysis of the SIP reports (Part 1): Principle-by-Principle Analysis

A content analysis of the SIP reports comprises two parts. This section will mainly describe the first part of the content analysis of the SIP reports, which is undertaken in response to the second research question of the thesis examining how the SIP reports demonstrate quality of reported activities under each principle. Analysis of quality of reported activities has three main aspects, in terms of:

1. Inconsistently reported activities;
2. Detailed information about implemented activities given;
3. Detailed timeline of implemented activities provided;

4.3.1.Sample

A total of 212 SIP reports (n= 212) were included in the content analysis of SIP reports. Although initial analysis was intended to include only SIP reports submitted by November, 2011, in response to a request from the PRME secretariat in early February, 2012, to share the study results with the secretariat, led the study to be expanded to the SIP reports written in English only, submitted by 180 signatories by the 10th of February, 2012.

A total of 249 SIP reports were collected from the PRME website on the 10th of February, 2012. Nineteen reports submitted by four non-academic institutions (i.e. associations of business schools that do not offer degree programmes) and written in other languages by 12 signatories are deducted from a total of 249 SIP reports in the content analysis of SIP reports. Among these 230 SIP reports, written in English, by academic institutions, two SIP reports submitted twice by two signatories were deducted. Among the remaining 228 SIP reports, 24 SIP reports submitted by eight signatories have to be combined into eight SIP reports because these institutions separately submit their letters of renewal of commitment and appendices such as research articles that were produced during their one particular reporting period. Thus, this makes a sample of 212 reports that have been prepared by 180 signatories. Demographic features of the signatories that produce these reports are described in Chapter 6.

4.3.2.Procedure

In a Principle-by-Principle analysis (i.e. the first part of the content analysis), activities that are reported under the respective principles are analysed, and activities

that are not reported under the respective principles are not analysed. For instance, creation of new courses that are reported under Principle 1 will be analysed only under Principle 1, and will not be analysed under other principles such as Principle 2.

The main limitation of this analysis is that the analysis can analyse the SIP reports that structure their implemented activities around each principle or related principles of PRME. For the SIP reports that do not categorise activities under each principle, inconsistently reported activities cannot be analysed. The other information on providing detailed timeline of, and providing detailed information on implemented activities for the overall report rather than for each principle, are analysed in the second part of the content analysis of SIP reports, which will be presented in the next section.

4.3.3. Analysis of inconsistently reported activities

The analysis of inconsistently reported activities is the *primary* analysis of Principle-by-Principle analysis to measure the signatories' understanding of the principles. Chapter 3 provides conceptualisation of the PRME principles and their main concepts, which are used as the framework for *Expected Scope of Reporting* for each principle, which are to be used as guidelines outlining activities that are expected to be reported under the respective principles.

A *Yes/No* scale at a nominal level is used in this analysis. Two criteria were employed. The first criterion is reported activities that were not covered in the *Expected Scope of Reporting*. The second criterion is that although the reported activities were covered in the *Expected Scope of Reporting*, these activities are more relevant to other PRME principles. An example can be creation of new courses

which is reported under Principle 1, but is not reported under Principle 2 or 3. However, in an exceptional case in relation to this second criterion, if this list of courses is reported under related two or more principles (such as Principles 1 and 2) which fall in the *Expected Scope of Reporting*, they are not reported as inconsistently reported activities.

4.3.4. Analysis of detailed information about and detailed timeline of implemented activities

Analysis of providing detailed information about and detailed timeline of implemented activities are *secondary* analysis of Principle-by-Principle Analysis. Each principle of the reports is rated using the a four-point Likert rating scale (starting from *No Informative*, *Little Informative*, *Moderate Informative* and *Very Informative* plus a *No Reporting* point) for the signatories that do not report activities under the respective principles.

The scale is used for measuring both second and third aspects. For example, in the scale for measuring detailed information about implemented activities, the principle is rated *little informative*, when the respective principle only provides little information about reported activities which makes the study hard to examine whether reported activities are PRME related. In the scale for measuring the detailed timeline of implemented activities, the respective principle, for example, is rated *moderate informative*, when the detailed timeline of the majority of reported activities is given but some activities cannot be identified as being created prior to or after supporting PRME. The results are presented by grouping the results for the above four point Likert categories into two categories, *Informative Principle* (i.e. by combining the results for *Very Informative* and *Moderate Informative*) and

Uninformative Principle (i.e. by combining the results for *Little Informative* and *No Informative*).

4.4. A content analysis of the SIP reports (Part 2): Analysis of quality of reports

The second part of the content analysis of the SIP reports (n=212) is to examine the quality of the SIP reports. Four sub-questions are framed in Table 11. For the first and second sub-questions, the study employs an inductive approach using indicators presented in the table, and a deductive approach is employed in answering the third and fourth sub-questions since the majority of signatories employ different methods in encouraging the involvement of its staff and the establishment of a continuous improvement system.

Sub-questions	Examples of indicators
1. To what extent have the SIP reports demonstrated new curricular initiatives at the signatories?	Creation of new sustainability courses, programmes and modules; integration of responsibility issues into existing courses and programmes Lukman & Galvič (2007); integration of responsibility modules into all study programmes (Alcaraz & Thiruvattal, 2010)
2. To what extent have the SIP reports demonstrated curricular targets for future implementation at the signatories?	Future curricular goals and objectives to create new modules, courses and programmes or to integrate sustainability issues into existing courses and programmes
3. How do the SIP reports demonstrate broad participation of faculty members in implementation of curricular activities at the signatories?	Reviewing all or most study courses in which sustainability can be incorporated; integration of sustainability into all or the majority of courses of faculty members
4. How do the SIP reports demonstrate continuous and gradual improvement for	Curricular evaluation system in every two years; faculty and student surveys

implementation of curricular activities at the signatories?	
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Table 11: Indicators for four sub-questions

In addition to the above four sub-questions, the study provides scores for the quality of overall reports by compiling the results for two aspects of the first part of the content analysis of the SIP reports for each principle which are - analysis of detailed information provided and analysis of detailed timeline provided.

4.5. A content analysis of websites of six non-PRME business schools

To meet the second research objective of the thesis - examining whether PRME signatories differ from non-PRME institutions, information from the websites of six Australian non-PRME business schools are used to compare the activities of six PRME Australian institutions with those of non-PRME institutions.

4.5.1. Sample

By the 10th of February, 2012, seven Australian PRME signatories produced their SIP reports, but one of the signatories, the Centre for Social Impact, is a more research and community engagement oriented institution than a business school. Thus, only six non-PRME Australian institutions are selected.

Quota sampling procedure was employed in selecting non-PRME business schools. The selection criteria included accreditation status, location and size of the institutions. As the accreditation bodies, such as AACSB, AMBA and EQUIS, include responsibility issues in their accreditation criteria, and also three Australian

PRME signatories are accredited by AACSB and/or EQUIS, the first three non-PRME business schools that are accredited by AACSB and/or EQUIS were selected. In selecting the remaining non-PRME business schools, selection criteria included institutions from the same state (i.e. location), with the same student population as their parent institutions and with no accreditation status granted by AACSB, AMBA and EQUIS. Table 12 presents demographic features of selected institutions.

Australian PRME signatories and their characteristics ²	Australian Non-PRME business schools and their characteristics
University of Technology Sydney, Faculty of Business, accredited by AACSB	University of Adelaide Business School, accredited by AACSB
University of New South Wales, Australian School of Business, accredited by AACSB and EQUIS	University of Sydney Business School, accredited by AACSB and EQUIS
Griffith University, Griffith Business School, accredited by AACSB	University of Queensland Business School, accredited by AACSB and EQUIS
La Trobe University, Graduate School of Management, located in Victoria State, with student population of more than 30,000 students at the parent institution	RMIT University College of Business, located in Victoria State, with student population of more than 30,000 students at the parent institution
University of New England, Graduate School of Business, located in New South Wales State, with student population of between 15,000 and 20,000 students at the parent institution	Southern Cross University Business School, located in New South Wales State, with student population of between 15,000 and 20,000 students at the parent institution
Macquarie University, Macquarie Graduate School of Management, located in New South Wales States, with student population of more than 30,000 students at the parent institution	Charles Sturt University School of Management, located in New South Wales States, with student population of more than 30,000 students at the parent institution

Table 12: Demographic features of selected Australian business schools

² Information on accreditation status of both PRME and non-PRME institutions are obtained from the websites of accreditation websites. Information on sizes of these institutions is obtained from www.deewr.gov.au

4.5.2.Procedures

The scope of the content analysis of information from the websites of the six non-PRME business schools, such as news and events, is limited to three areas: curricula, research and community engagement. Their standalone responsibility courses within undergraduate and postgraduate curricula are analysed. Since two Australian PRME signatories are graduate business schools and the remaining signatories mainly report their graduate courses rather than undergraduate courses, analysis of integration of responsibility themes into non-sustainability existing courses, assessing learning outcomes, graduate attributes and the course objectives of each course, is limited to graduate curricula. Research outputs such as articles, conference presentations and projects produced by non-PRME business schools and their research centres in 2011, rather than by their parent institutions, are examined. Long continuing research projects, started before 2011, but still continuing in 2011, are also analysed. Community engagement and dialogue activities such as executive education programmes and community projects produced in 2011 are examined. When information on past dialogue events or executive education, hosted in 2011, are not available on their websites, future dialogue events, community projects and executive educational programmes in 2012 are examined.

4.6. Survey

One hundred and seventy one PRME signatories (n=171) that have submitted the SIPs on the PRME website were surveyed to answer the first and fourth research questions measuring whether PRME makes changes in the activities of its signatories and examining influential reasons in supporting PRME.

The online survey technique was chosen over a postal questionnaire method since participants are from 41 nations and postal questionnaire methods have some limitations such as inconvenience returns. On the other hand, the online survey method allows participants to submit their responses at their convenience.

4.6.1. Sample

Figure 8 presents demographic features of the surveyed signatories by regions and countries. About three-quarters of the total signatories surveyed are from North America and Europe, and the remaining one quarter of the total survey signatories are from the other four regions of the world, Asia, Australia, Africa and Latin and Central America. Total surveyed signatories represent 41 countries.

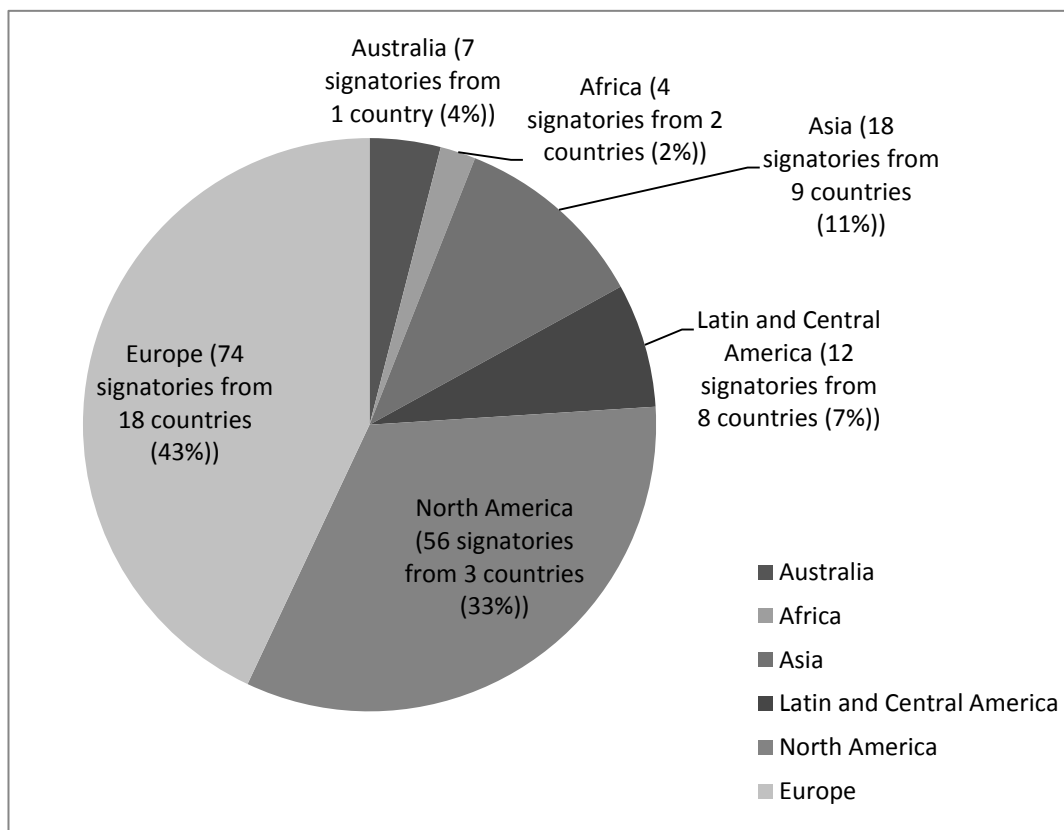


Figure 8: Demographic features of the surveyed signatories by regions and countries

Figure 9 presents characteristics of the signatories in terms of their accreditation statuses in AACSB, AMBA and EQUIS, ranking statuses ranked by the Financial Times Global MBA Rankings 2012 and membership statuses in the Global Compact.³ The majority of surveyed signatories (63%) have accreditation statuses, and 15% of the surveyed signatories possess triple accreditation statuses accredited by AACSB, AMBA and EQUIS. A quarter (N = 24) of total survey signatories fall in rankings ranked by Financial Times.

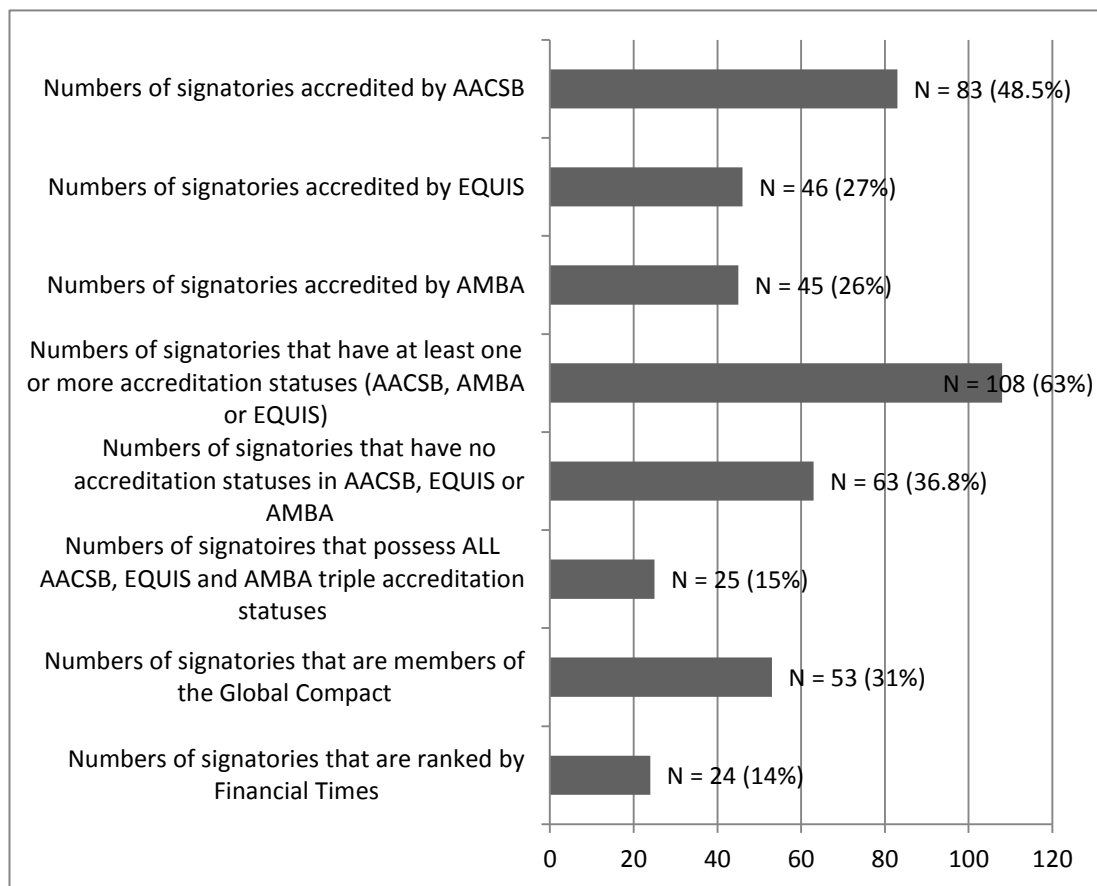


Figure 9: Demographic features of surveyed signatories by accreditation statuses, ranking statuses and membership in the Global Compact

³ Descriptions of accreditation bodies such as AACSB, AMBA and EQUIS, ranking criteria of the Financial Times Global MBA Rankings 2012 are provided in Appendix 3.

4.6.2.Procedure and administration

4.6.2.1. Development of sampling frame

A probability sampling technique is employed by developing a sampling frame containing email contacts of PRME co-ordinators, heads, rectors or presidents of 171 signatories of the total 180 signatories that submitted their SIP reports on the PRME website by the 10th of February, 2012. Only emails of nine signatories could not be identified. Email contacts of these signatories were identified through their SIP reports and letters of re-commitment to PRME. For 21 signatories that do not submit the letters of re-commitment to PRME in their SIPs, the SIPs are firstly determined on whether they report on behalf of departments, colleges, schools of the institutions or the whole institutions, to identify the email contacts of the highest persons of the specific department, school or college to be surveyed.

4.6.2.2. Invitation letter

Participants are sent invitation email letters to participate in the survey. In that letter, they are informed about the purposes of and information about the study, allowing them to make their decisions on whether or not to participate in the survey. It also provides the participants with instructions to get access to the survey. They are also given a voluntary consent and confidential agreement and a clear indication is given to them that the results of the study would be published as well as would be shared with the PRME secretariat, without allowing individual responses to be identified. See the invitation email letter in Appendix 2. The most important feature of the letter is that it requests the recipients of the survey instrument to forward the letter to the survey to the PRME co-ordinators or members of PRME co-ordinating teams.

4.6.3.Pre-testing and Piloting the survey

The survey instrument was pre-tested with the PRME co-ordinator at Massey University, and then piloted through distribution to seven Australian PRME signatories. A three week period from the 17th of January, 2012 to the 6th of February, 2012, is given to seven PRME signatories, but only five signatories participated in the process. The main finding was that automatic reply messages were sent to the research student that some recipients of the survey were on a holiday period. This finding suggests that since the study includes 171 signatories from 41 countries across different geographical regions of the world, a specific survey period should not be given and the survey should accept the responses as long as possible, although the initial intention was to give only a four to six week period to participants who would be involved in the final survey.

4.6.4.Final survey launch, reminder emails and survey response rate

Upon finishing piloting the survey questionnaire with the Australian signatories, the final survey was launched on the 7th of February, 2012, and the invitation email letters to the survey respondents were sent to the remaining 164 signatories. Reminder emails were sent once a week to remind the participants that have not completed or started the survey. The survey process took a total of seven weeks, and the survey was finally closed on the 26th of March, 2012.

A total of 108 signatories participated in the survey making a total of a 63% response rate. Figure 10 presents the demographic features of the respondents by regions and countries. Nearly half of the total respondents are from Europe, and more than a

quarter of the total respondents are from North America. The remaining respondents, nearly a quarter, are from the other four regions of the world.

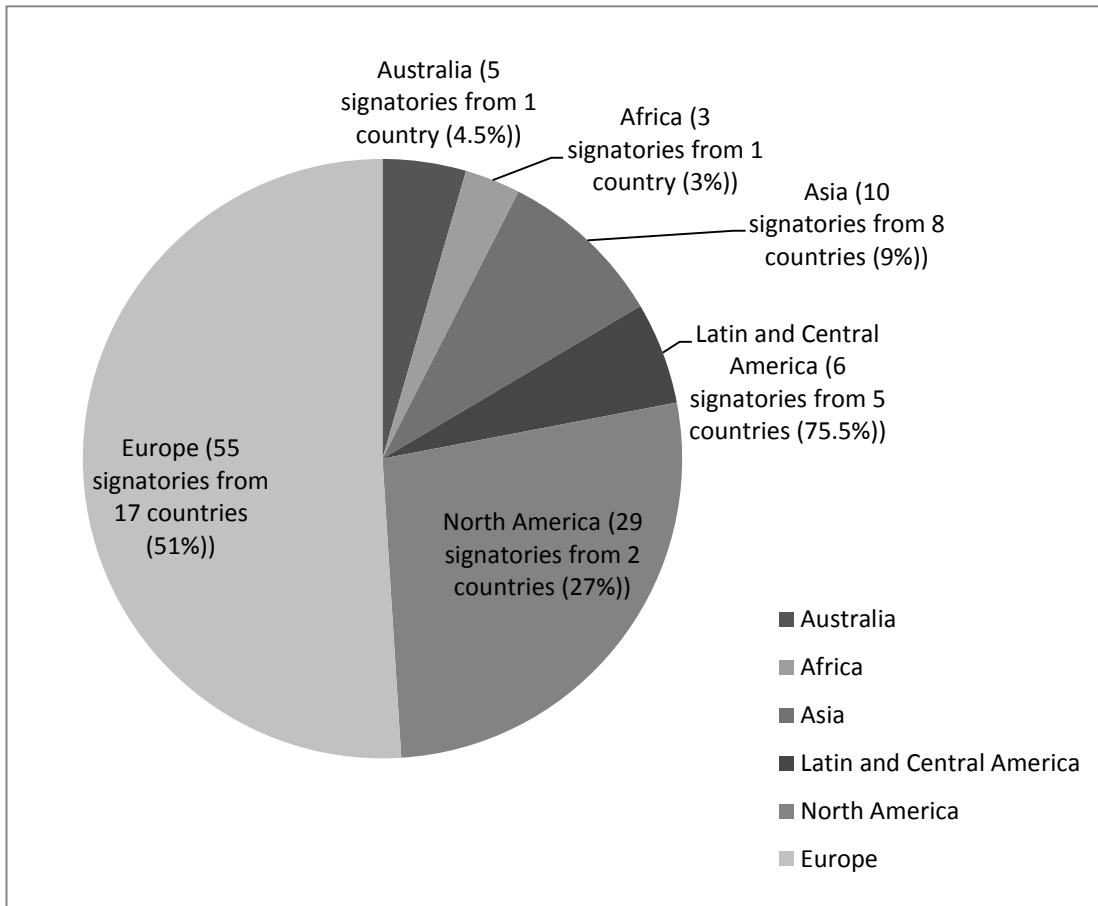


Figure 10: Demographic features of the respondents by regions and countries

Figure 11 presents the demographic features of the respondents by their accreditation statuses, ranking statuses and membership in the Global Compact.⁴

⁴ Descriptions of accreditation bodies such as AACSB, AMBA and EQUIS, ranking criteria of the Financial Times Global MBA Rankings 2012 are provided in Appendix 3.

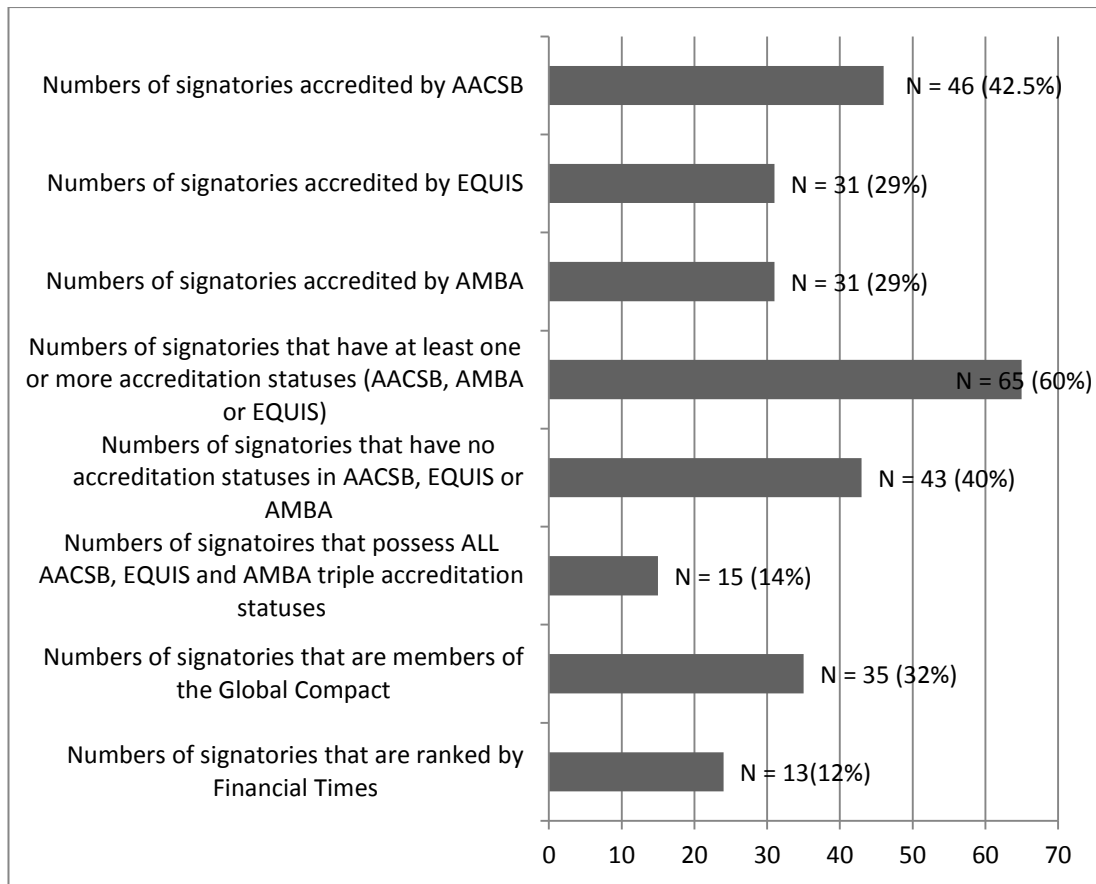


Figure 11: Demographic features of the respondents by accreditation statuses, ranking statuses and membership in the Global Compact

4.6.5. Analysis of survey results

The study results were analysed using the non-parametric chi-square test for goodness of fit. This test is appropriate for this study in determining whether frequencies falling in each category differ significantly from those in other categories. Secondly, probability sampling techniques are used to test whether differences between categories are real, and not a result of sampling error (Coakes & Ong, 2011).

Due to the confidentiality agreement, quality of report scores are developed by compiling four main aspects of the SIP reports that are analysed under Part 2 of the

content analysis of SIP reports, which are: (1) new curricular initiatives after supporting PRME in terms of numbers of courses, (2) curricular goals for future implementation in terms of numbers of courses, (3) broad participation of faculty members in curricular implementation and (4) continuous improvement system. The score ranges from 1 to 5, and is grouped into three categories: (1) above average quality of report scores (3.5 - 5), (2) average quality of report scores (2.5 - 3.49) and (3) under-average quality of report scores (1 - 2.49). The first two aspects of the quality of report score, which are (1) new curricular initiatives and (2) future curricular activities in terms of numbers of courses, are used as moderating factors in scoring a signatory. For instance, a signatory that has introduced only a small number of courses or that does not have specific future curricular goals, cannot be scored high. On the other hand, its scores can be *slightly* increased when it indicates the other two aspects of the score such as continuous improvement or a broad participation of faculty member in implementation of its curricular activities.

4.6.6. Instrument description and development

The instrument comprises six items measuring the reasons for supporting PRME and the impacts of PRME on existing and new activities to answer the first and fourth research questions. The last item measures the current SIP policy of PRME, registration policy and applicability of current principles to the signatories.

The first item examines the reasons for supporting PRME, and includes seven statements of possible reasons for supporting PRME using an even four-point Likert scale of measurement (from *No Influence*, *Minor Influential*, *Moderately Influential* and *Strongly Influential*) plus the *Do Not Know* option in a vertical format. Since the midpoint *Neutral* option allows the participants to stay in the middle of two bipolar

measurement points, the midpoint *Neutral* was removed by adding the *Do Not Know* option at the end of the scale instead. Any item without both the midpoint *Neutral* and *Do Not Know* decreases validity and reliability since they are forced to choose one option even if they may not be aware of the statement. In situations where the respondents may not actually be aware of the statement, the *Do Not Know* option allows respondents to indicate their awareness of the statement (Zhu, 2000). Inclusion of the *Do Not Know* option thus increases validity of the study.

The second and third items are multiple choice items with the *Other (Please Specify)* with the text entry option. The purpose of these two items is to compare each signatory group with their quality of report scores. Since there are large numbers of signatory groups, the second item groups the signatories into four groups on the basis of different kinds of decision making to support PRME and the third item groups the signatories into four groups on the basis of how PRME was implemented. Each group is assigned quality of report scores.

The fourth item measures the impact of PRME on existing and additional activities. Similar to item 1, the item employs an even four-point Likert scale of measurement (from *No Impact*, *Minor Impact*, *Moderate Impact* and *Strong Impact*) plus the *Do Not Know* option in a vertical format.

The fifth item measures the impact of PRME on teaching (education) (Principle 2 and 3), research (Principle 4) and community engagement (Principle 5 and 6) as well as operation of the School (Campus sustainability). Respondents are asked to rank each activity.

The sixth item measures the effectiveness of current eligibility rules, applicability of current principles to signatories, as well as reporting policies. The item is structured

in a vertical format and has five statements with a five point measurement scale (from *Strongly Discourage*, *Neither Encourage Nor Discourage*, *Encourage* and *Strongly Encourage* plus the *Do Not Know* option. Since this item mainly measures perceptions of signatories, the midpoint *Neither Encourage Nor Discourage* is added in situations where the respondent may have their perception on the statements in the middle view (Zhu, 2000).

4.7. Summary

The chapter has presented a six-part methodological process employed for the study. The first part presents identifying characteristics of the signatories in terms of accreditation statuses, student population and so on. The second part presents a comparative assessment of PRME and other sustainability declarations in the higher education sector. The third part presents the first part of the content analysis (i.e. Principle-by-Principle Analysis) that examines three aspects of the report activities, which are analysis of inconsistently reported activities, analysis of providing detailed information about implemented activities and analysis of the detailed timeline of implemented activities. The fourth part of the methodological process examines the quality of reports in terms of four aspects which are (1) new curricular initiatives, (2) future curricular goals, (3) broad participation of faculty members in implementation of PRME and (4) establishment of a continuous improvement system. The fifth part of the methodological process compares the activities of six Australian PRME signatories with those of six non-PRME business schools. The sixth part surveys 171 PRME signatories.

5. Chapter 5: A comparative assessment of PRME and other declarations on sustainability in higher education

This chapter presents a comparative assessment of PRME and other declarations on sustainability in higher education in response to the fifth research question, how PRME is similar to, or is different from other declarations on sustainability in higher education. The chapter does not compare Principle 1 with other declarations based on the assumption that these declarations have primary and secondary purposes to promote the capabilities of students. Section 5.1 presents a summary table summarising the content of other declarations that match each of the PRME principles. From Section 5.2 to Section 5.6, the study presents a comparative assessment of other declarations and five principles of PRME, from Principle 2 to Principle 6, respectively.

5.1. Summary table

Table 13 summarises content of the reviewed previous sustainability declarations in higher education that match each of the PRME principles.

Year	Declarations	Purpose	Values	Methods	Research	Partnership	Dialogue	Sustainable
1972	Stockholm Declaration on the Human Environment	Y					Y	
1977	Tbilisi Declaration	Y	Y	Y	Y	Y	Y	
1990	Talloires Declaration	Y	Y	Y	Y	Y	Y	Y
1991	Halifax Declaration	Y	Y	Y	Y	Y	Y	Y

1992	Agenda 21	Y	Y	Y	Y	Y	Y	
1993	Swansea Declaration	Y	Y	Y	Y	Y	Y	Y
1993	Kyoto Declaration on Sustainable Development	Y	Y	Y	Y	Y	Y	Y
1994	CRE Copernicus Charter	Y	Y	Y	Y	Y	Y	Y
1997	Thessaloniki Declaration	Y	Y	Y	Y	Y	Y	
2000	Earth Charter	Y	Y			Y	Y	
2001	Joint declaration on Higher Education and the General Agreement on Trade in Service	Y	Y		Y	Y	Y	Y
2002	Lüneburg Declaration	Y	Y	Y	Y	Y	Y	
2002	Cape Town Declaration on Research for Sustainable Development				Y	Y	Y	
2002	Johannesburg Declaration	Y	Y					
2002	Ubuntu Declaration	Y	Y	Y	Y	Y	Y	
2004	Declaration of Barcelona	Y	Y	Y	Y	Y		
2005	Graz Declaration	Y	Y	Y	Y	Y		Y
2006	Declaration on the Responsibility of Higher Education for a Democratic Culture – Citizenship, Human Rights and Sustainability	Y	Y				Y	
2007	PRME	Y	Y	Y	Y	Y	Y	
2007	Lucerne Declaration on Geographical Education for Sustainable Development	Y	Y	Y	Y	Y	Y	
2007	American College & University Presidents' Climate Commitment	Y	Y	Y	Y	Y	Y	Y
2008	Sapporo Sustainability Declaration	Y	Y	Y	Y	Y	Y	Y
2009	Bonn Declaration	Y	Y	Y	Y	Y	Y	
2009	AAU Resolution on Green Energy Research and Training	Y	Y	Y	Y	Y	Y	Y
2009	Turin Declaration	Y	Y	Y	Y	Y	Y	
2009	Tokyo Declaration of HOPE	Y	Y	Y		Y	Y	
2009	Universities for Sustainable Development	Y	Y	Y	Y	Y	Y	Y
2010	ISCN/GULF Sustainable Campus Charter	Y	Y		Y	Y	Y	Y

Table 13: Content of the declarations that match each of PRME principles

5.2. Principle 2

“Principle 2 - Value: We will incorporate into our academic activities and curricular the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact”.

Early 7 pre-PRME declarations adopted prior to 2000 (which are Tbilisi Declaration, Talloires Declaration, Halifax Declaration, Agenda 21, Swansea Declaration, Kyoto Declaration on Sustainable Development, Thessaloniki Declaration) mainly discuss environmental education, and social dimension is perceived in a way that environmental issues are as a result of increased interaction between social, economic and cultural aspects. For example, Tbilisi Declaration highlights that

“a basic aim of environmental education is to succeed in making individuals and communities understand the complex nature of the natural and the built environments resulting from the interaction of their biological physical, social economic, cultural aspects” (UNESCO & UNEP, 1977).

Especially, declarations developed after 2000 view social dimension from a wide perspective and include other social aspects such as human rights and poverty. For example, in Earth Charter, the charter highlights that

“[institutions] must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice and a culture of peace” (Earth Charter Commission, 2000).

Principle 2 of PRME mainly seeks to integrate global sustainability such as the Global Compact into curricular and other academic activities. On the other hand, two declarations developed prior to PRME integrate local and regional perspectives into

environmental education. For example, Tibilisi Declaration views environmental issues not only from a global perspective but also from local and regional perspectives. [Environmental education] should examine:

“major environmental issues from local, national, regional and international points of view so that students receive insight into environmental conditions in other geographical areas” (UNESCO & UNEP, 1977).

Moreover, the Halifax Declaration recommends its signatories examine:

“how indigenous knowledge might be given greater weight in curricular” (AUCC, Dalhousie University, IAU & UNU, 1991b).

One declaration developed after PRME, Lucerne Declaration on Geographical Education for Sustainable Development (2007), perceives that global curriculum ignores local needs. It highlights that

“it is unwise to seek consensus on a global curriculum. Curricular contain objectives and content that relate to regional and national needs differing from region to region and from country to country. A global curriculum would ignore or deny regional and national needs and differences”.

Another declaration developed after PRME, Sapporo Sustainability Declaration, views that students should be trained to solve local sustainability problems from a global perspective.

“Universities have a critical role to play in educating future generations, disseminating information about sustainability, and particularly by training leaders with the skills to solve regional and local problems from a global and inter-disciplinary perspective. Especially crucial is the fostering of human

resources to work toward sustainability in the developing nations that bear the brunt of global environmental problems” (G8 University Summit, 2008).

5.3. Principle 3

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

Principle 3 does not highlight any specific teaching methods, educational processes and environments. However, nine declarations developed prior to PRME, (which are Tbilisi Declaration, Talloires Declaration, Halifax Declaration, Agenda 21, CRE Copernicus Charter, Thessaloniki Declaration, Ubuntu Declaration, Declaration of Barcelona and Graz Declaration) specify specific teaching methods and learning skills for its signatories. For example, Ubuntu Declaration seeks to:

“develop problem-based education at primary and secondary levels in order to develop integrated and non-instrumental approaches to problem solving at an early stage in the education cycle” (UNU, UNESCO, IAU, TWAS, AAS, SCA, ICSU, WEFO, Copernicus-Campus, ULSF & GHESP, 2002).

On the other hand, seven other declarations developed after PRME (which are the Lucerne Declaration on Geographical Education for Sustainable Development, Sapporo Sustainability Declaration, Universities for Sustainable Development, AAU Resolution on Green Energy Research and Training, Turin Declaration, Bonn Declaration and Tokyo Declaration of HOPE) specify specific teaching methods, learning skills and educational processes for its signatories.

5.4. Principle 4

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

Principle 4 does not emphasise any particular research methods and specific research area to be promoted. Ten declarations developed prior to PRME (which are Tbilisi Declaration, Talloires Declaration, Halifax Declaration, Agenda 21, Swansea Declaration, Kyoto Declaration on Sustainable Development, CRE Copernicus Charter, Thessaloniki Declaration, Ubuntu Declaration and Graz Declaration) emphasise specific research methods or specify particular research areas. For example, Thessaloniki Declaration encourages its signatories that:

“support should be given to research in inter-disciplinary teaching methodologies and in assessing the impact of relevant educational programmes” (UNESCO & Government of Greece, 1997).

Seven Declarations (which are Lucerne Declaration on Geographical Education for Sustainable Development, American College & University Presidents’ Climate Commitment, Sapporo Sustainability Declaration, Universities for Sustainable Development, AAU Resolution on Green Energy Research and Training, Turin Declaration and Bonn Declaration) specify specific research methods or specify specific research areas to be promoted. For instance, American College & University Presidents’ Climate Commitment specifies specific research area to be promoted stating that:

“[institutions should develop action plan including] actions to expand research or other efforts necessary to achieve *climate neutrality*” (ACUPCC, 2007).

5.5. Principle 5

“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”.

As discussed in Chapter 3, Principle 5 is mainly intended for interaction with business partners. As described in Table 14, fifteen declarations developed prior to PRME and nine declarations developed after PRME emphasise collaboration with different stakeholders. Table 14 summarises roles of interaction partners and different purposes of partnership.

Stakeholder	Purposes of Collaboration	Declarations
Educators	Partnering with other educational institutions such as primary and secondary schools in developing curricular or teaching programmes	Talloires Declaration
	Collaboration with other educational institutions in promoting educational and research activities	AAU Resolution on Green Energy Research and Training; Sapporo Sustainability Declaration
	Collaboration with other sectors (such as industry, governments and NGOs) to support their research, educational activities, training and educational programmes as well as to enhance	Talloires Declaration; Halifax Declaration; Swansea Declaration; Agenda 21; Kyoto Declaration on Sustainable Development; CRE Copernicus

	collaborative solutions to sustainability problems	Charter; Sapporo Sustainability Declaration; Tokyo Declaration of HOPE
Businesses	Collaboration with educational institutions in promoting their research activities	Talloires Declaration
	Supporting educational activities of academic institutions	Talloires Declaration
	Supporting funds for education for sustainable development	Thessaloniki Declaration; Sapporo Sustainability Declaration
Government	Development of public policies based on research of educational institutions	Tbilisi Declaration; Agenda 21; Sapporo Sustainability Declaration
	Involvement in research for sustainability such as interdisciplinary research	Talloires Declaration
	Collaboration with all parts of society in integrating environment into education at all levels and in developing educational programmes and curricula	Agenda 21
	Collaboration with and supporting educational institutions in particular to promote educational programmes	Agenda 21; Tokyo Declaration of HOPE; Bonn Declaration
	Setting up educational policies and legislation in relation to sustainability	Agenda 21
	Supporting funds for education for sustainable development	Thessaloniki Declaration; Bonn Declaration
	Civil society	Collaborating with educational institutions in promoting research activities
Supporting educational activities of educational institutions		Talloires Declaration; Agenda 21; Bonn Declaration
Involvement in implementation of and designing educational and training programmes		Agenda 21; Bonn Declaration
Collaboration with other stakeholder groups in identifying environmental problems		Agenda 21; Bonn Declaration
Interested stakeholders	Collaboration of this stakeholder group with other sectors (such as educational	Tbilisi Declaration; Talloires Declaration; Halifax Declaration;

	institutions in particular, industrial sectors, governments and NGOs) to enhance collaborative solutions to sustainability problems	Swansea Declaration; American College & University Presidents' Climate Commitment
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Table 14: Collaborative activities highlighted in other declarations

5.6. Principle 6

“Principle 6 - Dialogue: We will facilitate and support dialogue and debate among educators, students, businesses, governments, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability”.

Fifteen declarations developed prior to PRME and nine declarations developed after PRME also emphasise dialogue activities with different stakeholders. See Table 15.

Stakeholders	Purposes of dialogue activities	Declarations
Educator	Increasing awareness about the environment among students in particular as well as different stakeholders such as political leaders, NGOs through educational activities and disseminating their research findings	Tbilisi Declaration; Talloires Declaration; Halifax Declaration; Swansea Declaration; CRE Copernicus Charter; American College & University Presidents' Climate Commitment; Lucerne Declaration on Geographical Education for Sustainable Development; Sapporo Sustainability Declaration; Universities for Sustainable Development
	Developing teacher training programmes as well as training programmes for and communicating about sustainability to university staff	Agenda 21; Kyoto Declaration on Sustainable Development; CRE Copernicus Charter; Thessaloniki Declaration; Lucerne Declaration on

		Geographical Education for Sustainable Development; Universities for Sustainable Development; Tokyo Declaration of HOPE; Bonn Declaration
Businesses	Roles of educators to provide environmental education to this stakeholder group to broaden their awareness of the environment and sustainability	Stockholm Declaration on the Human Environment
	Promoting sustainability in educational and training programmes of businesses	Agenda 21
Government	Developing sustainability training programmes for governmental officials and employees	Agenda 21
Consumers	Roles of other stakeholders to make this stakeholder group understand the environment and good business and sustainable consuming practices	Agenda 21; Lucerne Declaration on Geographical Education for Sustainable Development
Media	Recognising mass media as a powerful informal educational communication channel to disseminate information about the environment to all stakeholder groups	Stockholm Declaration on the Human Environment; Tbilisi Declaration; Agenda 21; Thessaloniki Declaration
	Roles of universities to promote training programmes for these stakeholder groups to increase their awareness about environment	Agenda 21
Civil Society	Involvement of civil society in promoting education for others	Agenda 21
Interested stakeholders	Roles of educators in providing environmental education to this stakeholder group to broaden their awareness of the environment	Stockholm Declaration on the Human Environment; Tbilisi Declaration; Talloires Declaration; Halifax Declaration; Agenda 21
	Participation of this stakeholder groups (public participation) in decision-making of solutions to sustainability problems	Agenda 21; Bonn Declaration

Table 15: Dialogue activities highlighted in other declarations

5.7. Summary

In summary, in relation to Principle 2, early declarations developed prior to 2000 mainly emphasise environmental education. In both pre-PRME declarations and post-PRME declarations, some declarations (such as Tbilisi Declaration) view curricular and environmental education from both local and global perspectives while other declarations (such as Sapporo Sustainability Declaration) mainly view sustainability education and issues from a global perspective. In relation to Principles 3 and 4, the majority of pre-PRME and post-PRME declarations provide specific teaching methods and research areas, respectively, while PRME does not provide specific teaching methods and research methods in implementation of PRME. The majority of both pre-PRME and post-PRME declarations promote collaboration with different stakeholders.

6. Chapter 6: An examination of characteristics of active signatories that report their SIP reports

This chapter presents descriptions of *active* signatories (defined as the signatories that sign and produce a progress report(s)) in response to the first research objective of the thesis examining who has supported PRME and whether they differ from the larger population of potential signatories (e.g. size of institutions and locations). The chapter will mainly describe the characteristics of 180 signatories that were included in the content analysis of the SIP reports. As mentioned in Chapter 4, four signatories that do not offer educational programmes and twelve signatories that produce their progress reports in non-English languages were excluded from a total of 196 signatories that submitted their SIP reports on the PRME website by the 10th of February, 2012. Although twelve signatories that produced their SIP reports in non-English languages are not counted in the analysis, their characteristics will be also briefly provided in this chapter. The chapter examines characteristics of the active signatories in terms of five aspects which are locations (countries of origin), size of institutions (i.e. student populations), their membership status in the UN Global Compact, their accreditation status granted by AACSB, AMBA and EQUIS and their ranking status ranked by the Financial Times Global MBA Rankings. Each of the five sections of the chapter presents each of the above five characteristics of the signatories, respectively.

Information on their accreditation status, membership status in the Global Compact and ranking status ranked by Financial Times are obtained from the websites of accreditation bodies (AACSB, AMBA and EQUIS), the Global Compact and the website of Financial Times, respectively. Information on countries of origin is

obtained from the PRME website. The information on the size of the parent institutions of the active signatories from the United Kingdom, the United States of America and Australia are obtained from the governmental and higher educational statistical websites such as www.unistats.direct.gov.uk, www.collegestats.org and www.deewr.gov.au, respectively. Information on the size of the remaining signatories is mainly obtained from their websites and annual reports as well as their SIP reports submitted on the PRME websites, except information on those of less than ten signatories which is obtained from academic accreditation and ranking websites, such as AACSB and Times Higher Education-QS World University Rankings.

6.1. Active signatories by locations

Figure 12 presents active signatories by regions. Nearly three-quarter (74%) of the total active signatories are from Europe and North America regions, and a quarter (26%) of the total active signatories comprises the remaining regions of the world, Africa, Australia, Asia and Latin and Central America.

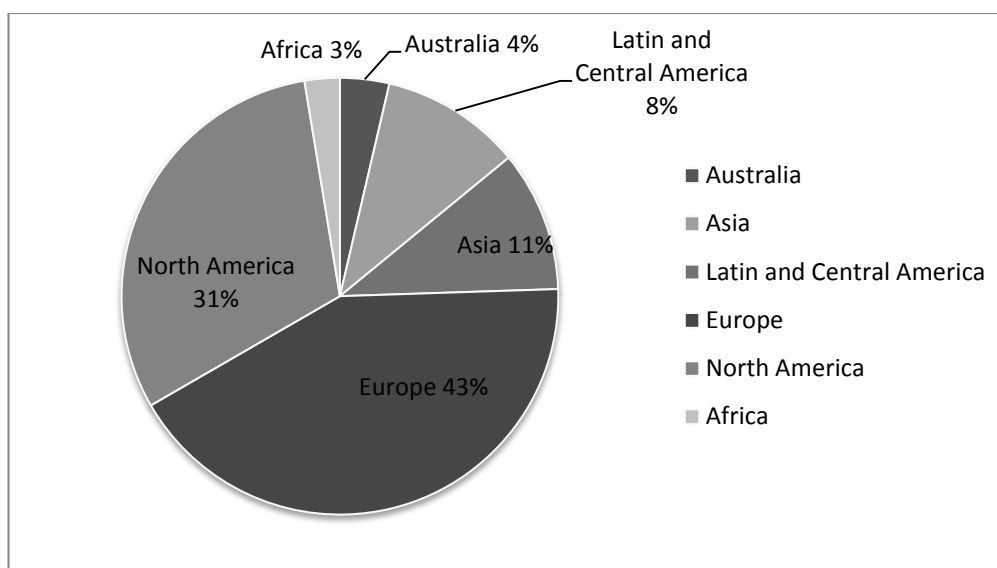


Figure 12: Active signatories by regions

Table 16 presents 180 active signatories by their countries of origin that represent 47 countries. Among them, only eight active signatories (4%) were from India and China, two countries with the world's highest population. Twelve signatories that were excluded from the content analysis of the SIP reports and this analysis are from seven countries of three regions of the world, Europe (i.e. one signatory from Spain; two signatories from France), North America (i.e. Mexico) and Latin and Central America (i.e. two signatories from Paraguay, two signatories from Colombia, one signatory from Chile and one signatory from Argentina).

North America (56 signatories from 3 countries) (31%)									
United States	50	Canada	5	Mexico	1				
Europe (78 signatories from 19 countries) (43%)									
Finland	2	Denmark	2	Greece	1	United Kingdom	18	France	11
Latvia	2	Georgia	1	Spain	10	Germany	11	Switzerland	5
Netherland	2	Italy	4	Slovenia	1	Russia	1	Hungary	1

Lithuania	2	Monaco	1	Poland	2	Ireland	1		
Latin and Central America (14 signatories from 9 countries) (8%)									
Argentina	1	Dominican Republic	1	Brazil	4	Ecuador	1	Costa Rica	2
Peru	2	Colombia	1	Trinidad and Tobago	1	Venezuela	1		
Asia (20 signatories from 10 countries) (11%)									
Philippines	2	China	5	Turkey	3	India	3	Japan	1
South Korea	2	Thailand	1	United Arab Emirates	1	Jordan	1	Singapore	1
Africa (5 signatories from 3 countries) (3%)									
Uganda	1	South Africa	3	Nigeria	1				
Australia (7 signatories from 1 country) (4%)									
Australia	7								

Table 16: Active signatories by countries of origin

6.2. Active signatories by size of parent institutions

Figure 13 presents active signatories by size of parent institutions. Information on the size of 40 active signatories (22%) cannot be identified. In the figure, the active signatories can be grouped into three groups: small size – 39% (institutions with student population between 1 and 5,000 (28%) and institutions with student population between 5,001 and 10,000 (11%)), medium size – 15% (institutions with student population between 10,001 and 15,000 (11%) and institutions with student population between 15,001 and 20,000 (4%)) and large size – 24% (institutions with student population of more than 20,001). %. Information on the sizes of twelve signatories that were not included in the content analysis of the SIP reports and that produced their SIPs in non-English languages are not available.

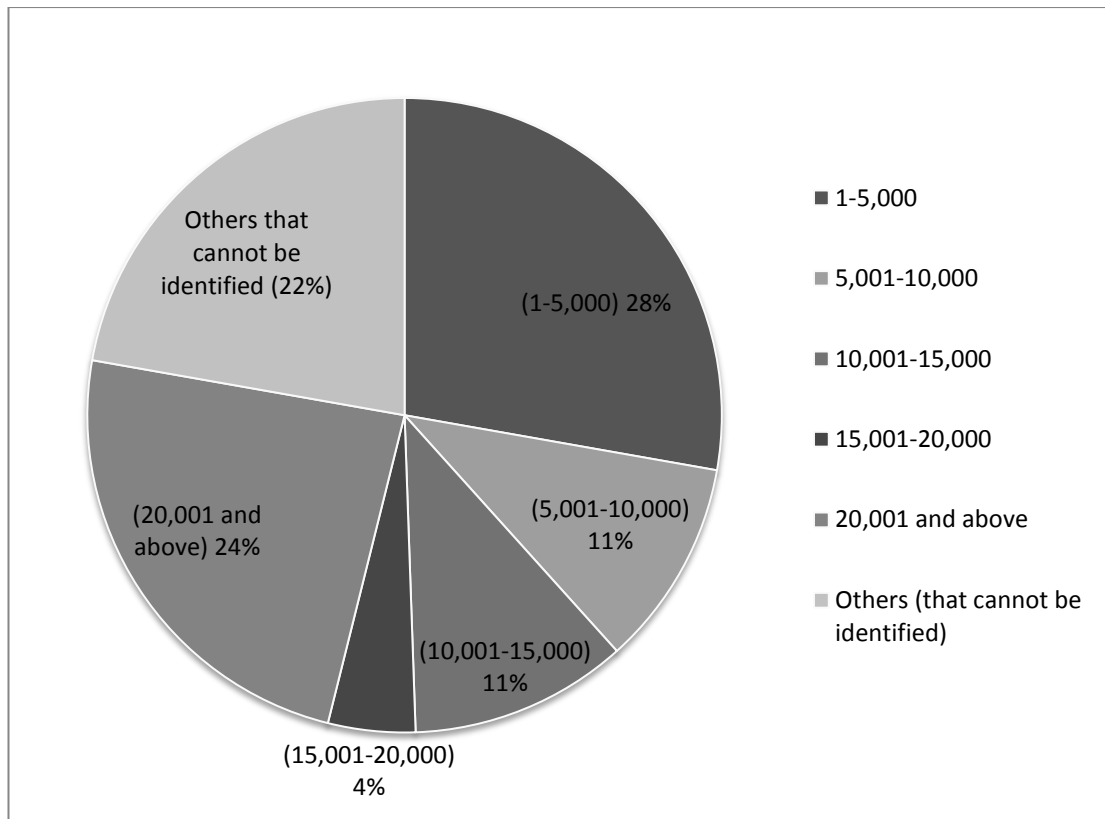


Figure 13: Active signatories by size of parent institutions

6.3. Active signatories by membership status in the UN Global Compact

A total of 55 active signatories (31% of the total 180 active signatories) are academic participants of the Global Compact principles. Table 17 presents active signatories of PRME that are academic participants of the UN Global Compact by each region. Among twelve signatories that were not included in this analysis and the content analysis of SIP reports for this study, a total of eight signatories, one signatory from Mexico (North America), two signatories from France (Europe) and five signatories from Paraguay, Colombia and Chile (Latin and Central America) are academic participants of the UN Global Compact.

Numbers of signatories (percentage of the total active signatories by each region)	
13 signatories (24%)	North America
25 signatories (45%)	Europe
8 signatories (15%)	Latin and Central America
5 signatories (9%)	Asia
4 signatories (7%)	Australia
0 signatory	Africa

Table 17: Active signatories by membership status in the UN Global Compact

6.4. Active signatories by accreditation status⁵

Figure 14 presents total active signatories that have accreditation statuses. The table also suggests that PRME is well supported by institutions that provide a high level of quality of education based on the fact that nearly 61% of a total 180 active signatories have accreditation status and 27 active signatories are accredited by all three accreditation bodies. Among twelve signatories that were not included in this analysis and content analysis of the SIP reports, three signatories have accreditation statuses. One signatory from Mexico (North America) is accredited by AMBA and two signatories from France (Europe) possess two AACSB accreditation statuses and one AMBA accreditation status.

⁵ Descriptions of AACSB, AMBA and EQUIS are provided Appendix 3.

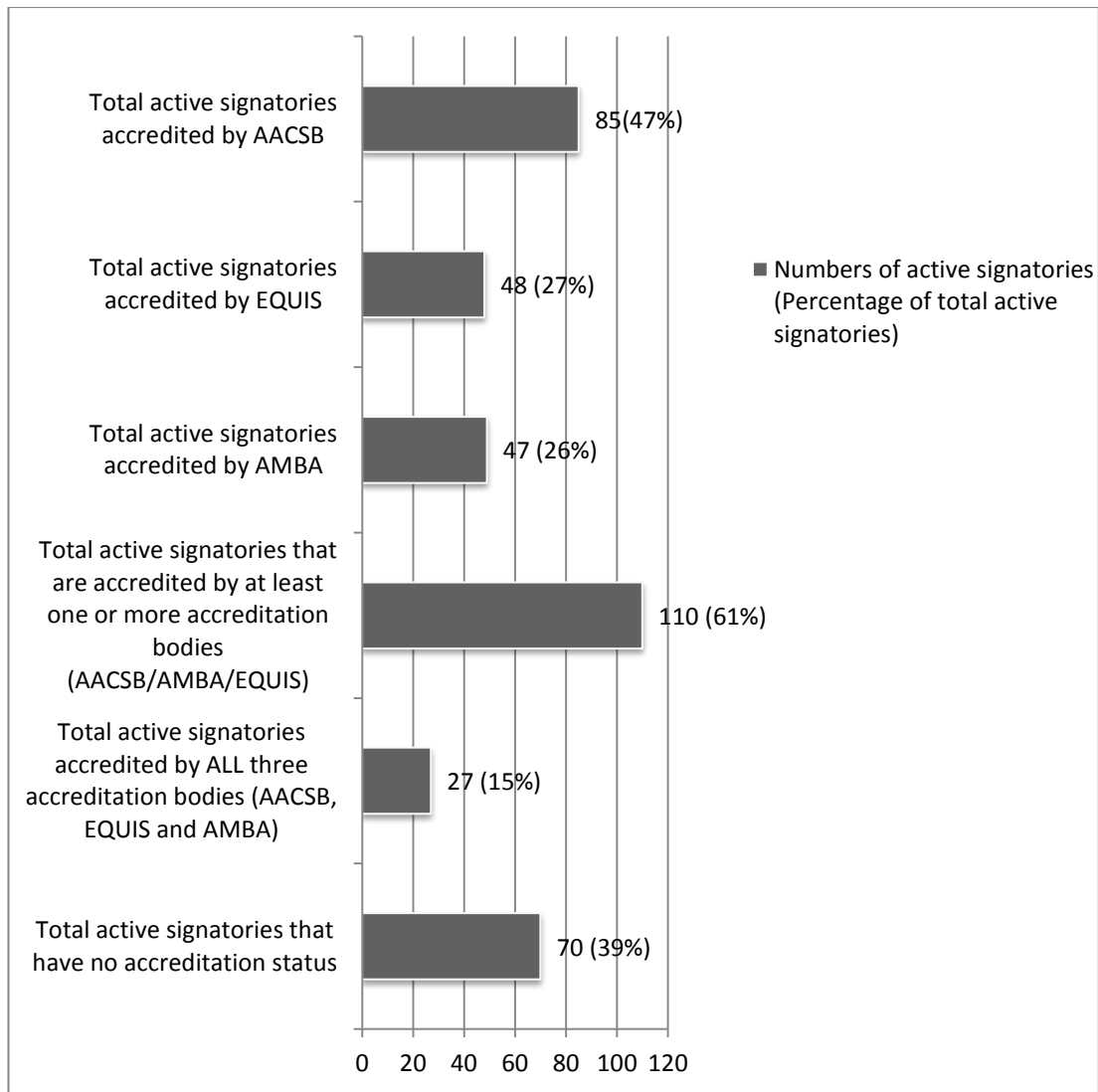


Figure 14: Active signatories by accreditation statuses

6.5. Active signatories by ranking status⁶

The study selected Financial Times rankings over other types of rankings for business schools because the ranking criteria of Financial Times consider not only quality of education provided by institutions in terms of accredited statuses such as AACSB of the business schools, but also the intellectual contribution of faculty members in terms of their publication of research in internationally recognised journals as well as post-study career and salary increase of their students and alumni.

The study first presents numbers of signatories ranked by the Financial Times, followed by its methodology and ranking criteria. Table 18 presents active PRME signatories with ranking status by regions. The majority of PRME active signatories, a total of 24 active PRME signatories (nearly 25% of total 100 business schools ranked by the Financial Times and 13% of total 180 active signatories), are included in the Financial Times Global MBA Rankings. Twelve signatories that were not included in this analysis and the content analysis of the SIP reports, were not ranked by the Financial Times.

Numbers of signatories (percentage of the total active signatories by each region)	
8 signatories (14%)	North America
11 signatories (14%)	Europe
1 signatory (5%)	Latin and Central America
3 signatories (15%)	Asia
1 signatory (14%)	Australia
0 signatory	Africa

Table 18: Active signatories with ranking status by the Financial Times Global MBA Rankings

⁶ Description of methodology of the Financial Times is provided in Appendix 3.

6.6. Summary

Nearly three-quarter of the total active signatories are from Europe and North America regions, and the remaining quarter of the total active signatories are from the remaining four regions of the world, Africa, Australia, Asia and Latin and Central America. The majority of signatories, nearly 40% of the total active signatories, are small in terms of student population at their parent institutions, and the second group of supporters are large (24%). Nearly one-third (31%) of the total active signatories are academic participants of the Global Compact principles. PRME is well supported by institutions (61%) with accreditation status, AACSB, AMBA and EQUIS, and among them 27 active signatories are accredited by all three accreditation bodies, AACSB, AMBA and EQUIS. A total of 24 active PRME signatories (nearly 25% of a total 100 business schools ranked by the Financial Times) are included in the Financial Times Global MBA rankings.

7. Chapter 7: A content analysis of the SIP reports (Part 1): Principle-by-Principle Analysis

The content analysis of the SIP reports comprises two parts. This chapter presents the first part of the content analysis of 212 SIP reports (n=212) that are in English and that have been submitted by academic institutions by the 10th of February, 2012 to answer the second research question, examining the quality of the reported activities under and interpretation of the signatories towards each principle of PRME.

The chapter comprises seven sections. Each of the first six sections (starting from Section 7.1 to Section 7.6) presents an analysis of implemented activities in relation to each principle of PRME (starting from Principle 1 finally to Principle 6), respectively. The last section presents how the signatories interpret the last sentence of PRME, to examine whether the signatories consider the last sentence of PRME as an additional principle in addition to six principles. Activities that are not reported under the related principles are not included in the analysis of respective principles. For example, curricular activities such as the creation of new programmes that are reported under only Principle 1, but not under Principles 2 or 3, will not be included in the analysis of Principles 2 or 3. If these activities are, however, reported more than once under more than one principle, they are also recorded according to what is reported. However, where 37 reports (17.5% of the total reports) discuss their overall implemented activities without categorising and reporting them under each principle, the information is allocated to the most relevant principle and not counted as a contribution to any other principles. Activities related to educational and curricular activities are, for example, analysed under only the analysis of Principles 2 and 3, but are not reported in the analysis of other principles such as Principle 1; those

related to organisational policies and strategies under the analysis of Principle 1; those related to research activities under the analysis of Principle 4 and those related to community outreach activities under the analysis of Principles 5 and 6.

Each of the first six sections (from Section 7.1 to Section 7.6) has four sub-sections, which are (1) *Expected Scope of Reporting*; (2) *Activities Highlight*; (3) *Quality of Reporting* and finally (4) *Inconsistent Reporting*. *Expected Scope of Reporting*, which was based on Chapter 3 of the study, presents activities that are expected to be reported under the respective principles. The second sub-section, *Activities Highlight*, presents activities that are reported by the signatories in relation to each principle. Detailed descriptions of each activity are presented in Appendix 4. The third sub-section of each of the first six sections rates two aspects of *Quality of Reporting* which are (1) providing a detailed timeline of implemented activities and (2) providing detailed information of implemented activities. The detailed information on the four-point Likert scale for measuring these two areas are presented in Chapter 4.

The last sub-section of each of the first six sections, *Inconsistent Reporting*, presents analysis of activities that are not related to the respective principles by comparing these activities with the first sub-section, *Expected Scope of Reporting*. Chapter 4 discusses two indicators for the analysis of inconsistently reported activities. Reported activities are considered inconsistent and unrelated to the respective principles, when they are not covered in the *Expected Scope of Reporting* and/or when reported activities are more relevant to other principles although they fall in the *Expected Scope of Reporting* for the respective principles. For example, although new curricular initiatives after PRME can be considered related to Principle 1 of

PRME, they are considered *inconsistent*, when they are reported under only Principle 1, and not under Principles 2 or 3. Detailed information on these two indicators is presented in Chapter 4. However, another limitation of analysis of inconsistently reported activities is that the analysis cannot measure activities reported in 37 reports (17.5% of the total reports) the SIP reports that discuss their overall implemented activities without categorising and reporting them under each principle.

For some signatories, they still find difficulties in interpreting and are still unfamiliar with PRME related concepts such as responsible management education. Illustrative Example 7.1 illustrates that some signatories still have difficulties in understanding the concepts related to PRME. See Illustrative Example 7.1 in Table 19.

Illustrative Example 7.1: Difficulties in interpretation of PRME related concepts

“We have identified a number of key challenges that we are continuing to grapple with. These challenges are:

- Defining precisely what responsible management education is
- Getting faculty familiar with the relevant concepts and being able to express what it means for their discipline and where they stand on sustainability and responsibility, without seeming to preach or to interfere with academic freedom [....]

For some, the PRME statements can seem like “motherhood and apple-pie” and hard to operationalise. The variety of terms in use, such as sustainability, Corporate (Social) Responsibility, corporate citizenship and the accountable corporation, also prove a barrier for some to translating the issues into their own management

discipline. However, having a formal request from the School director and the MBA director to incorporate PRME into each MBA core course helped to move this agenda forward. We have also provided an experienced teacher, well-versed in CR teaching himself, as a mentor/sounding-board for faculty interested in testing out their approach to incorporating issues of sustainability and CR in their particular discipline. This is a work in progress.” (Cranfield University, School of Management)

Table 19: Illustrative Example 7.1

7.1. Principle 1: Purpose

“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.”

7.1.1.Expected Scope of Reporting

Chapter 3 discusses all activities including curricular and extracurricular activities promoting the capabilities of students in the creation of sustainability values related to Principle 1. Moreover, integration of sustainability and responsible management themes into organisational policies such as mission statements are considered relative to the principle (UNPRME, 2010).

7.1.2.Activities Highlight

Figure 15 presents a summary of activities reported by the signatories in relation to Principle 1, and detailed descriptions of each concept are explained in Appendix 4.

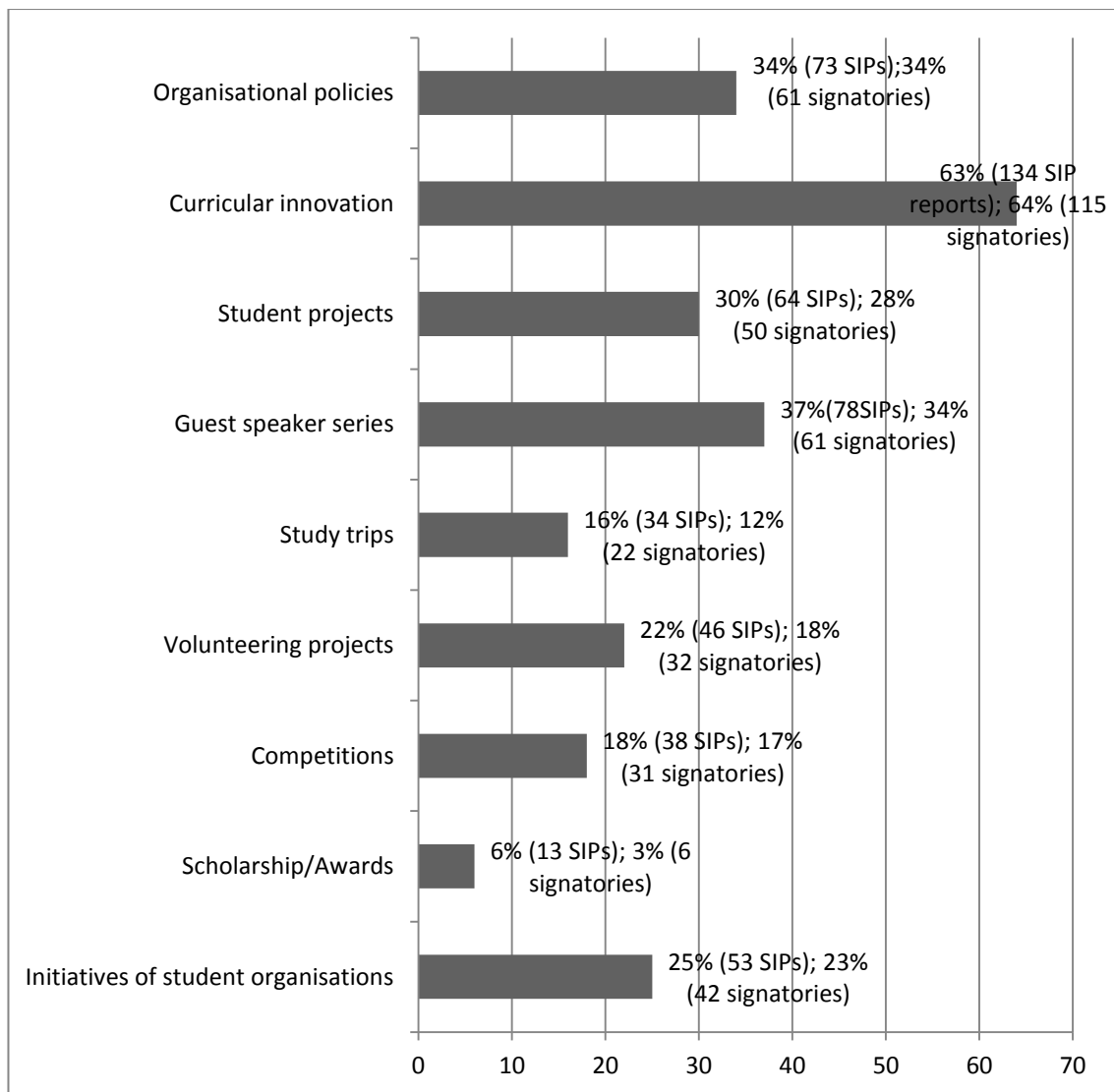


Figure 15: Activities reported under Principle 1

In summary, under Principle 1, there are two groups that report on their activities differently. The majority of the signatories report on activities from other principles such as curricular innovation (i.e. from Principle 2) and educational methods such as study trips and student projects (from Principle 3). See Illustrative Example 7.2 in Table 20, where Babson College interprets the principle as a framework principle under which other principles are clustered.

On the other hand, 8 SIP reports (3.7%) reported by seven signatories (3.8%) report only on integrating responsible management into organisational policies such as their mission statements, and do not report on activities from other principles such as curricular innovation (i.e. from Principle 2) and teaching methods such as student projects and guest speaker series (i.e. from Principle 3) although these activities are reported under the related principles such as (Principles 2 or 3) in their SIP reports. See Illustrative Example 7.3 in Table 20.

Illustrative Example 7.2: Interpreting Principle 1 as a framework principle under which other principles are grouped

“We interpret Principle 1 of the PRME as an umbrella under which all the other Principles are clustered, and to which each of them contribute. This year at Babson we built upon our new mission statement—to educate leaders who create great economic and social value—everywhere—in all aspects of our community life, from curriculum to research and publications to facilities management.” (Babson College)

Illustrative Example 7.3: Reporting on only integration of sustainability into organisational policies under Principle 1

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.

EADA's aim is formulated in its Mission described below:

MISSION

- We are an independent non profit institution founded in Barcelona (Spain) in 1957.
- We believe in humanist organisations and companies.
- We are dedicated to training and developing people and to their professional improvement.
- Through research and teaching our aim is to train managers of companies and organisations who are economically efficacious, socially responsible and respectful towards the environment.
- In our pursuit of continuity we aim to be an influence on society.
- We manage ourselves efficiently. We must make a profit via our activity, which will enable us to guarantee the institution's future.

Source: (Fundacio Privada Universitaria, EADA)

Table 20: Illustrative Examples 7.2 and 7.3

7.1.3. Quality of reporting

Under Principle 1, 72 SIP reports (40%) and 144 SIP reports (68%) do not provide detailed information on their implemented activities and detailed timeline of their implemented activities, respectively.

7.1.4. Inconsistent Reporting

Overall, under Principle 1, 63 SIP reports (30%) reported by 58 signatories (32%) report on inconsistent activities that are not related to Principle 1 or that are more related to other principles of PRME.

7.1.4.1. Curricular activities

Among the signatories that report on curricular innovation under Principle 1, 18 SIP reports (8%) reported by 17 signatories (9.5%) highlighting curricular activities are found inconsistent and are more related to Principles 2 and/or 3 because these curricular initiatives which are reported under Principle 1 are not mainly reported under Principle 2 or 3. For instance, Illustrative example 7.4, an example of the SIP report of the University of the West Indies, Arthur Lok Jack Graduate School of Business, report only on new curricular initiatives such as introducing new sustainability courses and integration of sustainability into existing curricular activities under Principle 1, but not under either Principles 2 or 3 at all. See Illustrative Examples 7.4 in Table 21.

Illustrative Example 7.4: Principle 1, reported by the University of the West Indies, Arthur Lok Jack Graduate School of Business, highlighting curricular initiatives that are not reported under Principle 2 or 3

Principle 1 - Purpose

Overview

Although building a sustainable society is a major challenge for all stakeholders, the Lok Jack GSB has embraced its role in contributing to this objective. To date, our efforts have mainly been on modifying our course offerings to ensure that they address issues of responsibility and sustainability. We have recognized that our students and clients, operating mainly in a small market, must have the ability to create supportive networks and clusters for sustainable business. As such, our approach to this principle is to promote the competencies required for small businesses to establish clusters and networks across borders.

Achievements

In 2009, the Lok Jack GSB embarked on various initiatives that will facilitate our students to become globally responsible leaders. These are:

Curriculum Change: As part of our curriculum development process, we have re-defined the syllabus of all our courses to embody elements of the six PRME principles and align all the contents with the mandate of Responsible Leadership. We therefore made the responsibilities of leaders and organizations an overarching theme in all our programmes. Thus various business ethics issues and CSR-topics are addressed in the context of all courses and within various disciplines (Finance, Human Resource Management, Marketing, Strategy etc).

Mandatory CR Course: A core course in Corporate Responsibility and Business Ethics was introduced for students in the MBA programmes and the MSc International Finance. The course deals explicitly with issues relating to CSR, Corporate Governance, Business Ethics and Sustainability.

Corporate Governance Workshops: A series of Executive Training Workshops on Corporate Governance were offered to executives in Private and Public companies. These workshops targeted mainly boards and senior management but there were instances when general staff had also attended.

Future Perspectives

- Designing team projects related to Corporate Responsibility (CR) in conjunction with local or Multi-National organizations (MNCs).
- Develop an Outreach CR Programme which allows students to volunteer their time to special causes.
- Develop new programmes that promote inclusivity, shared values and networks for business sustainability.
- Build a collaborative community of alumni.

Illustrative Example 7.4 (continued): Principle 2, reported by the University of the West Indies, Arthur Lok Jack Graduate School of Business, that do not report on curricular initiatives which are reported under Principle 1

Principle 2 - Values

Overview

Trinidad and Tobago is a small developing country seeking to develop an innovative people for sustainable development. The values of social responsibility in this context are strongly linked to building market inclusivity as an overarching strategy. The importance of incorporating values of social responsibility into our academic and administrative activities has been communicated to our key stakeholders – students, faculty and administrative staff. By so doing we expect to increase their general awareness regarding the universal principles of social responsibility as expressed in the UN Global Compact.

Achievements

Communication: The six principles of the PRME have been clearly communicated to all faculty members. This was done through Academic meetings, Subject Area Grouping meetings, Emails and also on the contracts of all faculty members. Communication of the PRME was carried out in conjunction with our curriculum review process. Our Administrative staff was also informed of the PRME through general and departmental meetings. In addition, all new students are exposed to the PRME during their orientation ceremony.

Code of Conduct: To ensure that responsible behavior is upheld throughout the institution, a code of conduct was developed and signed by each member of staff.

Student Commitment Agreement: Each student, on entry to the School, is required to sign our Student Commitment Agreement which expresses their commitment to adhere to the School's Student Charter (available at www.lokjackgsb.org) as well as the Code of Principles and Responsibilities for Students and the Regulations for Graduate Diplomas and Degrees of the University of the West Indies (available at <http://sta.uwi.edu/postgrad/>). These policies and regulations contain values of ethics and responsibility.

Joint Student/Staff CR Initiative: The catastrophic earthquake that shocked Haiti in January 2010 affected millions of Haitians. Given the urgent need for food, clothing and medical supplies our students and staff collaborated and launched the Haiti Relief Initiative and sourced food, clothing and other necessities which were then sent to Haiti. This voluntary initiative is a demonstration of the growing awareness among the Lok Jack GSB community of the importance of being socially responsive and responsible.

Future Perspectives

- Further co-operation with student representatives and alumni to promote and advance the incorporation of the values of sustainable development and social responsibility into the curriculum.
- The School will consider the introduction of an oath for graduates.
- Identify other collaborative initiatives for staff and students.

Illustrative Example 7.4 (continued): Principle 3, reported by the University of the West Indies, Arthur Lok Jack Graduate School of Business, that do not report on curricular initiatives which are reported under Principle 1

Principle 3 - Method

Overview

The business education programmes offered at the Lok Jack GSB are at most, two year part-time programmes. The School, as other organisations, must be cognizant of its inputs and processes in order to deliver the output envisaged after a course of study. Particular attention must be paid to student quality and support as well as faculty and classroom quality. We are committed to designing the environment which will produce responsible leaders and innovators of the future.

Achievements

Established an Assessment Centre for Student Admissions: In an attempt to ensure that our students are some of the best and have the attitudes and behaviours we deem necessary for participating in our Masters Programmes, the School established an Assessment Centre for admitting new students. Integral in our assessment process is an evaluation of the candidate's ethical behavior. Ethical Case Studies are therefore given to candidates for their review followed by questions from an interview panel. This exercise serves as an early orientation and indication to the potential student of the importance of ethics and responsibility at the Lok Jack GSB.

Student Study Tours: Our Student Study Tours to Brazil and Chile in 2009 were arranged to ensure that students gained experiences and cross cultural awareness of business practices in dealing with sustainable development with hands on experience in terms of social responsibility and good corporate citizenship. Thus the role of business in society was underscored and our students were exposed to how private sector entities can facilitate societal development in a sustainable manner, particularly in developing economies / societies.

Review of Course Outlines: The School has commenced the process of individually reviewing course outlines to ensure that, among other things, the paradigms and frameworks emphasize responsible business and that faculty address these in the classroom.

Future Perspectives

- Screening of CR documentaries and hosting of CR related debates /panel discussions.
- Creation of a separate core course on Corporate Responsibility.
- Company visits with CR-related topics/initiatives.

Source: (University of the West Indies, Arthur Lok Jack Graduate School of Business)

Table 21: Illustrative Example 7.4

7.1.4.2. Executive education and outreach education

On the other hand, 26 SIP reports (12%) reported by 23 signatories (13%) that report executive education and outreach education for external stakeholders such as business partners in which there is little or no attendance of students studying within official curricula and also which are not initiated by student bodies and associations. These activities are found inconsistent and are more related to the concept, *academic activities* of Principle 2. See Illustrative Example 7.4, presented in Table 21, the above illustrative example of the University of the West Indies, Arthur Lok Jack Graduate School of Business, which is presented earlier, that report on executive education in which there is little or no attendance of students studying within official curricula and/or which are not initiated by student bodies under Principle 1.

7.1.4.3. Research

Moreover, 6 SIP reports (2.8%) reported by 6 signatories (3%) report on research activities under Principle 1 in which students are not involved. These activities are considered inconsistent because they are curricular development projects and students are not involved in these research activities. See Illustrative Example 7.5 in Table 22.

Illustrative Example 7.5: Inconsistent research activity which are more related to Principle 4

“The Fordham Graduate School of Business Administration launched in 2010 the Global Healthcare Innovation Management Cent[re], speciali[s]ing in researching the development and application of new Healthcare management models. According

to Professor Falguni Sen, founder of the Cent[re], its goals include making a vital contribution to the development of managerial styles that foster efficient and socially responsible healthcare innovations. The intent is that such innovations benefit relevant industries and enhance the public good on a global scale. “When people don’t have their basic needs met – that is, the health and functioning of the individuals and their community as a whole is not possible, they cannot contribute to the vision of a sustainable world,” explains Dr. Sen.” (Fordham University, Gabelli School of Business & Graduate School of Business Administration)

Table 22: Illustrative Example 7.5

7.1.4.4. Community outreach activities

9 SIP reports (4%) reported by 8 signatories (4.4%) and 17 SIP reports (8%) reported by 8 signatories (8%) reported on partnership activities and dialogue activities, respectively which are more related to Principles 5 and 6 because students are not involved in these outreach activities and these projects are not intended to promote curricular projects, However, in these inconsistent activities, the study excluded dialogue, collaborative activities and projects with external stakeholders which are intended to promote curricular projects such as the creation of new study courses. See Illustrative Examples 7.6 and 7.7 in Table 23.

Illustrative Example 7.6: Collaborative projects (i.e. which are more related to Principle 5) with external stakeholders in which students are not involved and which are not intended to promote curricular and teaching innovation

“In cooperation with the World Economic Forum and leading business schools

worldwide, such as Harvard Business School, Thunderbird School of Global Management and INCAE Business School, [the university] is developing a "Hippocratic Oath" for managers, within the context of the Young Global Leaders (YGL) (www.globalbusinessoath.org). This applies similarly for the non-profit organisation. The Oath Project (www.theoathproject.org), which has taken up a further leading and coordinating role in this initiative on an international platform.” (EBS University of Business and Law)

Illustrative Example 7.7: Dialogue activities in which attendance of students studying official curricula are not included and which are more related to Principle 6

“Several academic conferences and seminars aimed at Hanken alumni and the public at large have been arranged during 2007-2009. Examples include:

The opening seminar of the HUMLOG institute on 12.12.2008. The Humanitarian Logistics and Supply Chain Research Institute (HUMLOG) carries out humanitarian logistics research at Hanken School of Economics and the National Defence University of Finland. The research institute is based at Hanken.” (Hanken School of Economics)

Table 23: Illustrative Examples 7.6 and 7.7

7.1.4.5. Campus sustainability initiatives

Moreover, 20 SIP reports (9%) reported by 16 signatories (9%) inconsistently report on campus sustainability initiatives under Principle 1, such as sustainability procurement, reduction of office paper waste and water saving. They are considered

inconsistent because the involvement of students is not highlighted in these inconsistently reported activities. See Illustrative Example 7.8 in Table 24.

Illustrative Example 7.8: Campus sustainability

“Sustainability is one of the guiding principles at the University of New South Wales (UNSW). As part of UNSW’s aim to follow the ethos of living successfully in the present, without compromising the ability to do so in the future, a number of measures are being introduced UNSW-wide to make the campus greener. The most recent initiatives include:

- Envirobank Reverse Vending machines—introduced in foodcourts around campus in mid-2010, the machines allow staff and students to insert empty aluminium cans and PET plastic bottles in exchange for 'Crunch Credits' or instant win coupons and prizes. An average wheelie bin holds between 100 & 150 containers while a Reverse Vending Machine holds 3,000 containers—equal to 25 wheelie bins.
- Water Refill Stations—to be installed across campus in late 2010, these refill stations will allow students, staff and visitors to refill water bottles, reducing the need to buy more single use plastic bottles. The refill stations are vandalism resistant, hygienic, accessible to wheelchair users and children; as well as being easy to install, maintain and clean. They are also fitted with a water meter so UNSW will be able to estimate how many plastic water bottles the refill stations have stopped people from buying and throwing away.” (University of New South Wales, Australian School of Business)

Table 24: Illustrative Example 7.8

7.2. Principle 2: Values

“Principle 2 – Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.”

7.2.1.Expected Scope of Reporting

Expected Scope of Reporting in relation to Principle 2 includes curricular activities such as the integration of sustainability issues into existing courses and programmes and the development of new standalone courses and programmes, and other academic activities, such as non-formal education (e.g. executive education), informal education, research projects (i.e. Principle 4), partnership projects (i.e. Principle 5) and dialogue activities (i.e. Principle 6).

7.2.2.Activities Highlight

Figure 16 presents a summary of activities reported by the signatories in relation to Principle 2, and detailed descriptions of each concept are explained in Appendix 4.

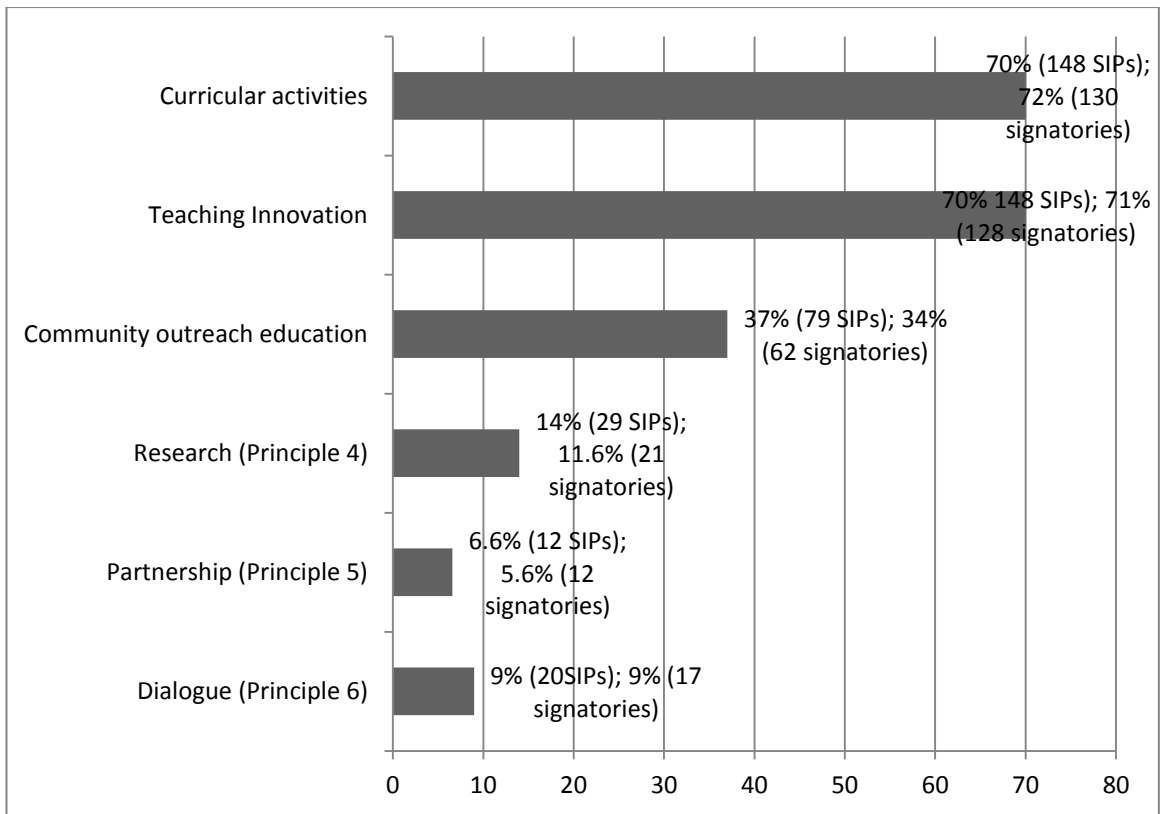


Figure 16: Activities reported under Principle 2

In summary, under the above concept, *Curricular Activities*, 48 SIP reports (23%) reported by 45 signatories (25%) report new curricular initiatives such as creation of new study modules, courses, programmes and/or integration of sustainability into existing courses and programmes only under Principle 2, but do *not* report these new curricular activities under Principle 3 at all. See Illustrative Example 7.9 in Table 25. It is important to highlight because some SIP reports report on these new curricular initiatives under Principle 3, but do *not* report under Principle 2, while some SIP reports report on these activities, under both Principles 2 and 3.

Illustrative Example 7.9: Introducing a new study course that is reported under Principle 2, but not under Principle 3

“In 2010-2011 academic years a course of Corporate Social Responsibility was introduced at the BBA [(bachelor’s degree)] level. The course was designed by a partner organi[s]ation (The Center for Strategic Research and Development of Georgia) working on CSR for a number of years in Georgia. The course is in full compliance with the values of global social responsibility; however, it builds on the local context of the country and the experience of various businesses in this domain. Thus, the course is fully based on case studies. First, the course was introduced to students attending the Management direction as a pilot course. Currently, the course is taught to all BBA students entering their 3rd year of studies at CSB [(Caucasus School of Business)]. CSR studies are also incorporated in the curricula of newly established MSc in Management program within the school.” (Caucasus University, Caucasus School of Business)

Table 25: Illustrative Example 7.9

While the majority of signatories mainly report curricular initiatives but do not report research activities under Principle 2, under the above variable, *Research (Principle 4)*, 29 SIP reports (14%) submitted by 21 signatories (11.6%) report research activities under Principle 2. See Illustrative Example 7.10 in Table 26.

Illustrative Example 7.10: Research activities as part of Principle 2

“Research-related activities, as described in the second and fourth Principles

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

[Principle 2 is repeated here because we consider research to be an “academic

activity.”]

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.” (Seattle University, Alber School of Business and Economics)

Table 26: Illustrative Example 7.10

Similarly, under the above concept, *Partnership (Principle 5)*, 12 SIP reports (6.6%) submitted by 12 signatories (5.6%) report collaborative projects of signatories themselves with other stakeholders, in which their students and student associations are not involved and which are initiated by students as part of their study programmes. However, under this concept, collaborative projects with other stakeholders which are intended to promote curricular projects and educational materials such as case studies for students within official curricula are not included because the study intends to measure whether the signatoires consider Principle 5 (i.e. deep collaborative activities) part of Principle 2. See Illustrative Example 7.11 in Table 27.

Illustrative Example 7.11: Collaborative project (which is more related to Principle 5) in which students are not involved or which do not intend to promote curricular activities and teaching methods

“In collaboration with Orange and Fundación Cultural Banesto, IE Business School coordinates "NETI project", an initiative designed to promote the creation of technology-based businesses. To date, NETI has generated 900 jobs in direct and indirect terms and has received over €5,000,000 from private investors. For the past

three years, NETI has included an award for the Best Social Project. For a period of 8 months, the winners of the NETI project receive expert support to turn their business ideas into future projects.” (Instituto de Empresa, IE Business School)

Table 27: Illustrative Example 7.11

On the other hand, under the concept *Dialogue (Principle 6)*, 20 SIP reports (9%) submitted by 17 signatories (9%) report on dialogue activities, in the form of conference presentations and attendance rather than training programmes or executive education for business executives and community members, to promote dialogue among stakeholders rather than among students. These dialogue activities are mainly initiated by the reported signatories or their partner institutions themselves, not by student associations nor student bodies because the study intends to measure whether the signatories consider Principle 6 part of Principle 2. See Illustrative Example 7.12 in Table 28.

Illustrative Example 7.12: Attendance of faculty members at conference presentations which are more related to Principle 6

“[Activities of ESAN University includes] participation of ESAN University representatives in the annual meeting of the Partnership in International Management (PIM). Its main topic was “Global Collaboration towards Sustainability and Climate Change”, which was held in Dunedin, New Zealand, in November 2010.” (Universidad ESAN)

Table 28: Illustrative Example 7.12

7.2.3. Quality of reporting

Under Principle 1, 56 SIP reports (26%) and 117 SIP reports (55%) do not provide detailed information on their implemented activities and detailed timeline of their implemented activities, respectively.

7.2.4. Inconsistent Reporting

Overall, 50 SIP reports (23.5%) reported by 48 signatories (27%) are reported inconsistently under Principle 2. Inconsistently reported activities are as follows:

7.2.4.1. Teaching methods

Among activities reported under the concept *Teaching Innovation*, 40 SIP reports (19%) reported by 39 signatories (22%) are more related to Principle 3. These inconsistently reported activities are both as part of curricular and extra-curricular activities. At extra-curricular level, they are not *explicitly* reported that they are integrated into academic courses (i.e. curricula) offered at the signatories. Perhaps these signatory groups consider extra-curricular teaching methods part of the concept of Principle 2, *academic activities*. See Illustrative Example 7.13 in Table 29.

At curricular level, these teaching methods are explicitly reported under Principle 2, but not under Principle 3, although they are part of curricula or part of the principle. For instance, Illustrative Example 7.14, presented in Table 30, illustrates an example of the SIP report of the University of Technology Sydney, Faculty of Business, reporting mainly teaching methods under Principle 2, which are not *mainly* reported under Principle 3.

Illustrative Example 7.13: Teaching methods at extracurricular level (i.e. Guest speakers series) which are more related to Principle 3

“During this reporting period, we developed a series of on-campus programs designed to engage students with a broad range of global business issues. These programs included:

- “Biodiesel in Haiti: Business Solutions to Poverty”, Speakers: Kathleen Robbins, Green Microfinance; Lionel Jean-Baptiste, Haitian Congress to Fortify Haiti
- "Business Solutions to Poverty: Could Peanut Butter Eradicate Malnutrition in Africa?", Speaker: Dr. Mark Manary, Project Peanut Butter” (Dominican University, Brennan School of Business)

Table 29: Illustrative Example 7.13

Illustrative Example 7.14: Teaching methods, as part of curricula, which are mainly reported under Principle 2, but not under Principle 3

UTS:BUSINESS

PRINCIPLE 2: VALUES

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact

Within the MBA and Master of Business programs, opportunities have been created for students to develop their skills in practical projects to offer business strategies to non-profit organisations, both locally and internationally.

Shopfront is a university wide program that supports the work of academics from all faculties supervising or contributing to community projects or research.

Two lecturers in the MBA program, Dr Natalia Nikolova and Dr Jochen Schweitzer, have supervised their students in projects through Shopfront to develop non-profit organisations by providing workable business strategies.

Over the past six years, teams of MBA students from the subject Management Consulting have worked with the University's community program, UTS Shopfront, to deliver high quality, genuinely cross-disciplinary planning projects to the community sector. This has included completing strategic reviews, developing business and social enterprise plans, and documenting important organisational knowledge. Since 2006 the partnership has delivered 41 projects and more than \$900,000 worth of pro bono management consulting expertise to under-resourced community organisations. The subject has received a UTS Human Rights Award and a Learning and Teaching Award Commendation.

The students who worked on the community projects are a broad mix of local and international, full-time and part-time students including cross-faculty students. Their professional backgrounds include engineering, social work, information technology, marketing, public relations, risk management, human resources, finance management, operations and logistics, and small business owners.

As reinforcement to the UTS Business mission statement, 'Forward -Thinking Work- Ready', in conjunction with Shopfront, UTS Business has created these opportunities for students to gain necessary skills, by investing student expertise in non-profit organisations. These projects make a significant, long-term contribution to the sustainability of UTS's community partners.

As part of the curriculum review, the UN Global Compact's principles have been integrated into subjects across the Bachelor of Business, Master of Business programs, MBA and the Executive MBA to ensure that sustainable teaching theories and concepts are integrated through all subjects in the Business School.



UTS Business School : Leading by Example

Undergraduate students in a Bachelor of Business will soon be undertaking a business statistics case study based on climate change; and while tackling traditional accounting, students will also be introduced to topics like ecological accounting and lifecycle assessment. Significant momentum has grown during the process of developing the new curriculum, which will extend sustainability consideration into other courses. These kinds of sustainability subjects and concepts are being rolled out at a conservative pace so graduates can continue to provide skills that meet existing market needs, while at the same time enabling them to meet future sustainability challenges.

Illustrative Example 7.14 (continued)

UTS:BUSINESS

Community Projects through Shopfront

African Soul food

03 May 2010

Mbuyi Tshielantende, who came to Australia on a humanitarian visa in 2004 after fleeing his home in the Democratic Republic of Congo seven years earlier, knows all too well the challenges faced by African migrants. In 2008, he started the African Food Project.

This social enterprise aims to unite Sydney's ethnic communities through food and to assist African migrants to feel settled in Australia, "their second home", by growing and selling their traditional produce.

To ensure the long-term success of the project, last year Boronia Multicultural Services contacted Shopfront – UTS's community program – for help in developing a sustainability plan.

The task was taken up by four Master of Business Administration (MBA) students – Fotis Kalis, Kanth Gudipudi, S Venkatesh Mohan Rao and Jayamohan Venicatakrisnan – as a project for their Management Consulting subject.

They were supervised by Natalia Nikolova, lecturer in the School of Management, and former School of Management lecturer, Ian Douglas. Over the 14-week Spring semester, the students created a document that covered corporate governance, risk management and business processes. Tshielantende and Boronia Multicultural Services Manager, Isaac Kisimba, are now using the step-by-step plan to structure the non-profit organisation.

Fotis Kalis, MBA student, "We unanimously had an attachment to the African Food Project. The other three guys are of Indian descent and I'm of Greek background, so we all have a migrant story and that's what really sparked our interest. The brief was to develop something that would allow the African Food Project to put into place a more structured organisation and would allow them to take their food to the next step."

Douglas agrees, "They get an insight into Australian life that would never have come otherwise. It's an experience of exposure to this country, this culture, they would have never seen in a classroom environment. Everybody wins from this. The community organisation gets a useful, carefully prepared report and the students get to put their skills to work."



Mbuyi Tshielantende. (Photographer Fiona Livy)



Skateboarders. (Photo by Rhianon Bader)

Skateistan

Local skateboarder Oliver Parcovich has established a not-for-profit organisation 'Skateistan' in Afghanistan that provides education to 350 girls and boys between the ages of 5 and 17. For every hour of skateboarding completed, students also complete one hour of English and computer lessons, which has been enthusiastically embraced by the Afghan students.

Dr Jochen Schweitzer, lecturer in Marketing, met Oliver on a cycling tour, and the collaboration between Skateistan and the UTS Business School started in 2010. Oliver needed a sustainable way to invest in the organisation other than donations, and Jochen saw the project as a way to increase student engagement by using this need as a real business case. The best ideas were ways of using the internet platforms for marketing, and some of these ideas will be implemented in the future for promoting the cause. The Skateistan project will be used again in the subject Business Marketing Project, but Dr Schweitzer will be looking for equally challenging organisations for his students to work on next semester.

Other Projects have been initiated with community groups such as Redfern Community Centre, Tribal Warrior Association, Carpentaria Ghosts Nets Program and International Help Fund to develop the skills and capabilities of postgraduate students in community organisations.

Illustrative Example 7.14 (continued)

UTS:BUSINESS

PRINCIPLE 3 METHOD

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership

UTS: Business is committed to maintaining excellence in the quality of teaching and learning we provide to undergraduate, postgraduate and continuing education students.

Appropriate qualitative and quantitative indicators are regularly reviewed for performance of teaching and learning for use in the assessment of the quality of the Faculty's award courses, taking into account national and international best practice in similar academic programs.

The [UTS: Student Feedback Survey \(SFS\)](#) is a key quantitative quality determination instrument that measures student satisfaction with our courses and assists the ongoing development of our teaching and learning programs. The surveys are undertaken each semester and the results forwarded to each Head of Discipline for evaluation. Our programs are reviewed at least every five years, and this is an opportunity to liaise with external working parties to deliver the most relevant degree for industry. The planning process to review our programs includes:

- Researching and scanning of international data and international trends
- Workshops with international experts in the area of curriculum renewal in relation to postgraduate programs (e.g. Dr Roger Martin, Rotman School of Management)
- Surveys of alumni and current students
- Industry focus groups
- Comparative data on content of degrees and approach to teaching both nationally and internationally
- Workshops with staff on curriculum design

To support the learning experience of our students, UTS Business has a dedicated Learning Support Officer to assist students in academic writing, time management and research skills. At the beginning of each semester, UTS Business School runs an Induction Workshop for postgraduate students. The workshop is delivered by the Associate Dean in Postgraduate Programs and addresses UTS operations and support systems, Academic writing and Case Study Analysis and Critical Thinking.

Block A Building 5 has been completely [refurbished](#), creating new flexible environments, informal learning spaces, group collaboration and social hubs.



Photo credit: Andrew Worssam.

Illustrative Example 7.14 (continued)

UTS:BUSINESS

Sample of subjects available in both undergraduate and postgraduate programs, embedding sustainability, ethics and best management practice

21832 Managing for Sustainability

This subject provides students with a framework for incorporating the natural environment into business strategies and practices.

21012 Governance and Sustainability

The subject employs a stakeholder management perspective to analyse organisational strategies, values and operations that facilitate the development of sustainable, high-performing organisations, as well as enabling a balance between enterprise, society and the ecosystem.

21854 Innovation and Entrepreneurship

This subject presents students with a perspective on new, small and innovative enterprise in comparison with the traditional large, bureaucratic and conservative organisation.

27700 Sustainable Tourism Management

This subject provides students with an awareness of significant contemporary issues arising from tourism's impacts on its economic, natural/ecological, social and cultural environments.

27706 Managing Tourism Services

This subject examines management as a social process and applies management theories and empirical studies to various travel and tourism industry settings and management structures.

21874 Corporate Governance and Sustainability

This subject examines corporate governance systems by which business corporations are directed and controlled, and how these may contribute to sustainable enterprise.

27800 Applied Leadership and Strategy

This subject focuses on issues of leadership, teamwork and strategic thinking in a global business environment.

21875 Organisational Behaviour in Practice

The subject begins with an overview of organisational behaviour and leadership knowledge and discusses the main sources of leadership wisdom that underpin organisational behaviour practices, from the economic rationalist through to notions of spiritual leadership. Principles of ethics and social responsibility, as well as sustainability, are important features of the subject.

21873 Global Business Strategies

This subject challenges the traditional thinking about strategy and is designed for serious academic study by managers and practitioners who wish to apply high level conceptual and critical thinking skills to global business strategy and value innovation.

21871 Operations and Value Chain Strategy

This subject presents operations from a vantage point that encompasses both the entire organisation and the broader supply network. The subject contextualises operations management by arguing that the goals to which any high quality operation must aspire are the goals of profitability and sustainable business practices.

21872 Organisational Analysis

The subject introduces students to the ideas associated with established theories of organising and emergent theories of practice in organisation studies.

26100 Integrating Business Perspectives

This subject provides students with an overview of the business landscape with its various economic, legal and regulatory dimensions, in the private, public and non-profit sectors. It provides an introduction to the relationship between the various business disciplines and their contribution to the value of the business and society.

21591 Transnational Management

This subject examines the management challenges associated with the strategic and operational management of organisations whose activities stretch across national boundaries.

21226 Sustainable Enterprise

This subject critically analyses and examines the social and ecological assumptions that underpin commercial activities in contemporary society and reviews the current global performance of business in terms of human and ecological sustainability.

21228 Management Consulting

This subject introduces students to the nature and characteristics of the consulting industry, major practice areas in consulting and the value creation activities of management consultants.

23272 Tourism and Sustainability

This subject examines the relationship between tourism and sustainability, in particular the reasons why there are questions about the long-term sustainability of tourism and ways in which this issue can be addressed.

27523 Planning for Sustainable Destinations

This subject examines the application of environmental planning principles and practices to the level quality of provision of facilities and settings for tourism experiences.

75420 Ethics and Professional Conduct

This subject provides a basis for the understanding of the ethical responsibilities of legal practitioners including obligations relating to a solicitor's trust account.

21722 Leadership, Coaching and Mentoring

This subject emphasises understanding the role of the manager as leader, decision maker and change agent.

21720 Human Resource Management

This subject presents an introduction to the field of human resource management. Topics include ethical considerations in HRM and the implications of HRM policies & procedures for human and other forms of sustainability.

21832 Managing for Sustainability

This subject provides students with a framework for incorporating the natural environment into business strategies and practices.

25602 Ethics in Finance

This subject explains the importance of ethics in the operation of financial institutions and in the personal conduct of finance professionals.

27348 Critical Issues in Global Tourism

This subject allows students to apply the knowledge they have gained in the course to an understanding of contemporary, critical, global issues in tourism.

27649 Ecotourism Planning and Management

This subject addresses the range of management and planning issues appropriate to the operation of ecotourism in Australian society.

Source: (University of Technology Sydney, Faculty of Business)

Table 30: Illustrative Example 7.14

7.2.4.2. Campus sustainability initiatives

12 SIP reports (5.6%) reported by 11 signatories (6%) inconsistently report campus sustainability initiatives under Principle 2 which are not related to either academic or curricular activities. See Illustrative Example 7.15 in Table 31.

Illustrative Example 7.15: Campus sustainability initiatives reported under Principle 2

“As a contribution to environmental protection, a number of activities have been put into effect, amongst them:

- Reconstructions to reduce carbon dioxide emission
- Preference of suppliers that hold environmental certificates
- Up to date standards for products are required, e.g. electricity from renewable energy and paper from PEFC (Program[me] for the Endorsement of Forest Certification Schemes)
- Facilities are operated with modern technologies such as energy saving lamps, motion sensors, heat recovery and green IT and virtuali[s]ation.” (Frankfurt School of Finance & Management)

Table 31: Illustrative Example 7.15

7.3. Principle 3: Methods

“Principle 3 – Methods: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.”

7.3.1.Expected Scope of Reporting

Chapter 3 discusses activities of the concepts such as, *educational frameworks, materials, processes* and *environments*. Especially, in relation to the concept,

educational environment, the study does not consider responsible management practices of institutions (e.g. campus sustainability initiatives) part of the concept. *Extra-curricular* teaching methods are also included.

7.3.2. Activities Highlights

Figure 17 presents summary of activities reported by the signatories in relation to Principle 3, and detailed descriptions of each concept are explained in Appendix 4.

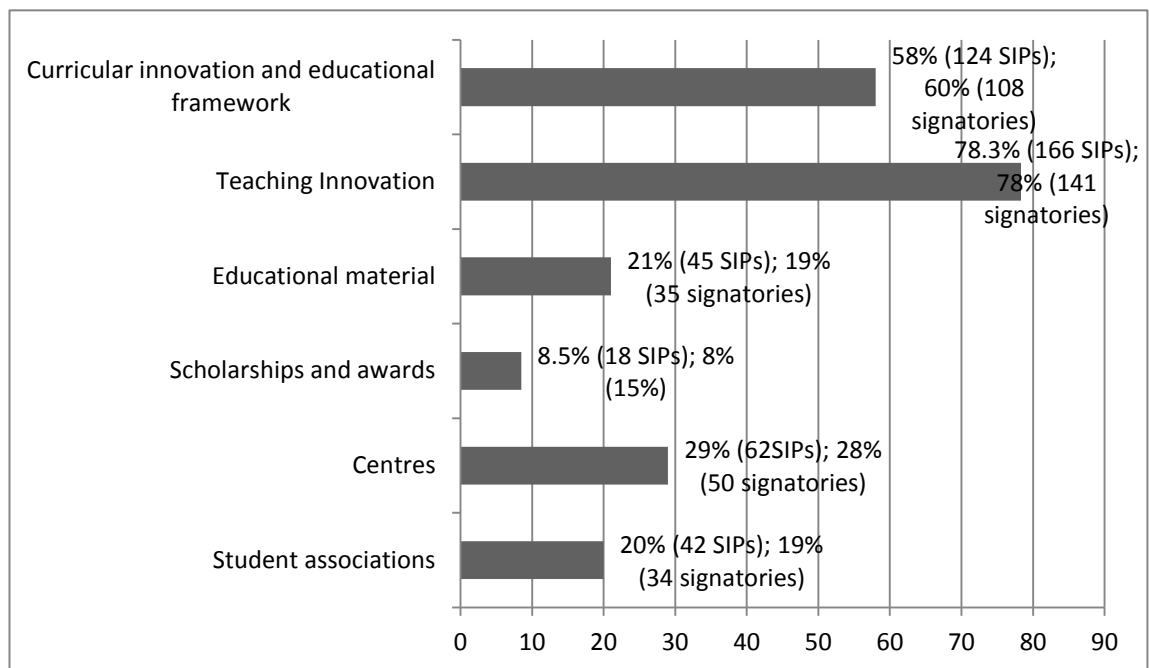


Figure 17: Activities reported under Principle 3

It is important to note that the analysis cannot be structured according to the key variables of Principle 3 such as *educational frameworks*, *materials*, *processes* and *environments* since the majority of signatories do not categorise their activities around these variables included in Principle 3. However, based on some SIP reports that structure their activities around the key concepts of Principle 3 such as *educational frameworks*, *materials*, *processes* and *environments*, the study finds that interpretation of these concepts among the signatories are *different* from one another.

For example, the study discusses how the majority of signatories refer to the concept, *educational framework*, of Principle 3 of PRME, under the working variable for this analysis of reported activities in relation to Principle 2, *Curricular Innovation and Educational Framework*. See Appendix 4. However, in the SIP report of Texas State University - San Marcos, McCoy College of Business Administration, the school's reported activities reference to *educational frameworks* is more related to activities and teaching methods rather than the concept of *educational framework*. See Illustrative Example 7.16 in Table 32 highlighting educational frameworks of McCoy College of Business Administration. It is not clear whether the school interprets the concept, *educational framework*, correctly because the report simply reports activities, but does not explain what its *educational frameworks* and how the reported activities in Illustrative Example 7.16, such as hosting workshops, are related to its educational frameworks.

Illustrative Example 7.16: Educational frameworks of McCoy College of Business Administration

“Educational Frameworks

Dr. Corey Ciocchetti, Assistant Professor of Business Ethics and Legal Studies at the University of Denver and author of “Real Rabbits: Chasing an Authentic Life,” was the keynote speaker during Business Leadership Week 2009 at McCoy College.

The McCoy College Online First Semester Workshop is a component of the new student experience at McCoy College. Completion is mandatory for all new students admitted to McCoy College. The workshop is hosted in an online

learning environment and consists of demonstrations and scenario-based simulations. Among other topics, students learn about the Honor Code and McCoy College values.

Dr. Jack Mogab led a three-day civic, business and educational mission to Monclova, Mexico. The group of 25 included the City of San Marcos Mayor, City Manager, representatives from the police and fire departments, business owners and managers, and educators. Monclova is a Sister City engaged in an environmental, business, and social partnership with San Marcos.

[.....]” (Texas State University- San Marcos, McCoy College of Business Administration)

Table 32: Illustrative Example 7.16

In addition, it is still not clear whether the signatories clearly understand the concept of Principle 3 of PRME, which is *educational process*. For example, the concept, *educational process*, comprises at least two *primary* elements, *teaching* process generated by teacher and student *learning* processes (Glick, 1968). In the report of Thammasat University, Thammasat Business School, it is not clear whether the term *process* used in its SIP report refers to the concept, *educational process*. See Illustrative Example 7.17 in Table 33.

Illustrative Example 7.17: Report of Thammasat Business School

“The Global Social Venture Competition [(GSVC)] also relates to Principle 3 concerning methods. The GSVC is based on an innovative method of business valuation, called the triple bottom-line. It promotes the creation of financially

profitable social ventures, by educating and connecting students, entrepreneurs, investors. Several ventures that passed through GSVC have gone on to become successful businesses in the US and around the world, including Ethos Water, which was bought out by Starbucks, Sweetriot, and World of Good.

This process gives students in Thammasat Business School as well as other participating MBA students in Southeast Asia the opportunity to participate in formative experiences for socially responsible leadership.” (Thammasat University, Thammasat Business School)

Table 33: Illustrative Example 7.17

Moreover, under the above concept, *Curricular Innovation and Educational Framework*, among curricular activities reported, 51 SIP reports (24%) reported by 47 signatories (22%) mainly report new curricular initiatives such as the creation of new programmes, courses and modules and integration of sustainability into existing curricular only under Principle 3, but do *not* mainly report these new curricular activities under Principle 2. See Illustrative Examples 7.18 and 7.19 in Table 34. Illustrative Example 7.19 illustrates an example of a signatory that creates sustainability study programmes under Principle 3, which is not reported under Principle 2. In contrast to Illustrative Example 7.9 which reports introducing new courses under Principle 2, Illustrative Example 7.18 presents an example of signatory that reports introducing new courses and study programmes under Principle 3, not under Principle 2.

Illustrative Example 7.18: New curricular initiatives that are reported under only Principle 3, but not under Principle 2

“Principle 2 / Values: We will incorporate into our academic activities and curricula the values of global responsibility as portrayed in international initiatives such as the United Nations Global Compact.

BEM is a member of the UN Global Compact. In parallel, the School is involved at national and local levels via academic, institutional and association networks: Club Planète Gagnante ADEME, “Campus Responsable”, etc...

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

BEM is committed to responsible teaching and incorporates it into all programmes (undergraduate and executive education, specialised Masters) through Global Studies courses or specific modules and two Chairs are devoted entirely or partly to Sustainable Development and Global Responsibility. Academic and professional conferences are also offered to students to illustrate what is taught. Finally, practical work completes this teaching programme.” (BEM Bordeaux Management School)

Illustrative Example 7.19: Creation of new programme that are reported under Principle 3, not under Principle 2

“A totally new Master’s degree program[me] Creative Sustainability was introduced in the autumn 2009 as a minor subject and will be introduced in the autumn 2010 as a major subject. It is a joint teaching platform of the Aalto University on sustainable design & business. The program offers a wide range of latest scientific knowledge related to urban and industrial sustainability with corporate responsibility.” (Aalto

Table 34: Illustrative Examples 7.18 and 7.19

Under the analysis of the concept, *Teaching Innovation*, the majority of teaching methods reported under Principle 3 are similar to the concepts reported under Principle 1, such as field trips and projects. Figure 19 presents a summary of teaching methods reported under Principle 3 by using indicators from the research of Godemann *et al.* (2011). See Figure 18. Detailed descriptions of each concept are explained in Appendix 4.

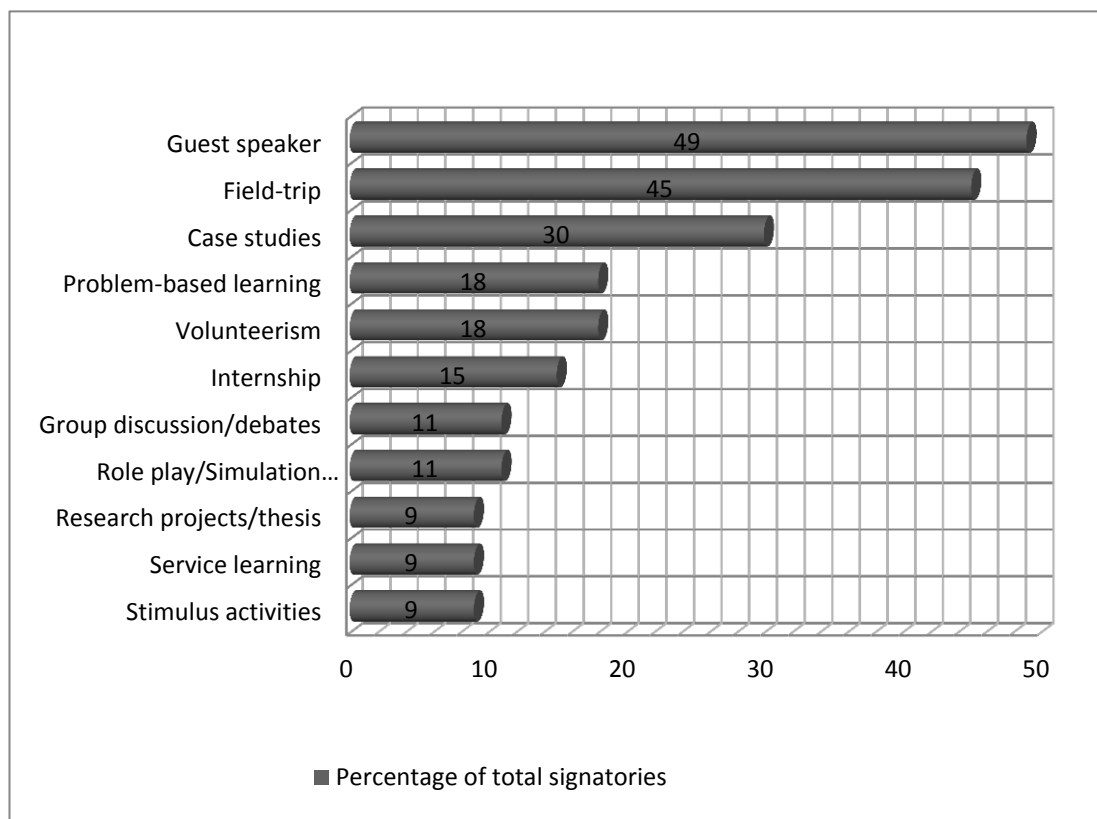


Figure 18: Teaching methods reported under Principle 3

7.3.3. Quality of reporting

Under Principle 1, 115 SIP reports (54%) and 55 SIP reports (26%) do not provide the detailed timeline of their implemented activities and the detailed information on their implemented activities, respectively.

7.3.4. Inconsistent Reporting

Overall, 57 SIP reports (27%) reported by 54 signatories (30%) are reported inconsistently in relation to Principle 3. Detailed inconsistently reported activities under Principle 3 are as follows:

7.3.4.1. Executive education and outreach education

14 SIP reports (6.6%) reported by 14 signatories (7.7%) report community outreach education, provided mainly to community members rather than to students, such as executive education, public lectures and community outreach education which are more related to the concept, *academic activities*, of Principle 2. Activities initiated by student bodies are not included. See Illustrative Example 7.20 in Table 35.

Illustrative Example 7.20: Community outreach education and executive education

“Cranfield SOM [(School of Management)] is an international leader in executive education, and we recognise the potential to expand input both to open programmes and to capacity-build customised (in-company) executive development staff to raise issues of sustainability and responsibility with clients in order to integrate these issues even further into executive teaching.” (Cranfield University, School of

Management)

Table 35: Illustrative Example 7.20

7.3.4.2. Research

Moreover, 16 SIP reports (7.5%) reported by 15 signatories (8.3%) inconsistently report research activities such as publication of research articles, research presentations and research projects, in which students are not involved. See Illustrative Example 7.21 in Table 35, which includes the publication of academic journals. This illustrative example may perhaps suggest that the signatories consider academic journals educational material.

Illustrative Example 7.21: Research articles

“Created in 2003, IESE’s online research portal IESE Insight, which includes a print-friendly management review, is published monthly and has grown to some 15,000 subscribers today. Insight provides straightforward articles, as well as multimedia material, that summar[is]e research led by IESE faculty members. It is published in English and Spanish. Following IESE’s focus, articles often delve into the ethical and humanistic aspects of management. Recent material from Insight includes:

- “Learning to Navigate the Rough Seas of Ethics”. Kussyk, Sophia. (article)
- “For Effective CSR, One Size Does Not Fit All”. Argandoña, Antonio; von Weltzien Hoivik, H. (article)” (IESE Business School)
- A Crummer School faculty member just published a book on "Global Supply Chain Management" and it has a chapter on Sustainable Supply Chain

Management.

- [.....]
- A Crummer faculty member published: New Zealand Unit Trust Disclosure: Asset Allocation, Style Analysis, and Return Attribution, published as a white paper by fi360 Australasia, Ltd. in New Zealand, October 2007. Pacific Accounting Review, Volume 22, No. 1, 2010, p. 4-21, Ross Fowler and Robin Grieves, co-authors.
- Accounting Meets Strategy: Share Repurchase Programs, Strategic Finance, February 2010 written by Clay Singleton and Jane Reimers both Crummer School faculty members, pp. 47-51. Awarded the Lybrand Silver Medal by the Institute of Management Accountants, 2010.
- Zhang, Wenxian and Ilan Alon, "Tao of Downfall: The Failures of High-Profile Entrepreneurs in the Chinese Economic Reform," International Journal of Entrepreneurship and Small Business, (Forthcoming)." (Rollins College, Crummer Graduate School of Business)

Table 36: Illustrative Example 7.21

7.3.4.3. Community outreach activities

7 SIP reports (3.3%) reported by 6 signatories (3%) and 17 SIP reports (8%) reported by 16 signatories (8.8%) inconsistently report on collaborative activities and projects (which are more related to Principle 5) and dialogue activities (which are more related to Principle 6) with external stakeholders, respectively. These collaborative projects and dialogue activities are considered inconsistent, because students are not involved in these activities and also they are not intended for promoting curricular

initiatives and teaching methods and materials. See Illustrative Examples 7.22 and 7.23 in Table 37.

Illustrative Example 7.22: Collaborative projects in which students are not involved, which are not intended for the development of educational material and curricular and which are more related to Principle 5

“The Social Entrepreneurs’ Salons were established by CSI [(Centre for Social Impact)] to support individuals working on social purpose business projects, where they can apply the learning to their own projects in a supportive environment of like-minded peers.

In partnership with Parramatta City Council, we are developing an Australian Social Enterprise Stories book to document stories of Australian social enterprises through a series of interviews. The publication will assist with increasing awareness and understanding of social enterprise activity in Australia and aims to act as a catalyst for change. It will be published later in 2010.” (Centre for Social Impact)

Illustrative Example 7.23: Dialogue activities in which students are not involved and which are more related to Principle 6

“The Emerging Women's Leadership Conference provided high-potential women with an opportunity to develop their business and leadership skills. The Conference was supported by Bayer Corporation, Heinz and United States Steel Corporation. Conference attendees were sent by regional companies including Bayer Corporation, EQT, Heinz, Giant Eagle, GlaxoSmithKline, PNC, United States Steel Corporation and Westinghouse. Senior-level executives from each organi[s]ation listened to the attendees’ presentations on the final day of the conference. Approximately 23

participants attended the three-day conference.” (Duquesne University, Palumbo-Donahue School of Business)

Table 37: Illustrative Examples 7.22 and 7.23

7.3.4.4. Campus sustainability initiatives

23 SIP reports (10.8%) reported by 22 signatories (12%) inconsistently report campus sustainability initiatives under Principle 3 which are not related to either academic or curricular activities. See Illustrative Example 7.24 in Table 38.

Illustrative Example 7.24: Campus sustainability initiatives

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

In the last 18 months the School has completed a huge schedule of Estate Improvements. In July 2010 it opened its new BREEAM award winning building, with incorporates the following sustainable credentials:

- The installation of a bio-mass boiler for heating and hot water
- The Installation of a Thermodeck mechanical ventilation system
- Comprehensive BMS linked to University Main Campus
- Solar panelling
- Rainwater recycling for flushing of WCs
- PIR operated lighting
- Use of low maintenance materials throughout” (Bradford University School

Table 38: Illustrative Example 7.24

7.4. Research

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

7.4.1.Expected Scope of Reporting

All research activities such as projects, publication of research outputs, presentation of research findings, are considered relative to Principle 4.

7.4.2.Activities Highlight

Figure 19 presents a summary of activities reported by the signatories in relation to Principle 4, and detailed descriptions of each concept are explained in Appendix 4. See Appendix 4.

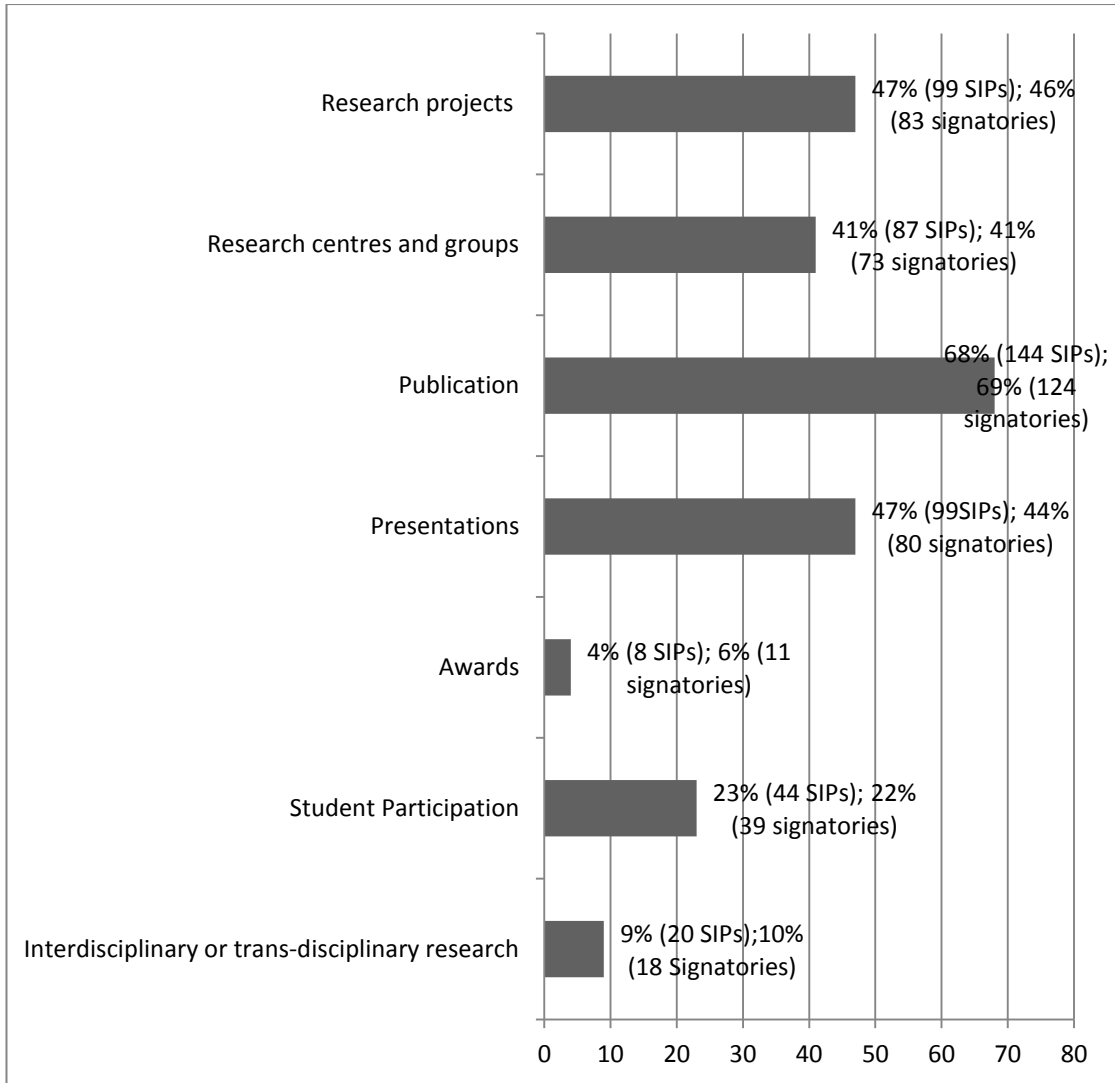


Figure 19: Activities reported under Principle 4

The majority of signatories report the lists of their publications of academic articles, books, book chapters and case studies as well as the list of conference presentations and proceedings under Principle 4.

However, interdisciplinary or trans-disciplinary research is not widely implemented or encouraged at the signatories in relation to reporting under Principle 4. The interdisciplinary or trans-disciplinary research has been promoted at the reported signatories prior to supporting PRME, not due to supporting PRME. Some

signatories have increased support to interdisciplinary research during the reporting period. See Illustrative Example 7.25 in Table 39.

Apart from reporting these types of research under Principle 4, only 7 SIPs (3.3%) reported by 7 signatories (3.8%) mention them under other parts of the reports such as letter of recommitment to PRME and introduction sections of the reports while only 2 SIP reports (0.9%) reported by 2 signatories (0.1%) have targets of conducting for future implementation for the next reporting periods. See Illustrative Example 7.26 in Table 39.

Illustrative Example 7.25: Increased support to interdisciplinary research

“Virtual communities

To further stimulate development and innovation, ASB has decided to increase the support for interdisciplinary research. In the budget for 2009, we have allocated DKK 1.0 million (EUR 130,000) to promote interdisciplinary research within the area of ‘sustainable growth through innovation’. We call these new activities for ‘virtual communities’.” (Aarhus University, Aarhus School of Business)

Illustrative Example 7.26: Objectives for future implementation of and support to interdisciplinary research

“We have learned that especially a better networking of already existing research activities and an improved information exchange and interdisciplinary transfer is needed. Therefore we will promote continuous information and discussion of PRME relevant research topics, e.g. by composing an overview of the existing research competencies at Pforzheim Business School. Hence, also here PRME can be used as

a networking platform in order to share existing experiences.” (Pforzheim University Business School)

Table 39: Illustrative Examples 7.25 and 7.26

7.4.3. Quality of reporting

Under Principle 4, 31 SIP reports (15%) and 22 SIP reports (10%) do not provide the detailed timeline of their implemented activities and the detailed information on their implemented activities, respectively.

7.4.4. Inconsistent Reporting

The majority of signatories do not inconsistently report under Principle 4. However, under this principle, some reports advise that their lecture series and executive education programmes are intended to disseminate research findings to their external stakeholders.

7.5. Principle 5

“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.”

7.5.1. Expected Scope of Reporting

Under this principle, Chapter 3 discusses that the expected scope of reporting comprises deep collaborative activities, not only with businesses (UNPRME, 2010) but also with all kinds of non-business stakeholders such as educators. Dialogue

activities with business partners and non-business partners are considered relative to Principle 6, not to this principle.

Since the study focuses on collaboration with different stakeholders, different goals of collaboration with different stakeholders are considered relative to the principle. For example, although the main goal of the principle is to explore solution approaches in meeting the social and environmental responsibility of businesses, the study considers other goals such as the goal of regional sustainability initiatives in collaborative projects with NGOs relative to the principle.

7.5.2. Activities Highlight

Figure 20 presents a summary of stakeholders with which the signatories interacted. Different forms of interaction with these stakeholder groups are explained in Section 17.5 of Appendix 4.

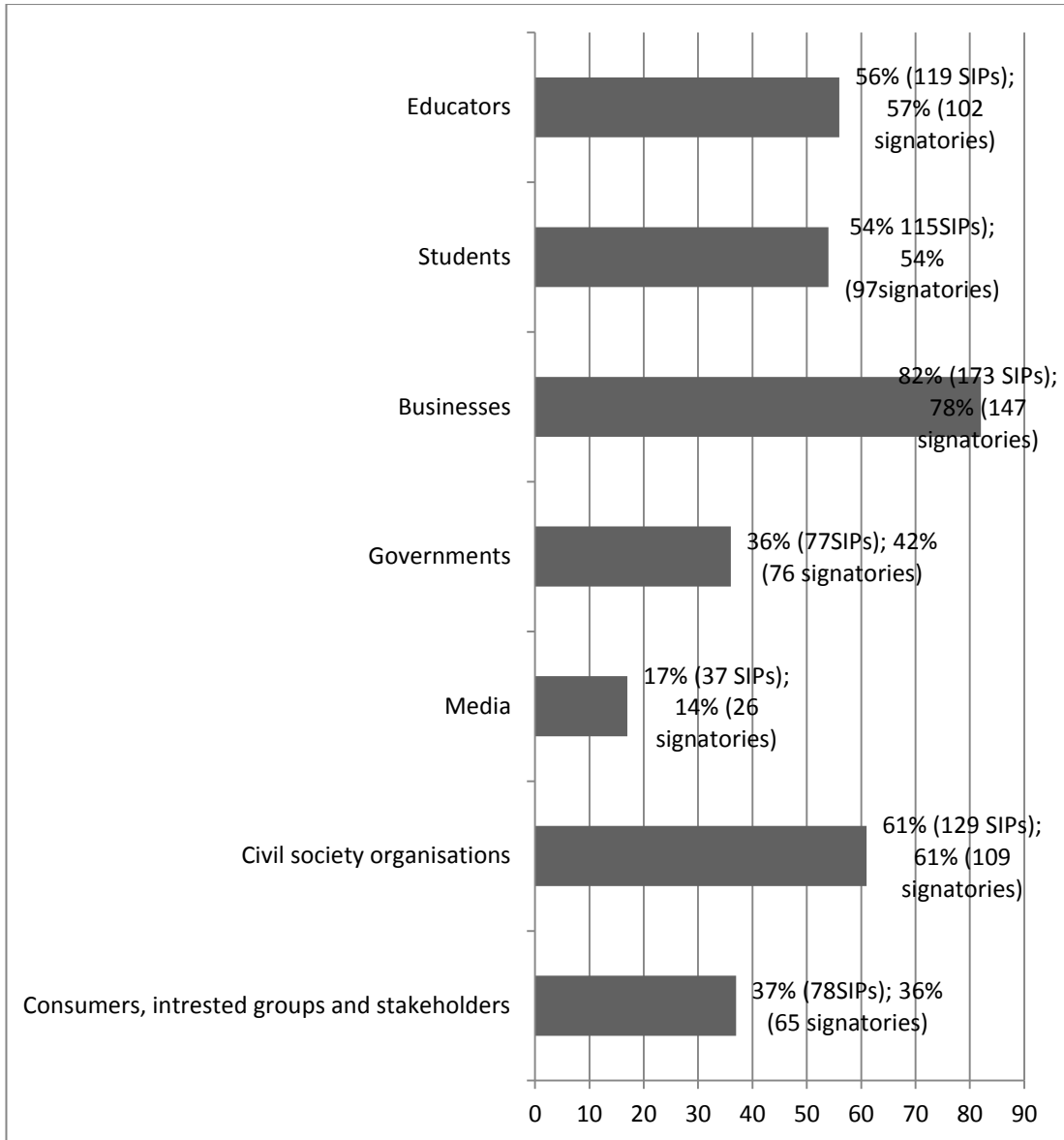


Figure 20: Reported interaction partners

Figure 21 presents a summary of different forms of interaction activities with the above stakeholders. Descriptions of these activities are explained in Section 17.5 of Appendix 4.

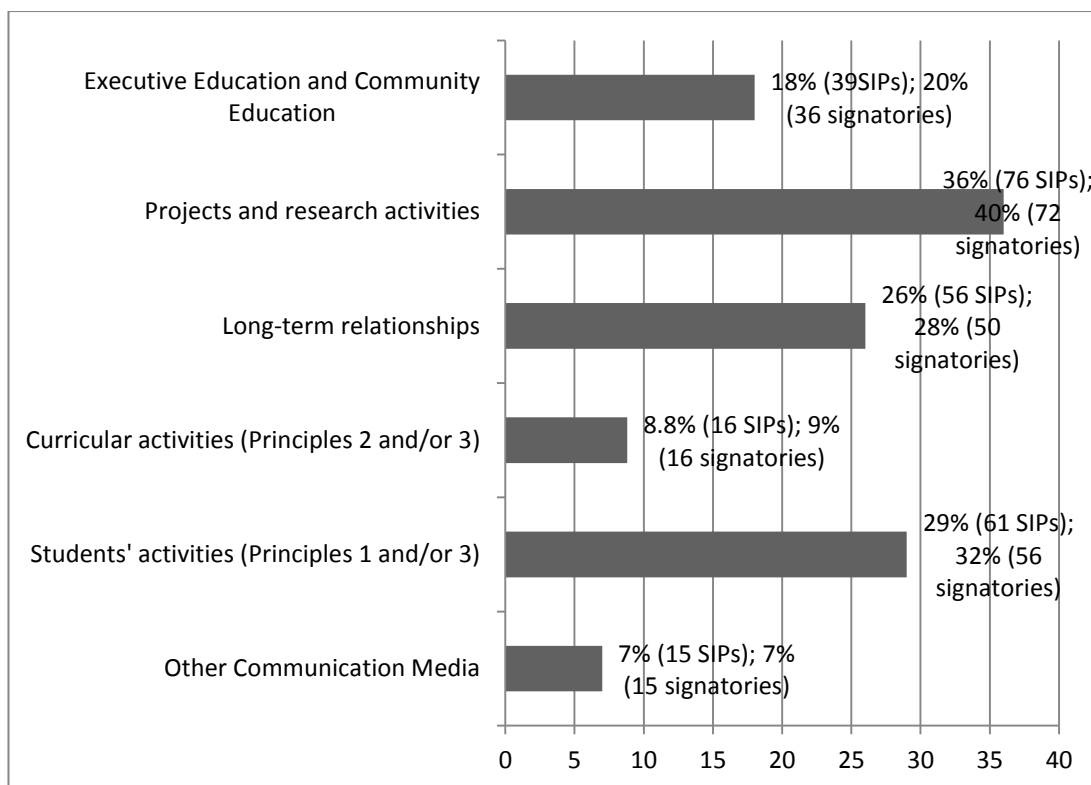


Figure 21: Activities reported under Principle 5

Especially under the concept, *Executive Education and Community Education*, it is found that 34 SIP reports (16%) reported by (31) signatories (17%) report executive education and outreach education under this concept *only*, but not under this example. See Illustrative Example 7.27 in Table 40, presenting executive education programmes reported under Principle 5, which are not reported under Principle 1.

Illustrative Example 7.27: Executive Education programmes, that are reported under Principle 5, but that are not reported under Principle 1

“The Learning Strategies Group (LSG, our Executive Education unit), with its connector and outreach responsibility, creates mutual learning experiences between our School and Business. LSG and our executive programs provide a platform for dialogue, problem solving, support and also challenge, in our close working

relationships with corporate clients – for example to consider their societal context, critically review their stakeholder engagements, and to reflect on ethical decision-making dilemmas.” (Simon Fraser University, Faculty of Business)

Table 40: Illustrative Example 7.27

Moreover, under the concept, *Projects and research activities*, 50 SIP reports (24%) reported by 48 signatories (27%) report their traditional research activities with stakeholders which are also related to Principle 4. See Illustrative Example 7.28 in Table 41.

Illustrative Example 7.28: Research activities reported under Principle 5

“Our Faculty and researchers consult or conduct their research in organi[s]ations the topics such as ethics, compliance, and the natural environment. Some are part of industry networks for business sustainability and sustainable development innovation. Faculty and staff engage in the global fora, leadership summits and academy meetings on the very moral foundations of management knowledge and business education, most recently European Academy of Management’s May conference in Rome titled ‘Back to the Future’.” (Simon Fraser University, Faculty of Business)

Table 41: Illustrative Example 7.28

As explained in Section 17.5 (Appendix), under the concept, *Curricular activities (Principles 2 and/or 3)*, the reported interaction activities are mainly integration of teaching methods such as student projects and guest speaker series into their curricular courses, which are similar to the activities of Principles 2 and 3. Similarly, under the concept, *Students activities (Principles 1 and/or 3)*, the reported activities

are similar to the activities of Principles 2 and/or 3, such as the involvement of students in projects and other collaborative activities.

7.5.3. Quality of reporting

Under Principle 5, 103 SIP reports (48.5%) and 75 SIP reports (35%) do not provide the detailed timeline of their implemented activities and the detailed information on their implemented activities, respectively.

7.5.4. Inconsistent Reporting

Overall, 84 SIP reports (40%) reported by 81 signatories (45%) are inconsistently reported. These inconsistently reported activities are as follows:

7.5.4.1. Dialogue activities

78 SIP reports (37%) reported by 71 signatories (39%) report pure communicative dialogue activities such as attendance and presentation of faculty members at conferences, guest speaker series, public lectures, executive education and so on. However, one limitation is that when the SIP reports combine Principles 5 and 6 into one section under which all outreach activities such as dialogue activities (i.e. Principle 6) and deep collaborative projects (i.e. Principle 5) are reported, these pure communicative dialogue activities cannot be considered inconsistently reported activities assuming that these pure communicative dialogue activities are implemented in response to implementation of Principle 6.

7.5.4.2. Curricular activities

Among the activities reported under the concept, *Curricular Activities (Principles 2 and/or 3)*, which was discussed above under the analysis of the reported activities

under this principle, 12 SIP reports (6%) reported by 12 signatories (7%) report curricular activities in which any teaching methods such as projects or internships are not incorporated, but report that their courses and curricular themselves or teachers’ lectures themselves, create dialogue among students. See Illustrative Example 7.29 in Table 42.

Illustrative Example 7.29: Curricula themselves as dialogue activities

“Foundations of Principled Business Conduct – This course, taught by Professor Joseph Holt, is a required MBA and EMBA ethics course that concludes with a section on sustainability. Students read chapters of *Business, Ethics, and the Environment*, by Joseph DesJardins, reflect on the meaning and importance of sustainability to the long-term shared prosperity of business and society, and read and discuss a HBSP case that requires business leaders grappling with the concrete, particular, detailed business challenges (involving research and development, production, supply chain management, marketing, finance, etc.) of adopting a cradle-to-cradle rather than cradle-to-grave approach with respect to a new chair, the Mirra chair.” (University of Notre Dame, Mendoza College of Business)

Table 42: Illustrative Example 7.29

7.5.4.3. Campus sustainability Initiatives

7 SIP reports (3.3%) reported by 5 signatories (2.8%) report on campus sustainability projects in partnership activities in which external stakeholders are not included. See Illustrative Example 7.30 in Table 43.

Illustrative Example 7.30: Campus sustainability initiatives in which

partnership activities with businesses or other external stakeholders are not included

“Following the carbon balance sheet, the School took action with the help of its staff, certain students and the B3D in order to reduce carbon emissions. The concrete implementation of its commitments has given rise to a number of projects.

Energy

- The amount of lighting has been halved in the EM Strasbourg Business School building, while continuing to comply with applicable standards.
- The School’s computers are programmed to shut down automatically around 8.30pm.
- A timer has been installed on each floor of the EM Strasbourg Business School building in order to programme the turning off of lights in the evening.
- New posters in the classrooms of the School ask all users to ensure they turn off lights and electrical equipment before leaving the room.” (Université de Strasbourg, Ecole de Management Strasbourg)

Table 43: Illustrative Example 7.30

7.5.4.4. Awards

6 SIP reports (2.8%) reported by 6 signatories (3.3%) report that sustainability awards are awarded to businesses that have promoted sustainability initiatives to recognise their sustainability activities. These awards are considered inconsistently reported activities since these awards do not create any dialogue or partnership activities with recipient organisations and are mainly delivered to businesses that

have already promoted sustainability to continue their sustainability initiatives, but it is not sure that these awards encourage unsustainable businesses to demonstrate sustainability activities. See Illustrative Example 7.31 in Table 44.

Illustrative Example 7.31: Awards

“CSR Leadership Awards: The Lok Jack [(GSB (Graduate School of Business))] has been partnering with the Energy Chamber on its CSR Leadership Awards since 2008. The CSR Leadership Awards recogni[s]es the corporations and their partners that have executed highly successful CSR initiatives. The Awards aim at recogni[s]ing companies which continue to demonstrate a deep and genuine commitment to industry-driven Corporate Social Responsibility. Faculty members of the Lok Jack GSB usually serve as judges and or Chairs of Judging Panels for this award. The School also has a representative who sits on the Chamber’s CSR Committee.” (University of the West Indies, Arthur Lok Jack Graduate School of Business)

Table 44: Illustrative Example 7.31

7.6. Principle 6

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

7.6.1.Expected Scope of Reporting

Under this principle, the expected scope of reporting comprises all outreach activities related to sustainability that are limited to pure dialogue activities with different stakeholders. These dialogue events and activities can be *active* dialogue, in which main presenters are members of signatories and *passive* dialogue (e.g. guest speaker lecture series) in which presenters are not faculty members of signatories.

Moreover, the study considers that all dialogue activities on sustainability and CSR themes are related to the principle, since the principle does not specify any targets and goals for dealing with different stakeholder groups. For example, in interaction with governments, the goal of public policy development is important, but the study considers other dialogue activities with different goals such as inviting government leaders to guest speaker series with the goal of increasing knowledge among faculty members related to the principle because PRME does not specify any goals in dealing with different stakeholders.

7.6.2.Activities Highlight

Figure 22 presents a summary of stakeholders with which the signatories interacted. Different forms of interaction with these stakeholder groups are explained in Section 16.6 of Appendix 4.

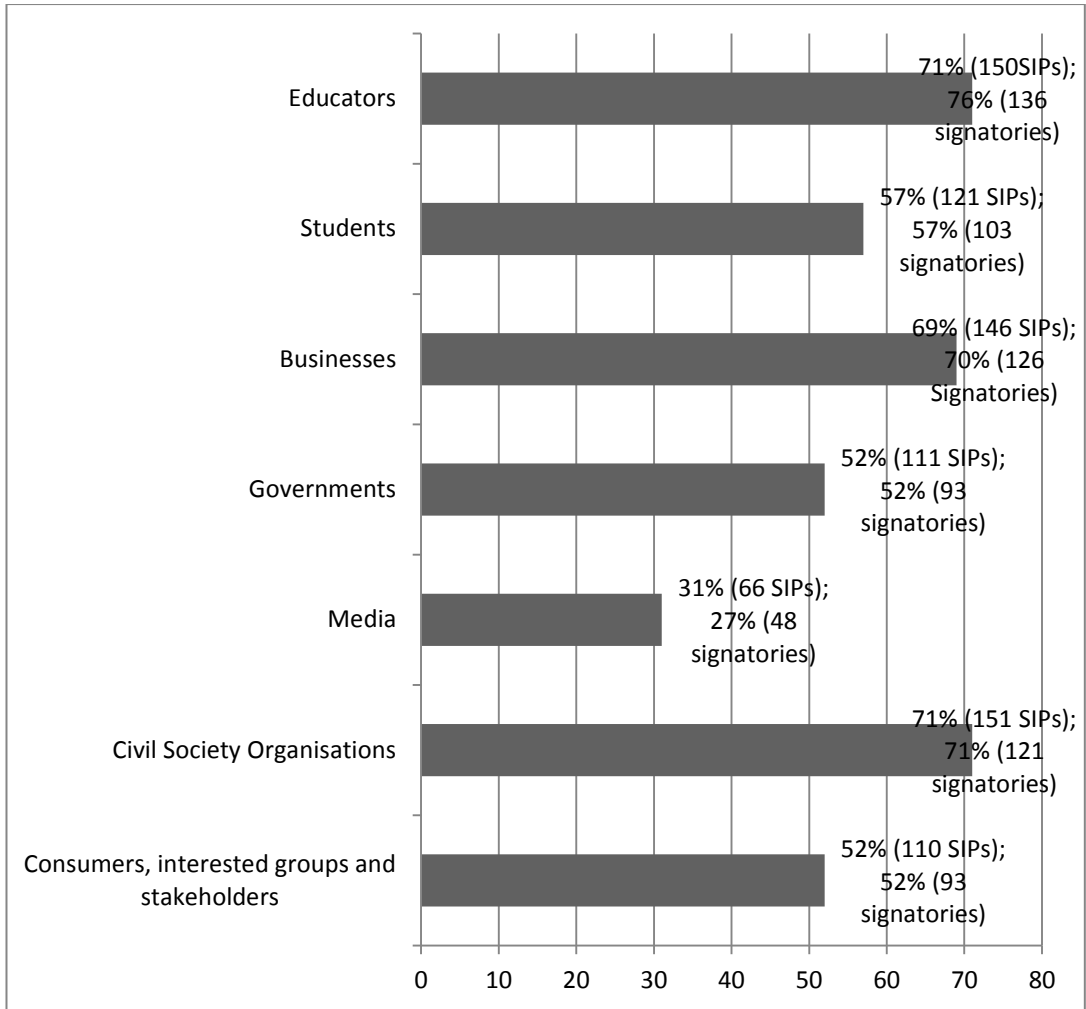


Figure 22: Reported interaction partners

Figure 23 presents a summary of different forms of interaction activities with the above stakeholders. Descriptions of these activities are explained in Section 17.6 of Appendix 4.

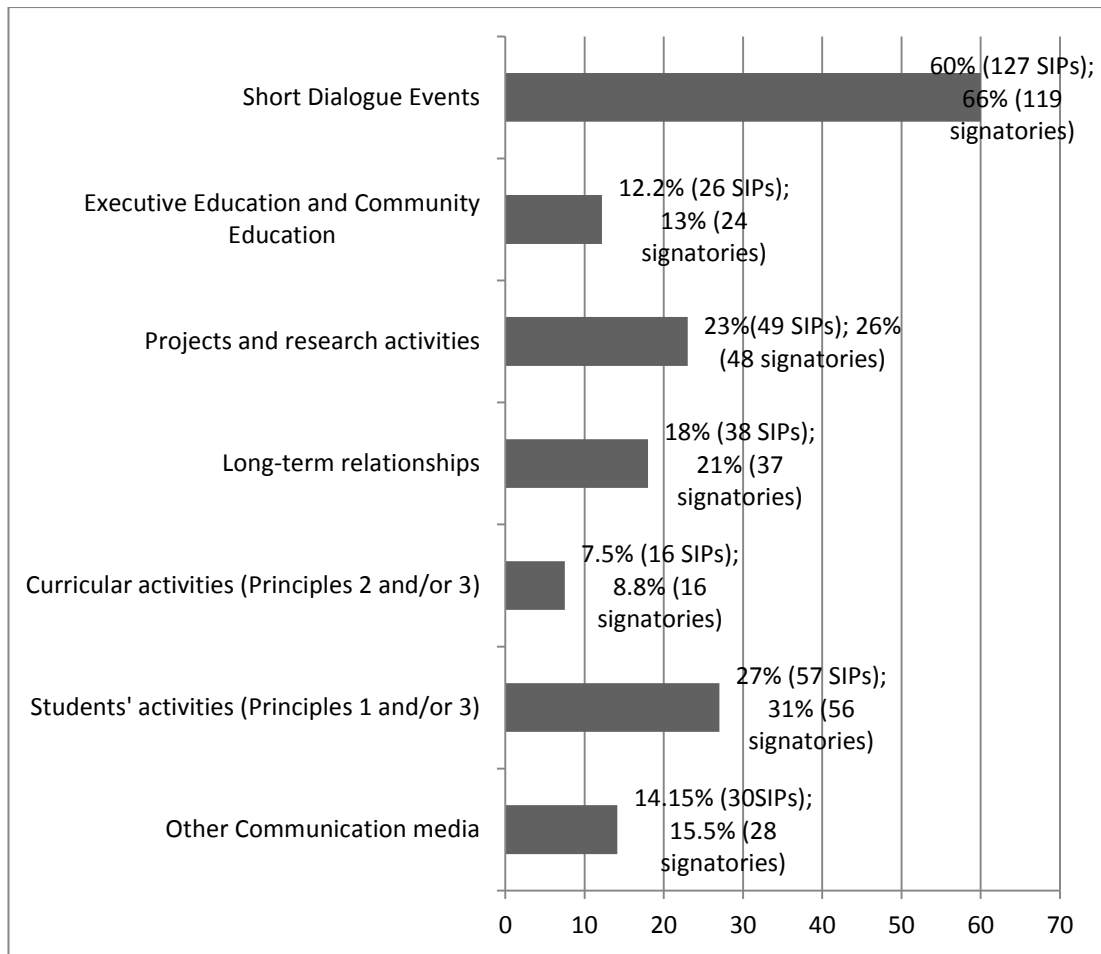


Figure 23: Activities reported under Principle 6

In the above figure, the concept, *Curricular activities (Principles 2 and/or 3)*, the SIPs report that they create dialogue among students through incorporation of teaching methods such as guest speakers and service learning, into curricular and study courses, which are similar to activities of Principles 2 and 3. Similarly, activities reported under the concept, *Students activities (Principles 1 and/or 3)*, such as student projects and dialogue events created by student associations, which are also related to Principles 1 and/or 3.

Especially under the concept, *Short Dialogue Events*, it is found that 65 SIP reports (31%) reported by 60 signatories (33.3%) also report short dialogue events created passively in which faculty members of signatories are not *actively* involved, such as

attendance of faculty members as audiences at conferences mainly presented by guest speakers. See Illustrative Example 7.32 in Table 45.

Illustrative Example 7.32: Passive dialogue event

“PRME related conferences (Faculty or Associate Dean attended):

- Third Annual PRME Conference: Achieving Sustainability through Innovation: April, 2011 at Rowan University, Glassboro, NJ.
- The UN Millennium Development Goals, the Global Compact, and the Common Good Conference: March, 2011 at Notre-Dame University, Notre Dame, IN.
- 2nd Global Forum for Responsible Management Education: June, 2010 in New York, NY.” (Grant MacEwan University, School of Business)

Table 45: Illustrative Example 7.32

Similar to Principle 5, under the concept, *Projects and research activities*, 38 SIP reports (17.9%) reported by 38 signatories (21%) also report traditional research activities. However, the remaining project activities cannot be measured as to whether they are research or non-research projects.

7.6.3. Quality of reporting

Under Principle 6, 85 SIP reports (40%) and 61 SIP reports (29%) do not provide the detailed timeline of their implemented activities and the detailed information on their implemented activities, respectively.

7.6.4. Inconsistent Reporting

Overall, 58 SIP reports (27%) reported by 54 signatories (30%) are inconsistently reported. These activities are as follows:

7.6.4.1. Collaborative activities

37 SIP reports (17%) reported by 32 signatories (17.7%) report on collaborative outreach activities (i.e. research activities and projects) that exceed pure communicative dialogue activities. One limitation is that when these collaborative partnership and dialogue activities are reported under one section under which Principles 5 and 6 are combined, these collaborative partnership activities cannot be considered unrelated to the principle.

7.6.4.2. Curricular activities

Among the activities reported under the concept, *Curricular Activities*, 10 SIP reports (4.7%) reported by 10 signatories (12.5%) report that their courses and curricular themselves or teachers' lectures themselves create dialogue among students rather than specific community engagement activities. These activities are more related to curricular activities since specific teaching methods, such as guest speaker series or service learning projects, are not incorporated. See Illustrative Example 7.33 in Table 46.

Illustrative Example 7.33: Curricula themselves as dialogue activities

“HKUST MBA mandatory course “Responsible Leadership and Ethics” allocated 25% of its time to engage the students in critical thinking and debates on critical issues related to global social responsibility and sustainability.” (Hong Kong

University of Science and Technology (HKUST), School of Business and Management)

Table 46: Illustrative Example 7.33

7.6.4.3. Campus sustainability Initiatives

5 SIP reports (2.3%) reported by 4 signatories (2.2%) report on campus sustainability activities under the principle. See Illustrative Example 7.34 in Table 47.

Illustrative Example 7.34: Campus sustainability initiatives in which partnership activities with businesses or other external stakeholders are not included

“On the basis of the principle that states that personal practices must serve as an example for the community (teachers, students and administration staff), ESAN University has taken the following measures in favor to reduce the consumption of paper and thus fostering the resulting care of the environment:

- Policy of reduction of subscriptions for printed magazines which are available in full text on the databases.
- Coordination with the MSc programs to record thesis in digital format and their subsequent loading in the digital thesis Repository. Copies are also sent to the National Assembly of University Presidents, for their dissemination.
- Use of ICTs like emails and social networks (Face book, Twitter, blogs and web sites) to maintain users informed about products and information services offered by the university, avoiding the use of

paper.

- Reduction of the use of paper by the staff of the different areas, sharing electronic files in a common server.” (Universidad ESAN)

Table 47: Illustrative Example 7.34

7.6.4.4. Awards

12 SIP reports (5.6%) reported by 10 signatories (5.5%) report that they create dialogue through awarding businesses that have demonstrated sustainability initiatives to recognise their sustainability activities. These awards are considered inconsistently reported activities although students are involved in the process of the selection of award recipients since these awards are delivered to businesses that have already demonstrated sustainability, but not to businesses that have not created sustainability values to get on board. See Illustrative Example 7.35 in Table 48.

Illustrative Example 7.35: Awards

“The Better Business Bureau of Southern Colorado partnered with the University of Colorado at Colorado Springs (UCCS) College of Business to create an award called the GE Johnson Award for Marketplace Ethics. This newly created award - sponsored by a local company - will honor companies who have demonstrated an outstanding commitment to create and maintain a fair marketplace through ethical business practices. Students from UCCS nominate companies or help companies assess if they meet the criteria for the award. Dr. Tracy Gonzalez-Padron worked with the BBB to establish the judging process for the award.” (University of Colorado at Colorado Springs, College of Business Administration)

Table 48: Illustrative Example 7.35

7.7. Campus sustainability

17 SIP reports (8%) reported by 14 signatories (7.7%) report on campus sustainability as an additional PRME principle by interpreting the last sentence of PRME as an additional principle under which campus sustainability and social responsibilities activities are reported. See Illustrative 7.36 in Table 49.

Illustrative Example 7.36: Interpreting the last sentence as an additional principle

“Addendum Principle: We understand that our own organi[s]ational practices should serve as an example of the values and attitudes we convey to our students.”

(Audencia Nantes School of Management)

Table 49: Illustrative Example 7.36

7.8. Summary

In summary, under Principle 1, the signatories report both incorporation of sustainability into organisational policies as well as other activities promoting sustainability awareness of students such as curricular activities which are related to Principle 2 and other teaching methods which are also related to Principle 3. Main inconsistently reported activities include providing business executives with executive education and partnership and dialogue activities in which students are not involved. New curricular activities that are mainly reported under Principle 1, not under Principles 2 and 3, and campus sustainability are also analysed under inconsistently reported activities.

In relation to Principle 2, while the majority of signatories report curricular activities, a few signatories report activities from other principles such as research (i.e. from Principle 4), partnership (i.e. from Principle 5) and dialogue (i.e. from Principle 6). Main inconsistently reported activities include extracurricular level teaching methods and teaching methods from curricular which are not mainly reported under Principle 3. Most curricular activities cannot be measured whether they are created prior to or after supporting PRME.

Under Principle 3, the majority of signatories report teaching methods which are also similar to activities reported under Principle 1. The chapter has also highlighted that some signatories also interpret the concepts of the principle such as educational frameworks and educational processes differently from conceptualisation of these concepts provided in Chapter 3. Inconsistently reported activities include executive education, research activities, community outreach activities which are more related to Principles 5 and 6 and finally, campus sustainability.

Under Principle 4, the majority of signatories do not report inconsistently reported activities. However, interdisciplinary or trans-disciplinary research is not mainly promoted among the signatories.

Under Principles 5 and 6, the signatories have reported different forms of interaction activities, such as executive education, short dialogue events, long-term memberships, projects and research activities, curricular activities and student activities. Some collaborative activities are more related to activities from other principles (e.g. research (i.e. Principle 4), curricular activities (i.e. Principles 2 and 3) and students' activities (i.e. Principles 1 and 3). Under Principle 5, all dialogue activities are analysed under inconsistently reported activities while all collaborative

activities are analysed under inconsistently reported activities. Some other inconsistently reported activities include campus sustainability activities, awarding businesses and classroom lecturers as part of curricular courses which the signatories consider dialogue activities promotion among students.

Finally, a few signatories have considered the last sentence of PRME an additional principle of PRME.

8. Chapter 8: A Content Analysis of the SIP reports (Part 2): Analysis of Quality of Reports

This chapter analyses the quality of the SIP reports in response to the third research question examining how the SIP reports demonstrate the quality of the SIP reports. The analysis has two parts. In the first part, the study has developed four sub-questions, examining how the SIP reports demonstrate (1) new curricular initiatives, (2) curricular goals for future implementation, (3) broad participation of faculty members in implementation of curricular activities and (4) continuous improvement for its curricular initiatives. Each of these sub-questions is answered in Section 8.1, Section 8.2, Section 8.3 and Section 8.4, respectively. The second part of this analysis to combine two areas of an analysis of quality of reported activities, which are (1) providing detailed information about activities and (2) providing a detailed timeline of implemented activities. This part is presented in Section 8.5.

8.1. New Curricular Initiatives

To identify how the SIP reports demonstrate new curricular initiatives at the signatories in response to Sub-question 1, indicators utilised for the analysis include integrating responsibility themes into all curricular (Alcaraz & Thiruvattal, 2010) and the other three methods which are offering standalone sustainability courses, establishing sustainability programmes, and integrating sustainability into the existing courses (Lukman & Galvič, 2007). New curricular initiatives introduced after supporting PRME, such as integration of sustainability into existing courses and programmes and creation of new courses and programmes are identified in terms of numbers of courses. Analysis mainly analyses activities that have been implemented as well as those that are in progress. Activities that are to be implemented for a future reporting period are analysed in the next section. Secondly, in the case of a signatory that produces more than one report, new curricular activities in terms of numbers of courses reported in their reports are combined to get the final score for

signatories indicating their curricular commitments, but the reports that do not report any new curricular activities are not counted in the analysis. For example, in the situation of a signatory that submits three reports but only information on new curricular initiatives is given in two reports, but does not report on new curricular activities in another report, the analysis combines numbers of courses provided in its two reports to get the final commitment score for the signatory, but a report that does not indicate new initiatives is not counted in the analysis.

Figure 24 presents new curricular initiatives at the signatories in terms of numbers of courses and integration into all study courses and programmes. Only 140 SIP reports (66%) indicate curricular initiatives at 128 signatories, (71%) indicate new curricular initiatives after supporting PRME. New curricular initiatives after supporting PRME cannot be identified in 72 reports (34%) and the majority of SIP reports report how sustainability has been incorporated into their existing curricular, perhaps prior to their support to PRME. Sixteen reports indicate integration of sustainability into all or the majority of courses of programmes at 15 signatories (8%). See Illustrative Example 8.1 in Table 50. In that category, the analysis also includes the signatories that have not incorporated sustainability into all courses of programmes, but the majority or most courses have incorporated sustainability. See Illustrative Example 8.2 in Table 50 illustrating that some business schools attempt to incorporate sustainability issues into the majority of courses. Moreover, 25 SIP reports (11.5%) indicate commitment of 22 signatories (12%) that integrate sustainability into all study programmes by the creation of new sustainability courses and by the integration of sustainability into existing core courses of programmes. See Illustrative Example 8.3 in Table 50.

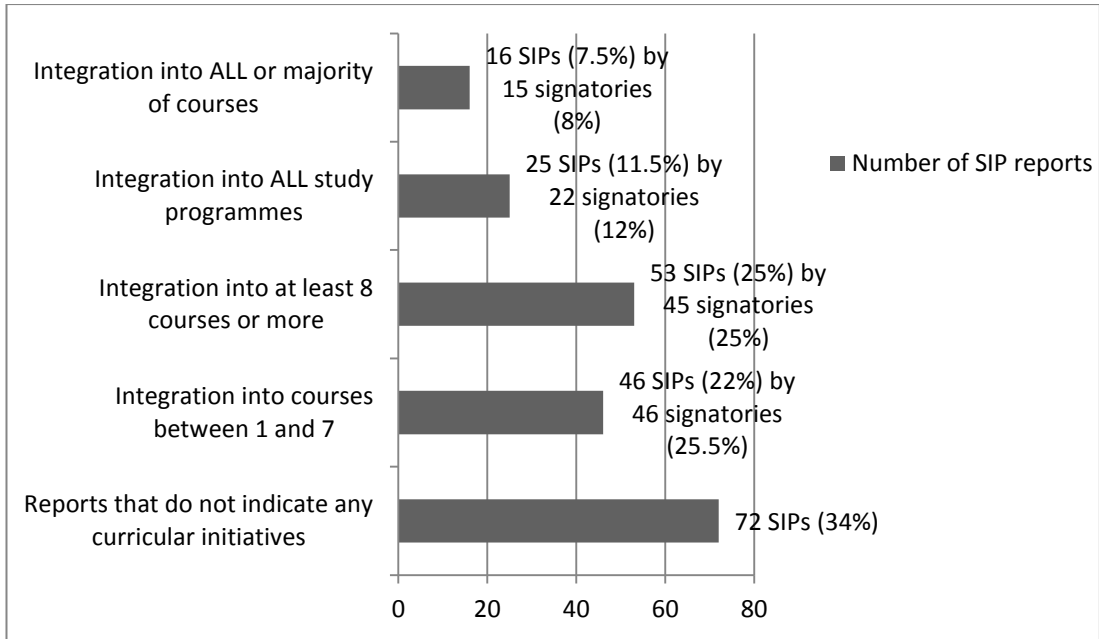


Figure 24: Numbers of SIPs indicating new curricular initiatives at the signatories after supporting PRME

Illustrative Example 8.1: Alignment of PRME and syllabuses of all courses

“As part of our curriculum development process, we have re-defined the syllabus of all our courses to embody elements of the PRME principles and align all the contents with the mandate of Responsible Leadership. CSR has been introduced as a mandatory course for students in the Faculty of Business Administration. Thus various business ethics issues and CSR-topics are addressed in the context of that cut across various disciplines (Accounting, Management, Marketing, Human Resource Management, Finance, Actuarial Science and Insurance).” (University of Lagos, Faculty of Business Administration)

Illustrative Example 8.2: Integration of sustainability issues into majority of courses

“During the second semester of 2009, we assessed the degree of inclusion in courses and teaching of the three axes declared in our mission statement: Entrepreneurship, Global Perspective of Business and Ethics & Social responsibility. Faculty provided on a voluntary basis the information on which courses (not all courses of all programs resulted included) and how they were discussing the topics. We obtained the following proportions: Entrepreneurship 83.4%, Global perspective 70.6% and SR 70.6%. As a follow up action, program[me]s’ directors are working in the review of syllabus to assess in a more systemati[s]ed way the introduction of the above-mentioned topics in the courses, methods, materials, identifying the gaps and establishing a work plan with the faculty members.” (ESPAE-ESPOL, Graduate School of Management)

Illustrative Example 8.3: Integration into all programmes

“This year a decision has been made to include a training module on Corporate Responsibility in the basic skills package of all Master’s Program[me]s. The module will be carried out the first time in the autumn 2010 and will consist of basic introductory issues of Corporate Responsibility from main drivers to essential tools for management fitted to the frames of the various major disciplines of the school. This will be an important step in integrating Corporate Responsibility in all studies.” (Aalto University, Helsinki School of Economics)

Table 50: Illustrative Examples 8.1, 8.2 and 8.3

8.2. Curricular goals for future implementation

To examine curricular initiatives for future implementation in response to Sub-question 2, the analysis analyses key curricular objectives established for future implementation as well as future curricular activities that are to be implemented in future but have not been started

in the reporting period. Especially, in examining curricular goals, the analysis cannot count *unspecific* curricular goals, not specifying *specific* activities that will be implemented in the future, and only examines *specific* goals, which are goals specifying *at least* one or more *specific* activities indicating they will be exactly implemented in the next *future implementation* or *reporting* period. See Illustrative Example 8.4 in Table 51 illustrating *unspecific* curricular goals.

Illustrative Example 8.4: Unspecific goal not indicating *specific* curricular activity

“The University will progress on implementation of the Principles through continuation of each of the achievements discussed above. Our next report will provide updates on curriculum developments and research, on community projects, and on the transformation of our campus” (Maharishi University of Management)

Table 51: Illustrative Example 8.4

Figure 25 presents future curricular goals that are to be implemented in the future. The analysis shows that only the majority of SIP reports, 140 SIP reports (66%) do not report any or specific curricular activities for future implementation. Only a small numbers of SIP reports, 18 SIP reports (8.5%) demonstrate integration of sustainability into the majority of and all courses of programmes at 16 signatories (9%) and only 10 reports (5%) demonstrate integration of sustainability into all programmes at 10 signatories (6%). See Illustrative Examples 8.5 and 8.6 in Table 52.

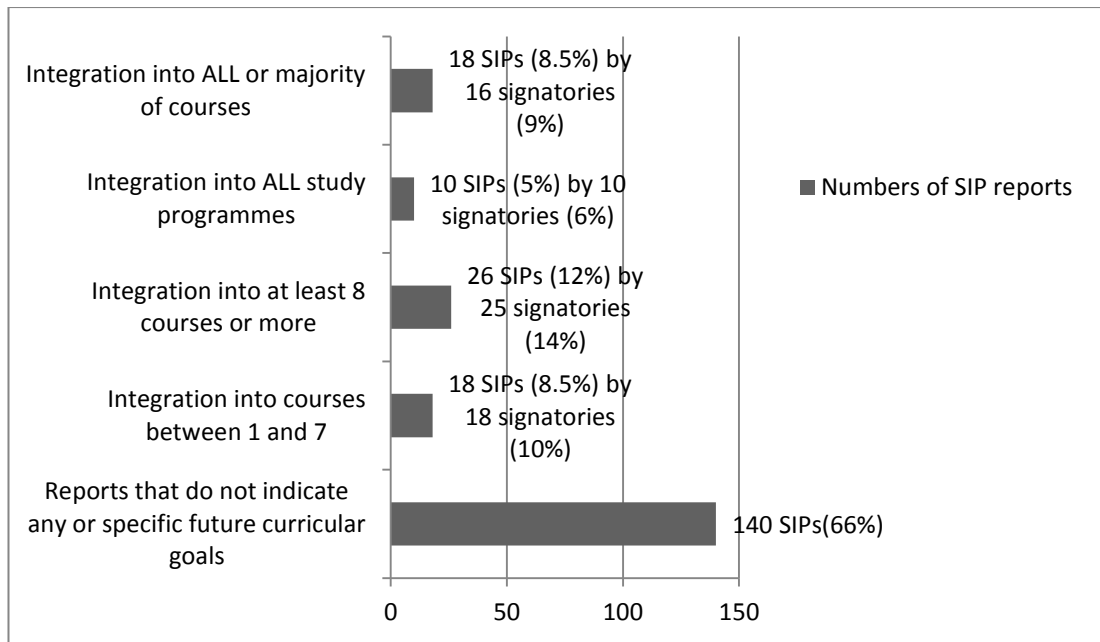


Figure 25: Numbers of SIPs indicating specific future curricular activities at the signatories

Illustrative Example 8.5: Integration into all courses

“Starting in the academic year 2011-2012:

1. In order to integrate PRME into all teaching areas of the school, each Syllabus for each course will include a Sustainability Course Learning Outcome (on ethics, social or environmental impact).
2. Materials to produce the Sustainability Course Learning Outcome will be clearly identified in all syllabuses.” (Barna Business School)

Illustrative Example 8.6: Integration into all programmes

“Future Perspectives and Key Objectives

IUM [(International University of Monaco)] intends to more fully integrate PRME principles and sustainable policies into its activities over the next 18 months. This will be done by:

- Establishing cent[re]s and institutes such as the Institute for Sustainable Real

Estate with specific relevance to Monaco.

- Ensuring all IUM curricula include courses on sustainability.” (International University of Monaco)

Table 52: Illustrative Examples 8.5 and 8.6

8.3. Broad participation of faculty members

The analysis examines how the SIP reports demonstrate a broad participation of faculty members in implementation of curricular activities in response to sub-question 3 and 29 SIP reports (14%) demonstrate broad participation of faculty members in implementation of PRME at 26 signatories (14%). Due to the concept of academic freedom of faculty members, the study mainly examines how the SIP reports indicate the use of *compulsory methods*, such as alignment of sustainability and curriculum and majority of courses of faculty members (Weber, 2006) rather than *voluntary* methods such as faculty awareness and development programmes. These identified reports indicate a balance between top-down moves (i.e. gathering faculty members to incorporate sustainability into their courses; defining syllabuses of courses of faculty members; establishment of learning goals for study programmes) and bottom-up moves. See Illustrative Examples 8.7 and 8.8 in Table 53. In the SIP reports that do not clearly identify involvement of faculty members, the analysis includes new curricular activities that incorporate sustainability into all or the majority of courses, which were presented in Section 8.1. See Illustrative Examples 8.1 and 8.2 in Section 8.1.

Illustrative Example 8.7: Top-down (i.e. gathering faculty members) and Bottom-up moves that align sustainability with curricular content

“The following principles were agreed within the School of Business, Economics and Public Policy as the basis for our ongoing curriculum development:

- Industry and community will be regularly encouraged to contribute to unit content
- Each unit will explicitly discuss the underlying assumptions of the management techniques and skills being taught, including how their application affects sustainability” (University of New England, Graduate School of Business)

Illustrative Example 8.8: Consultation process with faculty members

“In both the Graduate and Undergraduate schools, teams of faculty members from multiple disciplines across campus came together during summer 2009 to reflect upon and research the implications of the new Mission Statement for our curricula. This process resulted in two white papers that were voted upon in our Academic Policy Committees; only after this extensive process of thought, discussion, and affirmation through vote were any curricular changes considered for implementation. In keeping with the PRME’s intention that institutional values and practices reflect the principles, we want to emphasi[s]e that the process of curricular redesign stemming from the change in Mission Statement followed a meticulous procedure of shared governance at the College; that is, faculty and administration worked collaboratively to produce both the strategy itself and the resulting changes to our program[me]s.” (Babson College)

Table 53: Illustrative Examples 8.7 and 8.8

8.4. Continuous Improvement

To examine how a continuous improvement system has been established at the signatories in response to sub-question 4, the analysis mainly examines how the SIP reports indicate establishment of a system that enables continuation of their curricular activities and initiatives and does not include short-term curricular goals for future implementation which are mainly analysed in Section 8.2. Forty one SIP reports (19%) demonstrate continuous improvement at 37 signatories (21%). The majority of SIP reports indicate establishment of

a course evaluation system through faculty surveys and student surveys. See Illustrative Examples 8.9 and 8.10 in Table 54. The analysis also includes a step-by-step approach in the curricular change process and continual financial support to the change process to enable continuous improvement at signatories which are reported by two signatories. See Illustrative Examples 8.11 and 8.12 in Table 54.

Illustrative Example 8.9: Assessment of faculty’s teaching performance in sustainability through student surveys

“Faculty’s teaching performance in [sustainability] area is assessed and reported through student evaluations of teaching performance every semester.” (University of Dubai)

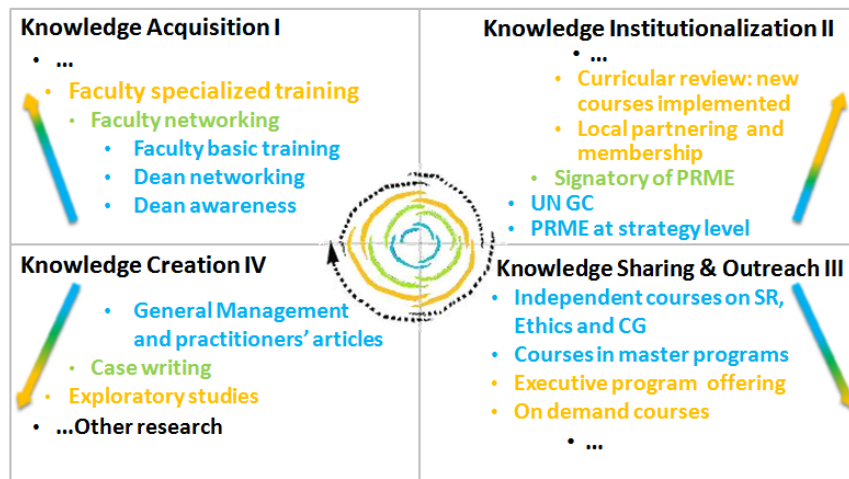
Illustrative Example 8.10: Identifying barriers to curricular implementation through an audit process

“The audit process also gave an indication of areas in which the School still needs to develop its provision and how this could be achieved. In particular, some curriculum areas were reluctant to include environmental/ethics sessions due to issues of limited teaching time within modules and a feeling that compared to other topics such issues did not warrant detailed inclusion at the expense of other topics. Identifying ways in which such concerns can be overcome is a key challenge for the School in the coming years, in relation to curriculum development. [.....]

With the revised undergraduate program[me] only launched in 2010/11, it is still too early to assess the impact of the changes on student engagement with PRME related issues. Early signs through Student Evaluations are positive, however, and we will undertake a survey of the first cohort through the new program in 2012 in order to reflect on how the changes have impacted upon student learning.” (University of

Illustrative Example 8.11: Step-by-step *gradual* curricular change process

PRME: A Step by Step Business School Spiral Approach



Illustrative Example 8.12: Continual financial commitment to the change process

“We have created the "Development Fund", and 50% of our annual net results will be placed in it to finance investments in the institution’s development, mainly as regards activities linked to sustainability and social responsibility.” (Fundacao Dom Cabral (FDC))

Table 54: Illustrative Examples 8.9, 8.10, 8.11 and 8.12

8.5. Overall quality of reports

This section presents the overall quality of reports by combining the results of two analysis of quality of reported activities (Chapter 7), which are: (1) analysis of providing detailed information about activities and (2) analysis of providing a detailed timeline of implemented activities. The results analysed for each principle presented in Chapter 7 are combined. Based on the results for each principle from Principle-by-Principle analysis, the reports in which at least three principles do not provide detailed information about, or a detailed timeline of implemented activities, the reports are grouped into *no informative* reports. For the reports in which activities are not categorised around each principle, their overall reporting is scored using the scale used in the analysis of each principle (i.e. Principle-by-Principle Analysis). See Section 4.3 of Chapter 4.

Overall, 144 SIP reports (68%) of the total reports are not informative in terms of providing a detailed timeline of implemented activities because at least their three principles do not provide a detailed timeline of their implemented activities which do not enable the study to understand if their implemented activities are created prior to or after supporting PRME.

Eighty six (41%) of the total SIP reports do not provide detailed information about their implemented activities because their three principles do not provide detailed information about their implemented activities which make the study hard to understand the degree of commitment of the signatories to PRME (i.e. whether or not their implemented activities are PRME-related).

8.6. Summary

In summary, 34% of the SIP reports do not indicate any new curricular initiatives after becoming signatories. 72% of the reports do not report their new curricular future plans for the next reporting period. Moreover, only 14% of the SIP reports indicate broad participation

of faculty members. 19% of the reports report establishment of continuous improvement system at their institutions.

9. Chapter 9: Survey

The analysis of the quantitative survey results, in response to the first and fifth research questions examining whether PRME makes changes in activities of its signatories and influential reasons in supporting PRME. The chapter analyses six survey items using the chi-square test for goodness for fit to examine whether frequencies falling in each category differ significantly from those in other categories and assigning the quality of report scores to the signatory groups responding to Items 2, 3, 4 and 5 of the survey instrument. Quality of score comprises four aspects of the SIP reports, new curricular initiatives in terms of numbers of course, future curricular goals in terms of numbers of course, broad participation of faculty members and establishment of continuous improvement system. See the development of the scores in Chapter 4. Frequencies falling into categories of each item are analysed using the chi-square test. Since there are a large numbers of signatories, the second item groups the signatories into four groups on the basis of four different methods used in making decision to support made and the third item group the signatories into four groups on the basis of four different methods of implementing PRME. Each group falling into these two items is assigned their quality of report scores. Since the *Do Not Know* option of Items 1, 4 and 6 was not part of the scale, the responses responding to it were excluded from the analysis and analysed manually. Sections 9.1, 9.2, 9.3, 9.4, 9.5 and 9.6 presents analysis of Items 1, 4, 5, 2, 3 and 6, respectively.

First and foremost, the study presents an email response from a signatory who was unable to respond to the survey instrument since this response was analysed manually. The content of the first email is:

“Dear Shane Win,

I am replying to your request to [institution name] Dean [Name of the dean] regarding your survey on PRME, with apologies for the delay.

I’m afraid I can find no one on campus who knows anything about this particular group and wonder if you might be able to let us know how you came to include us in your survey? Perhaps this will give us a better idea of how to reply, if at all, as the survey seems dedicated to those already part of PRME.

I look forward to your reply.

Many thanks,

[Name of the Director of the department]

Director, [Director of the department]

[Name of the institution]”

The second email reply was received on the 22nd of February, 2012 from the same person as above. The content of the second email reply is:

“Hello,

I’ve done a bit more research as to [our] involvement with this project and have unfortunately found that the school no longer participates actively, despite having signed on initially. Therefore, I am afraid we are just not in a position to answer your survey.

I trust the other participants have provided what you need for completion in a timely fashion. Best of luck with the project.

Sincerely,

[Name of the Director of the department]

Director, [Director of the department]”

9.1. Influential reasons for supporting PRME

To measure what are the influential reasons of supporting PRME, four categories of each of the seven given reason statements in Item 1 are grouped into two categories, the signatories influenced by the given statements (*Strongly Influential* and *Moderately Influential*) and the signatories with no or minor influence of the given statements (*Minor Influence* and *No Influence*). In relation to the fourth statement of Item 1, *Support the School's commitment to the UN Global Compact*, which is intended to measure whether the Global Compact signatories become signatories of PRME due to their supports to the Global Compact, since the study receives positive responses from both signatories and non-signatories, the survey presents the study results by grouping the statement into two groups, only the Global Compact signatories and both the signatories and non-signatories of the Global Compact. Figure 26 shows influential reasons in making the decision to support PRME at the signatories.

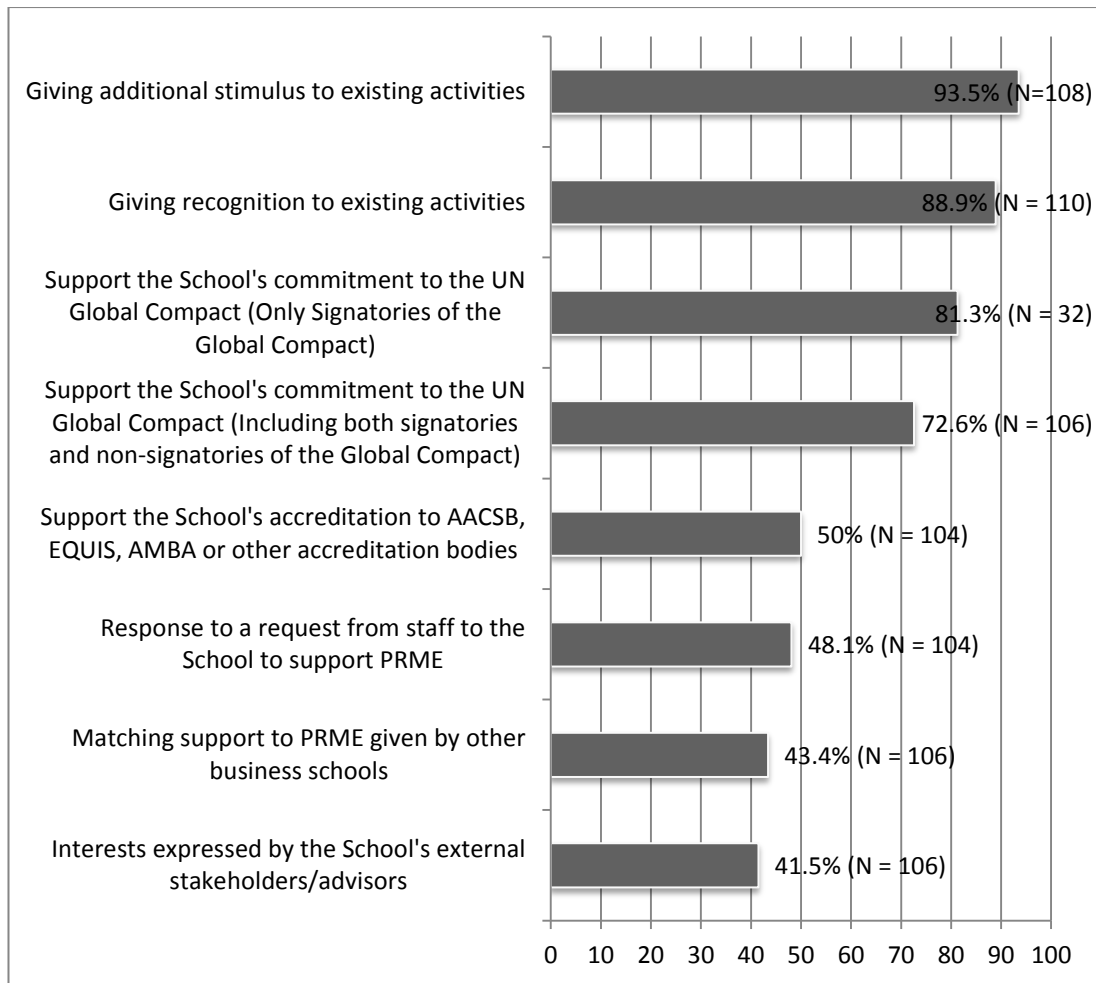


Figure 26: Influential reasons in making decisions to support PRME

A large numbers of signatories consider giving additional stimulus to existing activities as an important reason in making the decision to support PRME. The test result is significant, $\chi^2, (1, N = 108) = 81.815, p < 0.05$, between two signatory groups, the signatories with influence ($N = 101$) and the signatories with no and minor influence ($N = 7$). Only one signatory responds to the *Do Not Know* option.

Giving recognition to existing activities is largely influential in making the decision to support PRME. This difference is significant, $\chi^2, (1, N = 110) = 64.145, p < 0.05$ between two signatory groups, the signatories with influence ($N = 97$) and the

signatories with no and minor influence ($N = 13$). No signatory responds to the *Do Not Know* option.

Signatories of the Global Compact become the PRME signatories to support their commitment to the Global Compact. The test is significant, $X^2, (1, N = 32) = 12.5, p < 0.05$, between two signatory groups, the signatories with influence ($N = 26$) and the signatories with no and minor influence ($N = 6$). Only one signatory responds to the *Do Not Know* option.

Among both signatories and non-signatories, supporting their commitment to the UN Global Compact is an influential reason in supporting PRME. The result is significant, $X^2, (1, N = 106) = 21.736, p < 0.05$ between two signatory groups, the signatories with influence ($N = 77$) and the signatories with no and minor influence ($N = 29$). Four signatories answer the *Do Not Know* option.

However, given the number of respondents in each category is the same (i.e. ($N=52$ for each group)), no test was performed on the indicator testing differences between groups responding to the answer option, *Support the School's accreditation to AACSB, EQUIS, AMBA or other accreditation bodies* since differences between two groups were constant, the signatories with influence ($N=52$) and the signatories with no or minor influence ($N=52$). Four signatories respond to the *Do Not Know* option. Moreover, in the content analysis of SIP reports, one signatory report that an accreditation body calls for their members to sign PRME. Due to confidentiality agreement, the study rewrites and paraphrases its report and cannot report whether that signatory participates in the survey. See Illustrative Example 9.1 in Table 55.

Illustrative Example 9.1: Encouragement of an accreditation body to its members to sign PRME

An accreditation body calls for its other member organi[s]ations to sign PRME, and majority of signatories become PRME signatories (a signatory)

Table 55: Illustrative Example 9.1

The chi-square test, X^2 , (1, $N = 104$) = 0.154, $p=.695$, shows that the reason, a response to a request from staff to the school to support PRME is not significant, between two signatory groups, the signatories with no and minor influence ($N = 54$) and the signatories with influence ($N = 50$). Four signatories chose the *Do Not Know* option.

The chi-square test, X^2 , (1, $N = 106$) = 1.849, $p=.174$, shows that the reason, matching support to PRME given by other business schools is not *significant* in two signatory groups, the signatories with no and minor influence ($N = 60$) and the signatories with influence ($N = 50$). Three signatories respond to the *Do Not Know* option. The study found that one SIP report matches this response. The study also paraphrases this SIP report and cannot report whether it participates in this survey due to the confidentiality agreement. See Illustrative Example 9.2 in Table 56.

Illustrative Example 9.2: Becoming a PRME signatory through SIP reports of other signatories

Before supporting PRME, a signatory reviews practices of other business schools through their SIP reports (a signatory)

Table 56: Illustrative Example 9.2

The chi-square test, $X^2, (1, N = 106) = 3.057, p=.080$, shows that the reason, interests expressed by external stakeholders and advisors of the signatories influence on making the decision in supporting PRME, is not significant in two signatory groups, the signatories with no and minor influence ($N = 62$) and the signatories with influence ($N = 44$). Three signatories choose the *Do Not Know* option.

9.2. Impacts of PRME

In relation to survey item 4, in measuring impacts of PRME on existing or new activities and measuring whether or not reported activities are as a result of PRME, the chi-square test compares differences between two signatory groups, the signatory with impacts of PRME (i.e. *Strong Impact* and *Moderate Impact*) and the signatories with no or minor impacts of PRME (i.e. *No Impact* and *Minor Impact*). Responses responding to the *Do Not Know* option are excluded from the chi-square test analysis.

Especially, for the second and third answer options of the item, the study receives 41 inconsistent responses, indicating either that PRME has impact on additional activities of signatories while these signatories respond to the item that there is no change to activity or that PRME has no or minor impact on additional activities while not indicating that there is *no* change to activity. These 41 responses are considered inconsistent responses and are eliminated.

In addition to the above three survey options, the study has to create one additional statement, *PRME with impact*, by adding two responses from the third option to the second option because two signatories responded to the third option of the item that PRME makes no changes in their activities but did not respond to the second option of the item. Figure 27 presents survey responses and one additional statement.

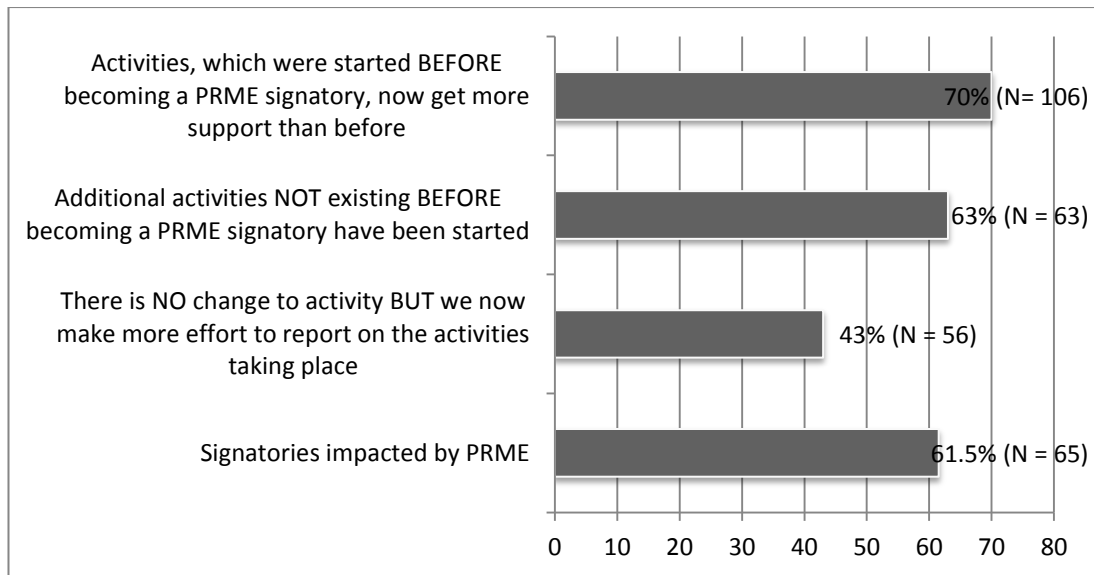


Figure 27: Impacts of PRME on activities of the signatories

PRME supports existing activities of the signatories started prior to supporting PRME. The test result is significant, $X^2, (1, N = 106) = 16.642, p < 0.05$ between the two signatory groups, the signatories with impact ($N = 74$) and the signatories with no and minor impact ($N = 32$). No signatory responds to the *Do Not Know* option.

PRME also has impact on new additional activities created after supporting PRME. The test result is significant, $X^2, (1, N = 63) = 4.587, p < 0.05$ in the two signatory groups, the signatories with impact ($N = 40$) and the signatories with no and minor impact ($N = 23$). One signatory responds to the *Do Not Know* option.

In relation to measuring whether PRME makes *no* change to activity, the chi-square test, $X^2, (1, N = 56) = 1.143, p = .285$, shows that there is no significant difference two signatory groups, the signatories with impact ($N = 24$) and the signatories with no and minor impact ($N = 31$). Three signatories answer the *Do Not Know* option.

The chi-square test, $X^2, (1, N = 65) = 3.462, p=.063$, shows that the signatory group impacted by PRME ($N = 40$) does not differ from the signatory group with no or minor impact of PRME ($N = 25$).

The signatories with impact of PRME ($N = 40$) and the signatories with no or minor impact of PRME ($N = 25$) are assigned quality of report scores, which have three categories above average commitment or high level score (3.5-5), average commitment (2.5-3.49) and under-average commitment or low level score (1-2.49). Figure 28 presents two signatory groups which are assigned the quality of report scores.

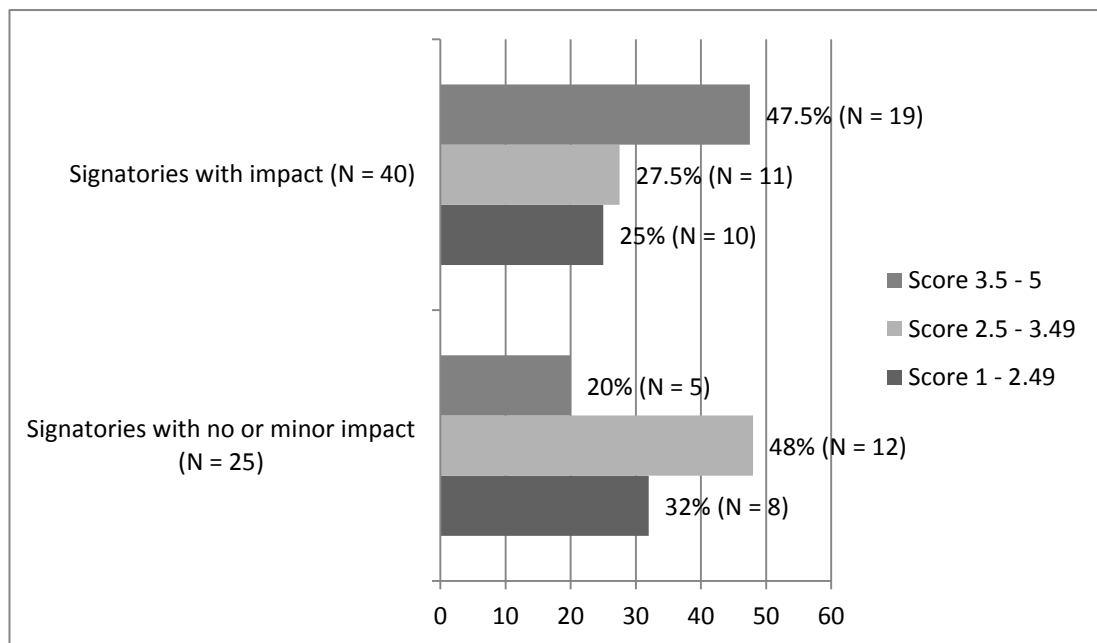


Figure 28: Quality of Report scores assigned to the signatories with Impact and Signatories with no or minor impact

9.3. Impact of PRME on four areas of activities

This section examines impact of PRME on four activities of signatories. The analysis is limited to the signatory groups that are impacted by PRME and does not include the signatory groups ($N=25$) that are not impacted by PRME. Among the signatory group that is impacted by PRME, since three signatories do not rank their activities, only 37 signatories that are impacted by PRME are included.

The chi-square test was employed to measure the impact of PRME on each of four areas of activities, teaching (education), research, community engagement and operation of the school.

The chi-square test, X^2 , ($2, N = 37$) = 30.865, $p < .5$, shows that teaching (education) was ranked as the highest impact of PRME on the observed signatories by most of the signatories ($N= 28$), followed by being ranked as the second impact activity ($N = 7$), being ranked as the third impact activity ($N=1$) and no signatory ranks it as the lowest impact activity. This difference is significant.

The chi-square test, X^2 , ($3, N = 37$) = 5.270, $p = .153$, shows that there is no significance between four groups, research being ranked as the third impact activity of PRME ($N= 14$), research being ranked as the second impact activity ($N = 11$), research being ranked as the lowest impact activity ($N=7$) and finally research being ranked as the highest impact activity ($N=5$).

The chi-square test, X^2 , ($3, N = 37$) = 8.514, $p < .5$, shows that community engagement was ranked as the second impact activity of PRME ($N= 14$) by most of the signatories, followed by being ranked as the fourth impact activity ($N = 11$) being

ranked as the third impact activity ($N=10$) and finally being ranked as the highest impact activity ($N=2$). This difference is significant.

The chi-square test, X^2 , ($3, N = 37$) = 18.243, $p < .5$, shows that school operational activities were ranked as the lowest impacted area ($N= 19$) of PRME by the majority of the signatories, followed by being ranked as the third impact activity ($N = 11$), being ranked as the second impact activity ($N=5$) and finally being ranked as the highest impact activity ($N = 2$). This difference is significant.

The study groups the above signatories into two groups, the signatories that rank education as the most impacted activity of PRME ($N=28$) and the signatories that ranked other activities (i.e. research, outreach programmes and campus sustainability) being the most impact activity. Each group of the signatories is assigned the quality of report scores. See Figure 29.

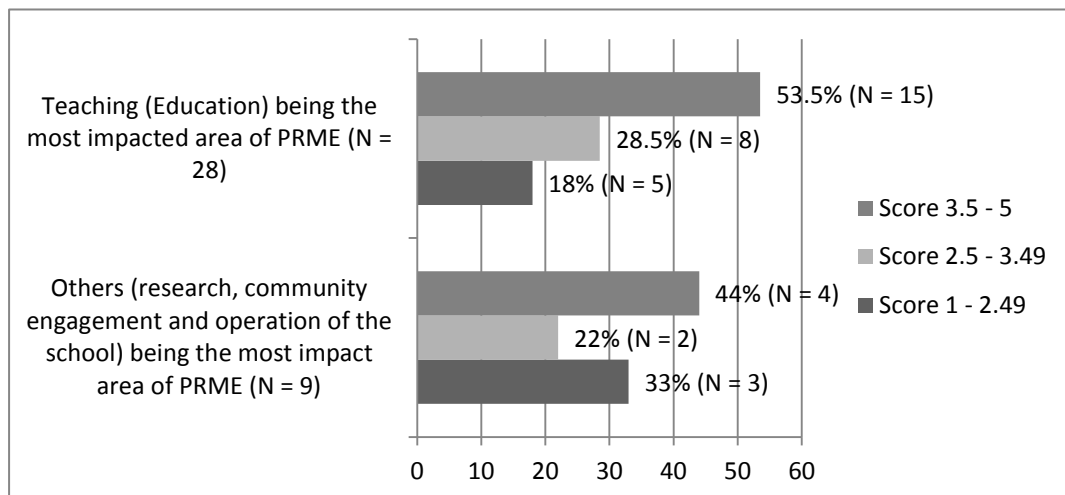


Figure 29: Quality of Report scores assigned to the signatories that rank education as the most impacted area of PRME and the signatories that rank other activities as the most impacted area of PRME

9.4. How the decision to support PRME was made

The chi-square test was performed to measure differences between the following four groups of the signatories in response to Item 2, which are:

1. Through a decision made by the school executive after discussion within the executive team *only*;
2. Through a decision made by the school executive after discussion within the executive team *and* with selected other staff within the school;
3. Through a decision made by the school executive after discussion with *all* staff within the school;
4. Through a voting process in which a majority of school staff elected to support PRME.

The study initially analyses 13 individual responses responding to the *Other (Please Specify)* option with text-entry, which is for the signatories that may feel that situation of their institution was different from the above given four options. However, it is important to note that in the following presentation of results, Signatories 1, 2 or 3 *specifically* refer to the signatories that respond to only the *Other (Please Specify)* option of this item, but do not necessarily refer to the signatories with a set of ordinal number series. Furthermore, responses to the *Other (Please Specify)* option were analysed whether they matched one of the above answer options. Responses that matched one of the above answer options of the item were added to initial frequencies of the respective answer options.

Among 13 responses, eight responses are found that are closely related to the option 1 of the item, which is the first group of signatories mentioned above. One signatory states that the decision was made “just by school executive” (Signatory 1). The

second respondent states that it was made by its “school council” (Signatory 2). According to its organisational chart, it is confirmed that the school council of Signatory 2 was responsible for executive decisions. In the third signatory, the decision was made “after discussion within the executive team, and a decision by the board of directors of the school” (Signatory 3). In the situation of the fourth signatory, the decision was made “through support from President and Undergraduate Dean, accompanied by vote of Faculty Senate” (Signatory 4). In this case, it was confirmed that faculty senate at Signatory 4 is the executive board of the university that deals with university governance issues.

Another interesting point is that two signatories explicitly state that the decision was made alone by their deans without discussion with other staff. “Dean alone made the decision” (Signatory 5). The decision was “made by the previous Dean without discussion” (Signatory 6). The study also looks at impacts of PRME on Signatory 6, and the result shows that PRME has *minor* impact on both its *existing* activities and *additional* activities. Moreover, in another two signatories, the decision was made by their heads and deans of school rather than the school leadership team, but whether the decision was made alone or made after discussion with other staff was not stated. It was a “decision by Head of School” (Signatory 7). In the eighth signatory, “one faculty, the Associate Dean was the champion for the PRME initiative. He presented it to the dean and the school and the dean said to go ahead and apply” (Signatory 8).

Since these eight responses explicitly state that the decision was through their executive decisions rather than through involvement of other staff outside the school’s executive board, they are added to the option 1 of the item.

Moreover, two other responses fall into option 2 of the survey item, the second group of signatories mentioned above. In one situation, the decision was made “through continued pressure from members of staff teaching on environmental and social issues” (Signatory 9). Another signatory states that the decision was “led by faculty who then got support from the executive team” (Signatory 10). It was considered that this response fell into the second of signatories due to the fact that it did not specify whether the decision was made after discussion with *all* staff at its institution.

As well, one response falls into the fourth group of the signatories. In that institution, the decision was “vote[d] by the school’s faculty” (Signatory 11).

The above responses falling under the categories of the options of the item were added to the respective groups of signatories.

However, the remaining two responses do not constitute the above four groups of the signatories. In one case, the decision was made “[through] direct discussion[] with [the] Vice Chancellor” (Signatory 12). In this case, it was not clearly stated whether *all* staff or a selected staff were involved in the decision making process. In another institution, the decision was made through discussion with external partners which did not fall under any category of the above four groups. As well, whether the decision was made alone by the executive board or involvement of other staff in the decision making process was not clearly stated. For example, “PRME was initiated through a relationship with the UN and a faculty member at [another different institution]” (Signatory 13).

The chi-square test, X^2 , (2, $N = 107$) = 28.804, $p < 0.05$, shows that differences between four groups are significant. The decisions to support PRME are mainly

made by the school executive after discussion within the executive team and with selected other staff within the signatories ($N = 56$). The second most frequent type making the decision to support PRME at the signatories ($N = 37$) was through a decision made by the school executive after discussion within the executive team only. The least two frequent types making the decision to support PRME were through a decision made by the school executive after discussion with all staff within the school or through a voting process in which a majority of school staff elected to support PRME. The frequency values of these two different types were the same ($N = 7$). Figure 9.5 shows how different groups at the signatories made the decision to support PRME.

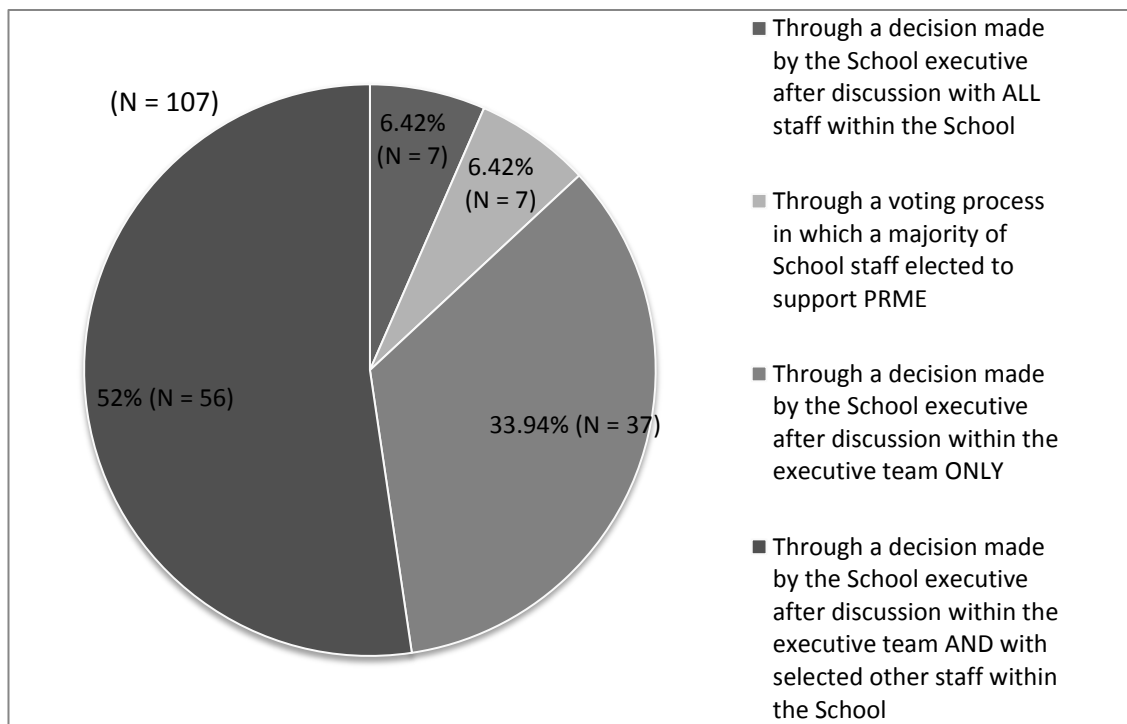


Figure 30: How the decision to support PRME were made

As mentioned earlier, 40 signatories are impacted by PRME while 25 signatories are not impacted by PRME. Figure 31 assigns mean scores of quality of report scores to each group (i.e. signatories impacted by PRME) and (i.e. signatories not impacted by PRME) of the above four categories of different ways of making decisions to support PRME.

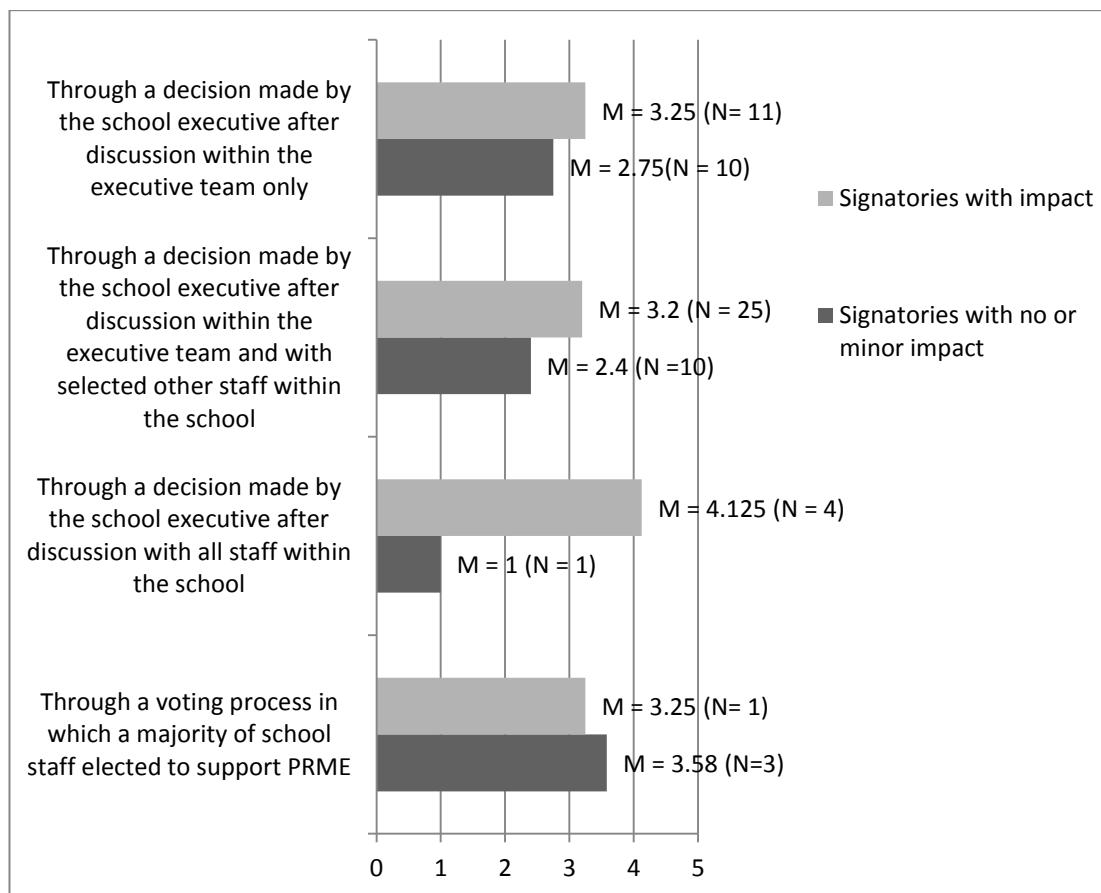


Figure 31: Assigning the quality of report scores to each category of different ways of making decision to support PRME

Figure 32 assigns quality of report scores to the signatories impacted by PRME falling into each of four categories of different ways of making decisions to support PRME.

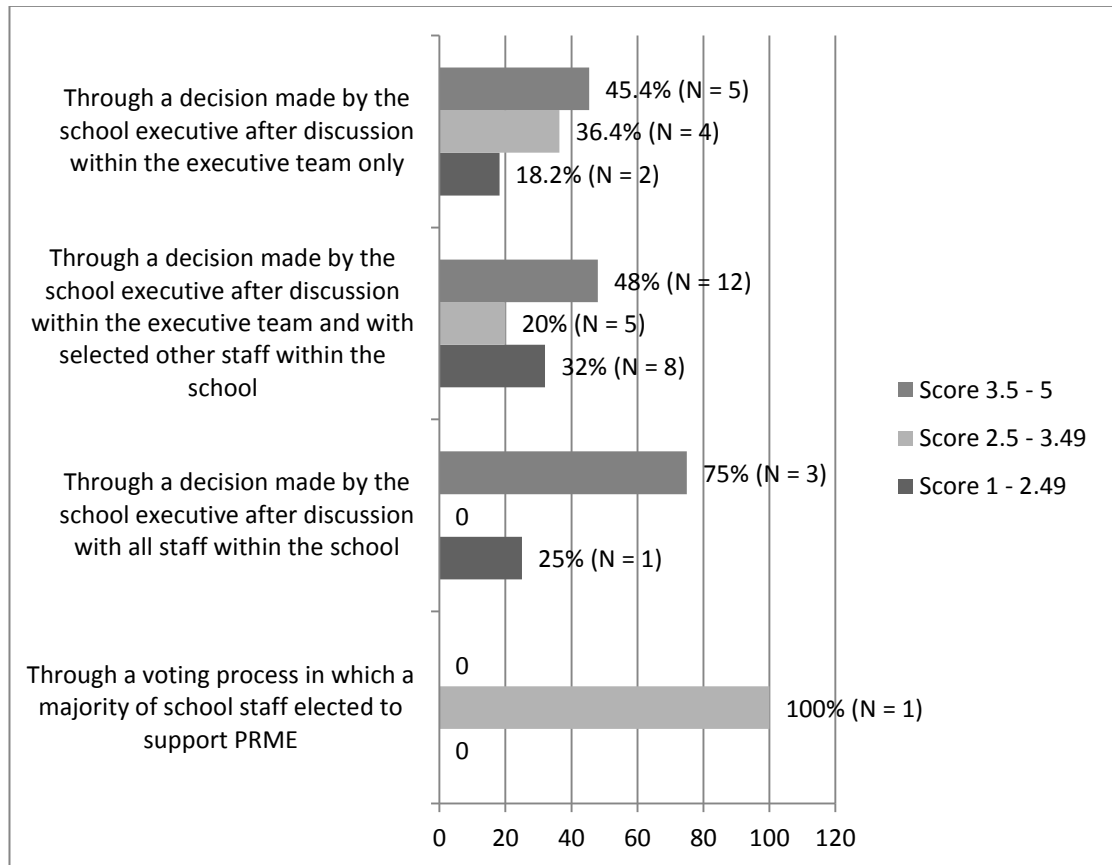


Figure 32: Assigning the quality of report scores to the signatories impacted by PRME falling into each of four categories of different ways of making decisions to support PRME

9.5. How PRME is implemented in the signatories

The chi-square test was performed to measure differences between the following four groups of the signatories in response to Item 3 which are:

1. Members of a policy-making and governing body of the entire school such as senior leadership group or governing board are the principals in the implementation of PRME;
2. Head (or Associate Head) of relevant school or Dean (or Associate Dean) of relevant academic unit is assigned responsibility for implementing PRME;
3. A PRME task force, committee, team or group is organised to implement PRME;
4. A single person from outside the School's executive board is appointed as a PRME co-ordinator or director to implement PRME.

Individual responses responding to the *Other (Please Specify)* were initially analysed. Similar to presentation of results of the above item, Signatories 1, 2 or 3 in the following presentation of results specifically refer to the signatories that responded to only the *Other (Please Specify)* option of this item, but does not refer to the signatories with a set of ordinal number series. Moreover, responses that match one of the above answer options were added to initial frequencies of the respective answer options.

The results show that two signatories apply two or more options of the item in relation to the implementation of PRME. In one case, the signatory applied "all of the first three" options mentioned above (Signatory 1). In the second signatory, the signatories applied the first and fourth options mentioned above by appointing a PRME co-ordinator as well as involving members of the school's governing body. Their responses that matched two or more answer options were also added to the respective answer options accordingly.

One response directly falls under Option 1. In that institution, “a single person on the executive takes primary responsibility” (Signatory 3). However, in another institution, “faculty member with quasi-administrative appointment oversees PRME” (Signatory 4). However, that response has to be added to Option 4 instead of Option 1 due to the fact that the degree of his or her influence on activities of other teaching faculty members cannot be measured based on the assumption that faculty members in senior leadership or executive teams of the signatory will have more influence on the activities of all or most teaching faculty members.

The remaining seven responses do not match any of the above four options. For example, in one institution, how PRME is implemented at that institution is still “under discussion” (Signatory 5). That signatory became the signatory of PRME in February, 2009 (two years before the survey process was started). In one case, another interesting response is that the respondent is not clear about whether the implementation responsibilities of PRME are allocated to a single person or a group of people. In this response, the signatory states that PRME activities are implemented or responsibilities of implementation of PRME are allocated “across the school with on one person or group of people assigned” (Signatory 6). This response does not fit into either Option 3 or Option 4 of the item since it was not clear whether a group of people or a single person is assigned responsibilities of implementation of PRME activities.

In one case, the respondents states that PRME is incorporated into “international MBA program[me] and [at the] Cent[re] for Sustainable Enterprise” (Signatory 7). However, this response fits into examining how PRME is incorporated into activities (i.e. teaching, research and outreach) rather than the above answer options of this item since this item mainly measures who was allocated responsibility in

implementation of PRME. Similar to that response, another institution responds to the item that the “Management and Organi[s]ation Department lead[s] implementation within the College of Business” (Signatory 8). In this response, it was not clear whether the implementation responsibilities were allocated to the person or group of faculty as well as whether the person or the group of faculty in charge of implementation of PRME has a significant authority to influence activities of other faculty members within its college. Similarly, in one institution, it states that “faculty of portfolio of sustainability initiatives includes PRME” (Signatory 9) but the response does not answer whether that faculty member is responsible to oversee implementation of PRME.

In another case, the signatory responds to the item that “responsibility is key to our vision and mission” (Signatory 10). Similarly, another signatory responds to the item that “it is our mission, we don’t need extra attention on this” (Signatory 11). However, both Signatories 10 and 11 did not report on the detailed timeline of when responsibility management is incorporated into its vision and mission in their SIP reports.

The chi-square test, X^2 , (3, $N = 105$) = 6.733, $p = 0.081$, shows that there is no significant difference between the above four groups. Figure 9.8 shows how PRME was implemented at the signatories.

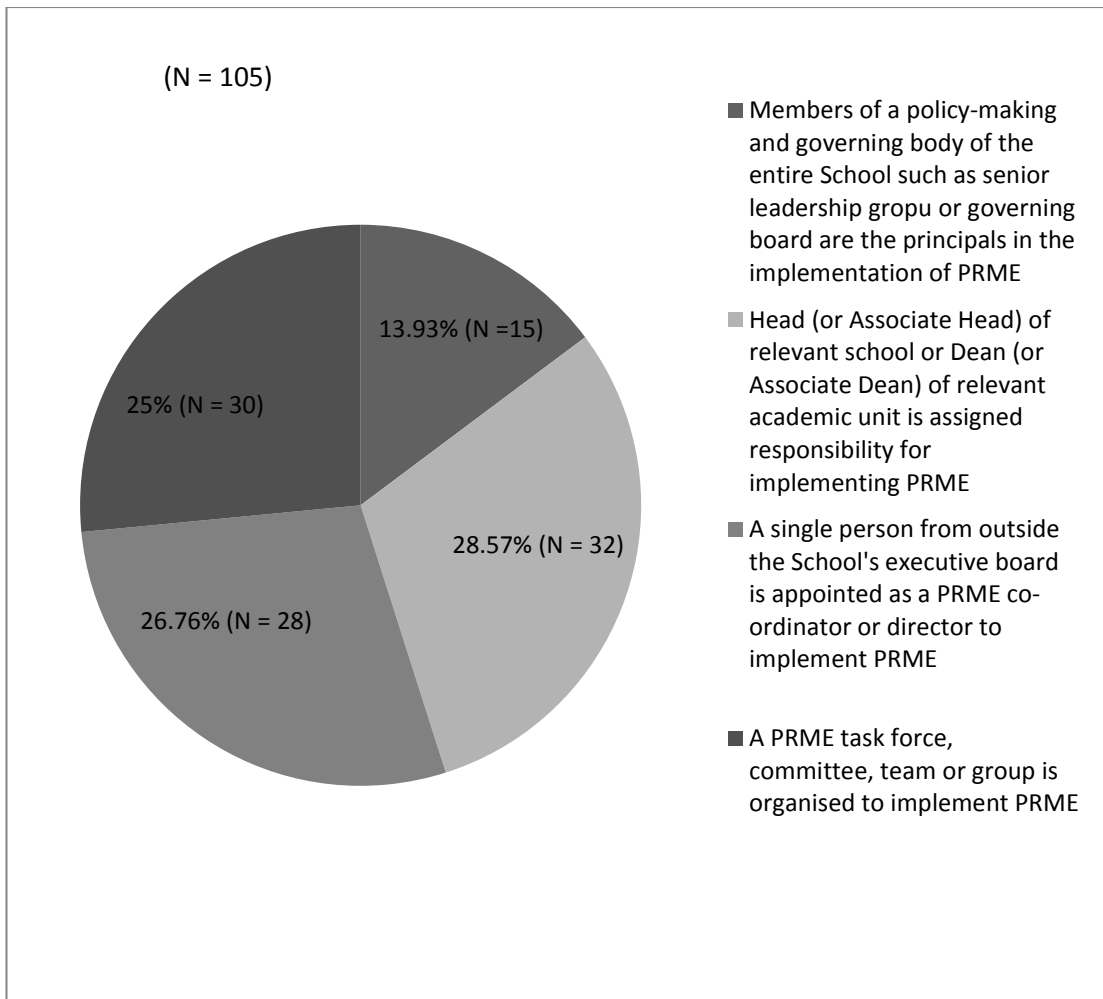


Figure 33: How PRME is implemented

40 signatories that are impacted by PRME and 25 signatories that are not impacted by PRME falling into the above four categories of different ways of implementation of PRME are assigned mean scores of their quality of report scores. See Figure 34.

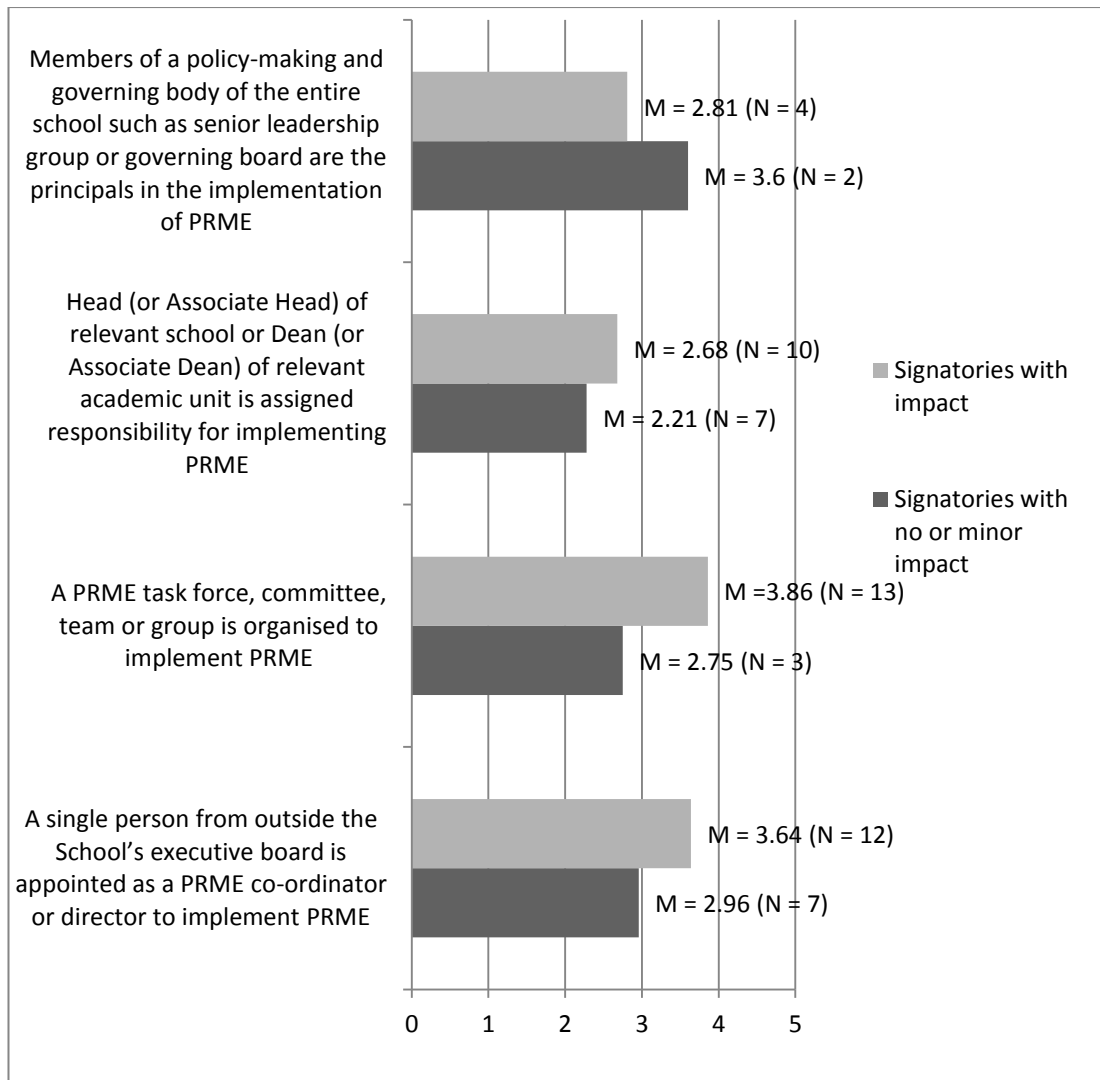


Figure 34: Assigning the quality of report scores to the signatories falling into four different methods of implementation of PRME

Figure 35 assigns the quality of report scores to the signatories impacted by PRME falling into each of four categories of different methods of implementation of PRME.

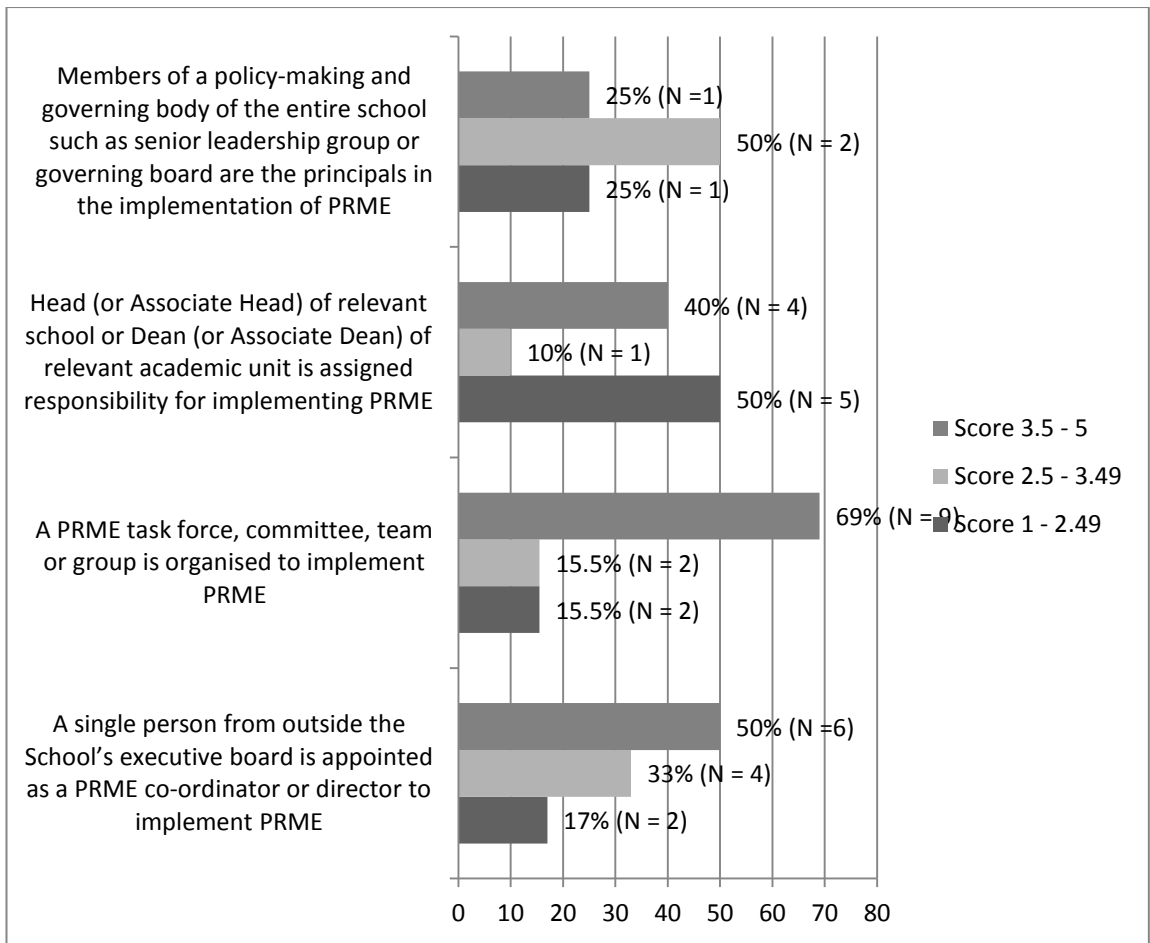


Figure 35: Assigning the quality of report scores to the signatories impacted by PRME falling into each of four categories of different ways of implementation of PRME

9.6. Evaluation of current PRME principles, registration and reporting policies

To measure current PRME principles, registration and reporting policies, five point Likert categories measuring five given statements were grouped into three signatory groups, the signatories that encourage the given statements (*Strongly Encourage* and *Encourage*), the signatories that neither encourage nor discourage (*Neither Encourage Nor Discourage*) and the signatories that discourage the given statements

(*Strongly Discourage* and *Discourage*). Figure 36 shows differences between these three groups of signatories in relation to each given statement. These differences are tested with the chi-square test, and responses responding to the *Do Not Know* option are analysed manually and excluded from the chi-square test analysis.

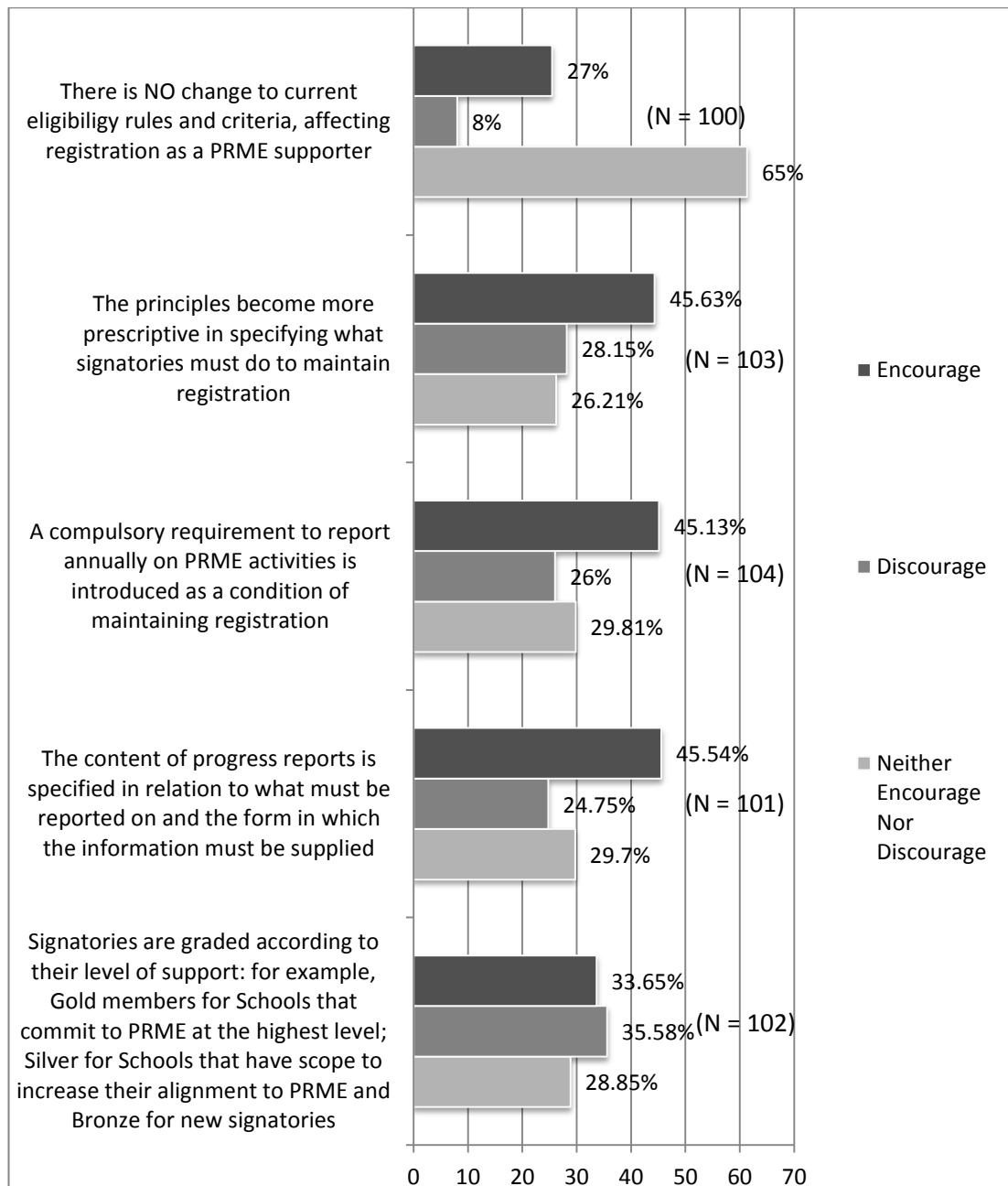


Figure 36: Results of evaluation of current PRME principles, registration and reporting policies

The signatories largely neither encourage nor discourage in not changing current eligibility rules and criteria affecting a PRME supporter. The test result, X^2 , (2, $N = 100$) = 50.540, $p < 0.05$, shows that there are significant differences between the three signatory groups, the signatories that neither encourage nor discourage ($N = 65$), the signatories that support encouragement ($N = 27$) and the signatories that discourage ($N = 8$). Six signatories answer the *Do Not Know* option.

The signatories largely encourage making the principles more prescriptive in specifying what the signatories must do to maintain registration. The test result, X^2 , (2, $N = 103$) = 7.068, $p < 0.05$, shows that there are significant differences between the three signatory groups, the signatories that support encouragement ($N = 47$), the signatories that discourage ($N = 29$) and the signatories that neither encourage nor discourage ($N = 27$). Three signatories answer the *Do Not Know* option.

The signatories largely encourage introducing a compulsory requirement to report annually on PRME activities as a condition of maintaining registration. The test result, X^2 , (2, $N = 104$) = 6.942, $p < 0.05$, shows that there are significant differences between the three signatory groups, the signatories that support encouragement ($N = 47$), the signatories that neither encourage nor discourage ($N = 31$) and the signatories that discourage ($N = 26$). Only one respondent responds to the *Do Not Know* option.

The signatories largely encourage specifying the content of progress reports in relation to what must be reported on and the form in which the information must be supplied. The test result, X^2 , (2, $N = 101$) = 7.149, $p < 0.05$, shows that there are significant differences between the three signatory groups, the signatories that support encouragement ($N = 46$), the signatories that neither encourage nor

discourage ($N = 30$) and the signatories that discourage ($N = 25$). Four signatories respond to the *Do Not Know* option.

The chi-square test, X^2 , ($2, N = 102$) = .765, $p = .682$, shows that there is no significant difference in encouragement of the signatories to grading the signatories according to the level of support to PRME between three signatory groups observed, the signatories that discourage ($N = 37$), the signatories that neither encourage nor discourage ($N = 30$), the signatories that encourage ($N = 35$) and the signatories that neither encourage nor discourage ($N = 30$). Two signatories respond to the *Do Not Know* option.

9.7. Summary

The chapter presents analysis of the survey responses in relation to each item of the instrument. The chi-square test is used to analyse each item of the instrument. Each of four different groups of the signatories that use different ways of making decisions to support PRME and each of four different groups of the signatories employing different methods in implementation of PRME are assigned their quality of report scores.

10. Chapter 10: Summary of activities of 6 Australian business schools

This chapter presents a summary of activities of 6 Australian business schools to compare their activities with those of PRME signatories. Appendix 5 provides a content analysis of 6 Australian business schools. See Appendix 5.

10.1. Summary of the SIP reports of six Australian PRME signatories

Table 57 describes a summary of curricular activities reported under Principle 1, Principle 2 and Principle 3 of the SIP reports of six Australian signatories. In the table, the heading variable, *Numbers of existing courses* refer to study courses that have included PRME related themes prior to adhering PRME, while the heading variable, *Numbers of existing courses that integrated responsibility themes during the reporting period*, refers to numbers of existing courses in which PRME related themes are integrated during the reporting period.

Signatories	Numbers of existing courses	Numbers of new additional courses	Numbers of existing courses that were integrated responsibility themes during the reporting period	Numbers of new Programmes
University of New South Wales, Australian School of Business	8	11	2	<ul style="list-style-type: none"> • A Graduate Certificate programme offered in conjunction with other centre

La Trobe University, Graduate School of Management				<ul style="list-style-type: none"> • A new corporate responsibility Graduate Certificate programme • A new specialised corporate responsibility Master's degree programme
Griffith University, Griffith Business School		4		<ul style="list-style-type: none"> • A new undergraduate sustainability major within its main business programme
University of Technology Sydney, Faculty of Business	24			
University of New England, Graduate School of Business	1	6	17	<ul style="list-style-type: none"> • A new sustainability majors with four courses
Macquarie University, Macquarie Graduate School of Management	12	2	5	

Table 57: Summary of curricular activities of six Australian PRME signatories

Table 58 describes a summary of research activities of six PRME signatories reported under Principle 4 of their SIP reports.

Signatories	Numbers of publication in academic journals	Numbers of Research projects	Numbers of research presentations	Establishment of new research centres/groups	Existing research centres/groups	Number of students research activities
University of New South Wales, Australian School of Business		4				
La Trobe University, Graduate School of Management	11		4			Yes

Griffith University, Griffith Business School		1				
University of Technology Sydney, Faculty of Business		5	2		Yes	
University of New England, Graduate School of Business	7 (4 in 2009; 3 in 2010)	3			Yes	Yes
Macquarie University, Macquarie Graduate School of Management	10 (4 in 2009; 1 in 2010; 4 in 2011; 4 in 2012)	1				Yes

Table 58: Summary of curricular activities of six Australian PRME signatories

Table 7.13 Summary of curricular activities of six Australian PRME signatories

Table 59 describes a summary of community engagement activities of six PRME signatories reported under Principles 5 and 6 of their SIP reports.

Signatories	Numbers of dialogue events	Numbers of executive education	Dialogues through students projects	Numbers of collaborative research activities
University of New South Wales, Australian School of Business	7 (3 in 2011)	2	Yes	3
La Trobe University, Graduate School of Management	4 (3 in 2009; 1 in 2010)	3		
Griffith University, Griffith Business School	11 (5 in 2009; 6 in 2010)			
University of Technology Sydney, Faculty of Business	1			

University of New England, Graduate School of Business	4 (1 in 2011; 3 in 2010)		Yes	3
Macquarie University, Macquarie Graduate School of Management	12	2	Yes	2

Table 59: Summary of community engagement activities of six Australian PRME signatories

11. Chapter 11: Discussion

The purpose of this chapter is to discuss the results presented in Chapters 5, 6, 7, 8, 9 and 10 and Appendix 5 to answer five research questions stated in Chapter 1. Section 11.1 discusses the results presented in Chapters 9 and 10 and Appendix 5 to answer the first research question: “Is there evidence that the United Nations Principles for Responsible Management Education make changes in the activities of its signatories?” Section 11.2 discusses the results presented in Chapter 7 to answer the second research question: “How do the SIP reports demonstrate quality of reported activities?” Section 11.3 discusses the results presented in Chapter 8 to answer the third research question: “How do the SIP reports demonstrate quality of reports?” Section 11.4 discusses the results presented in Chapter 9 to answer the fourth research question: “What are the main reasons in supporting PRME?” Section 11.5 discusses the results presented in Chapter 5 to answer the fifth research question: “How is PRME similar to or different from other declarations on sustainability in higher education?” Section 11.6 examines whether PRME meets the characteristics of a good principle by compiling all study results.

11.1. Is there evidence that the United Nations Principles for Responsible Management Education make changes in the activities of its signatories?

To answer this question, the study first discusses the content analysis of website information of six non-PRME Australian business schools, presented in Chapter 10 and Appendix 5, and option 1 of survey item 4, measuring the impacts of PRME on existing activities. The content analysis of the websites of six Australian non-PRME

business schools shows that non-PRME business schools also commit to sustainability in areas of education, research and community engagement in terms of numbers of activities such as projects, courses and events, and that there is no difference between the activities of Australian PRME business schools and those of Australian non-PRME business schools. This result can be compared with survey item 4 examining the impacts of PRME on the existing activities of business schools. Existing activities of the majority of the signatories are impacted by PRME.

Although PRME has impacts on the existing activities of its signatories, the study has demonstrated that there is no significant difference between the signatories that are impacted by PRME and signatories that are not impacted by PRME. More interestingly, 43% have responded that they report without any change to their activities. In other words, they simply report their existing activities. Signatories that sign the declarations, but do not implement, should be accused of green washing (Wright, 2003; 2003). Moreover, the study confirms the previous research that signing the declaration does not lead to implementation (Bekessy, Burgman, Wright, Filho & Smith, 2003; Bekessy *et al.*, 2007; Clugston & Calder, 1999; Clarke & Kouri, 2009; Grindsted, 2011a; Walton, 2000; Walton, Albaster & Jones, 2000; Wright, 2002; Wright, 2003).

Moreover, the quality of report scores assigned to both the signatories that are impacted by PRME and the signatories that are not impacted by PRME suggest that new activities introduced after supporting PRME may not be as a result of PRME. The quality of report scores shows that five signatories that are not impacted by PRME introduced a high level of new curricular activities after supporting PRME. This finding is coincided well with the research of Walton (2000) and Wright (2003)

that even if signatories introduce sustainability activities after signing declarations, they may not be as a result of these declarations.

One finding is that lack of a monitoring system of the PRME secretariat leads to barriers to impacts of PRME on the signatories. For instance, an email letter of a respondent showed that a signatory has signed but staff had forgotten that their institution had signed PRME. This finding is similar to the research of Walton (2000) and Walton *et al.* (2000) on the impacts of the Talloires Declaration on its 21 signatories, that staff were not aware that their institutions have signed the declaration, due to the lack of monitoring systems. Second, one signatory responds to the item asking how PRME is implemented at its institution, that they are still “under discussion” although it has submitted an SIP report on its achievements. Although the secretariat of voluntary principles expects its signatory institutions to voluntarily and continuously set challenging goals and targets on their own, there is little or no evidence that this will occur (Brophy, Netherwood & Starkey, 1995).

Moreover, the study finds that the registration policy of PRME is one of the main barriers to its impacts on signatories. To become a PRME signatory, a major requirement is that the highest executive of the institution has to sign the registration form (UNPRME, 2012) without requiring taking into account the interests of other staff. One signatory responds that the decision was “made by the previous dean without discussion” (Signatory 6), and the study finds that PRME has no impact on its existing and additional activities. This finding coincides well with the research of Wright (2003) that implementation discontinues when a key enthusiastic leader leaves.

Among the signatories impacted by PRME, their quality of report scores shows different levels of commitments and only 75% of them (i.e. above average curricular changes (47.5%) and average curricular changes (27.5%)) show curricular commitment. In the signatory groups that use different methods in making decision to support PRME (i.e. Survey item 2) the signatory group that made a decision to support PRME through involvement of all faculty members shows the highest commitment to curricular change. However, this group still has one signatory that shows low curricular change in its SIP reports. Among the four signatories that implement PRME using different methods (Survey Item 3), only two signatory groups, the group of PRME task force and the group of PRME co-ordinators from outside the executive boards, show high curricular commitment. This quality of report scores indicates that the other two groups, led by top management, such as senior leadership group and dean group, may need to improve their curricular initiatives.

On the other hand, the survey result shows that education is the most impacted area of PRME. However, quality of report scores assigned to the group stating that education is the most impacted area of PRME, 18% shows a low level of curricular commitment in their SIP reports.

Although grading the signatories according to their level of support to PRME may be appropriate (for example, Bronze for signatories that do not commit to the principles; silver for signatories that commit to the principles at an average level), in survey item 6, there is no statistical difference between the signatory groups with regard to grading signatories according to their levels of support.

11.2. How do the SIP reports demonstrate quality of reported activities?

The analysis is mainly intended to examine three areas, inconsistently reported activities, providing detailed information on implemented activities and providing a detailed timeline of implemented activities. The study first discusses two areas, providing a detailed timeline and providing detailed information on implemented activities.

Under each section of Chapter 7, the first part of the content analysis of SIP reports, the study rates activities reported under each principle in terms of providing a detailed timeline and providing detailed information about implemented activities. Chapter 8 produces the final scores by compiling the scores rated under each principle.

Final results from Chapter 8 show that the majority of the SIP reports (144 SIP reports (68%)) do not provide a detailed timeline of implemented activities from which it could not be identified whether they were created prior to or after supporting PRME. The majority of the SIP reports, 86 reports (41%) of the total SIP reports, do not provide detailed information on their implemented activities which makes the study hard to see the degree of inclusion of sustainability into their activities or whether or not their implemented activities are PRME-related. Perhaps, providing reporting guidelines may seem appropriate to be able to distinguish new from old activities and to provide detailed information on their implemented activities. The survey respondents also encourage specifying the content of the SIP reports in response to survey item 6.

To discuss how the SIP reports demonstrate quality of reported activities, in terms of inconsistently reported activities, the discussion is structured into the following two sub-sections:

1. Interpretation of the principles and their concepts among the signatories;
2. Trade-off between activities of the principles.

11.2.1. Interpretation of the principles and their concepts among the signatories

Principle 1

In relation to Principle 1, in general, the SIP reports of the signatories demonstrate that the signatories interpret the principle in three different ways. Illustrative Example 7.3 (Table 20) illustrates that one signatory group perhaps interprets the principle in a way that integration of responsibility themes into organisational policies and strategies are primarily important to Principle 1. The second group is the majority of the signatories that integrate sustainability into not only their missions and organisational policies but all curricular and extra-curricular activities that promote sustainability-related capabilities of students. They report all activities (e.g. teaching methods such as field trips from Principle 3; curricular innovation from Principles 2 and 3) that promote sustainability capabilities of students are related to Principle 1.

Illustrative Examples 7.5 (Table 22), 7.6 (Table 23) and 7.7 (Table 23) illustrate that the third signatory group considers that other non-curricular collaborative and research activities from other principles such as Principles 4, 5 and 6 that do not intend to promote sustainability related capabilities of students are part of Principle 1.

In this kind of interpretation, the scope of implementation of Principle 1 goes beyond activities (curricular and extra-curricular activities) promoting the sustainability capabilities of students. (See Illustrative Example 7.2 (Illustrative Example 20) which also highlights that Principle 1 is an umbrella principle under which other principles are clustered.

Moreover, their inconsistently reported activities demonstrate that the signatories perhaps differently interpret the term *students* of Principle 1. Illustrative Example 7.4 (Table 21) indicates that some signatories consider external stakeholders such as business executives learning within *non-official* curricular as students because these outreach educational activities are *not* intended for students within official curricular. On the other hand, Illustrative Example 7.27 (Table 40), analysed under Principle 5, presents that some signatories report short executive education under Principle 5, which is not under Principle 1, and perhaps sees business partners as partners of their organisations, while some signatories consider business partners attending their executive education students.

Principle 2

Illustrative Example 7.9 (i.e. Table 25 presented under Principle 2) that report new curricular activities (i.e. integration into existing curricular or creation of new courses/programmes) under Principle 2, but not under Principle 3, while Illustrative Examples 7.18 and 7.19 (i.e. Table 34 presented under Principle 3) report new curricular initiatives under Principle 3, not under Principle 2, suggest that the signatories have not reached a common agreement whether these new curricular initiatives should be reported under Principle 2 or 3. It may be perhaps *not* because of lack of their understanding, it is perhaps because Principle 2 of PRME portrays

incorporation of responsibility issues into curricular and academic activities, while it also repeats this again in Principle 3 that integration of sustainability into existing curricular and new creation of courses/programmes are related to the concept, *educational environment* (UNPRME, 2010).

On the other hand, the signatories still have not reached an agreement as to whether research (Principle 4), collaborative projects (Principle 5) and dialogue (Principle 6) are related to Principle 2. Illustrative Examples 7.10 (Table 26), 7.11 (Table 27) and 7.12 (Table 28) show that a *small* number of signatories perhaps consider that research (Principle 4), collaborative projects (Principle 5) and dialogue activities such as conferences (Principle 6), respectively, are related to the concept, *academic activities*, of Principle 2, while the majority of the signatories report mainly curricular activities, but do not report other activities from Principles 4, 5 and 6. The concept, *academic activities*, does not give the signatories a clear direction and allows the signatories to interpret in their own way. It can be speculated that it may be the case if the main expectation of PRME is to research on and promote dialogue on the themes highlighted in the principle, such as the themes of the Global Compact. For instance, a signatory that interprets the concept, *academic activities*, in a way that research (Principle 4) and dialogue (Principle 6) are more related to *academic activities*, but not to partnership with businesses (Principle 5) may pay more attention to integration of the Global Compact principles into Principles 4 and 6, but may not integrate the Global Compact principles into collaborative projects with business stakeholders (Principle 5).

Principle 3

Illustrative Examples 7.16 (Table 32), 7.17 (Table 33) and 7.21 (Table 36) illustrate that the signatories still do not understand the concepts, *educational frameworks*, *materials* and *processes*, framed in the principle. In Illustrative Example 7.16 (Table 32), in interpretation of McCoy College of Business Administration, *educational framework* refers to only activities such as dialogue activities (workshops), but does not specify what its *educational framework* is. In Illustrative Example 7.17 (Table 33), some characteristics of the concept, *educational process*, such as *teaching* and *learning* processes (Glick, 1968), are absent in the signatory's interpretation of the concept, *educational process*. In Illustrative Example 7.21, the signatory also considers academic research articles which are more related to Principle 4, *educational material*. These examples further suggest that lack of clarification of the concepts provided by PRME hinder effective understanding of the concepts of the principle among the signatories.

Moreover, Illustrative Examples 7.20 (i.e. executive education (Table 35)), 7.22 (i.e. collaborative projects which are related to Principle 5 (Table 37)), 7.23 (i.e. dialogue activities which are related to Principle 6 (Table 37)) and 7.24 (i.e. campus sustainability (Table 38)) illustrate activities which are less related to *education*, especially *formal* education, or which do not intend to promote curricular projects. These examples lead to two interpretations. The study first interprets that the signatories still do not understand the terms, *educational frameworks* and *processes*, employed in Principle 3 because these activities are not related to *education*, especially *formal* education. The second important point is that conceptualisation of *educational environment* provided by PRME includes other responsibility activities that are not related to *education* (such as campus sustainability).

Principles 5 and 6

Analysis of inconsistently reported activities suggests that the majority of the signatories does not understand Principles 5 and 6 on the fact that dialogue activities (Principle 6) are inconsistently reported under Principle 5, while deep collaborative activities (Principle 5) are inconsistently reported under Principle 6. However, “Principle 5 describes a co-operative activity exceeding the level of pure communication while principle 6 is restricted to communicative activity” (UNPRME, 2010).

The last sentence of PRME

Moreover, Illustrative Example 7.34 (Table 47)) suggests that some signatories also interpret the last sentence of PRME as an additional or addendum principle of PRME. However, it indicates that these signatories still do not understand PRME because it was not clearly made by PRME that the last sentence is an additional principle.

11.2.2. Trade-off between principles

This sub-section will primarily discuss how the terms used in the principles of PRME allow the signatories to trade-off between the activities of two or more principles.

It is found that the signatories can make a trade-off between the activities of Principles 1, 2 and 3. It has been suggested that all curricular and extra-curricular activities promoting the sustainability capabilities of students are related to Principle 1 (UNPRME, 2010). Moreover, this allows the signatories to make a trade-off

between that principle and other principles, such as Principle 2 and 3. For instance, teaching methods, reported under Principle 3, presented in Figure 18, are similar to activities reported in Principle 1, such as guest speakers and student projects. Similarly, the signatories also report curricular activities under Principle 1 as well as under Principles 2 and 3. In other words, although the signatories implement activities (i.e. teaching methods) only in response to Principle 2 and 3, they can also claim that they also implement Principle 1.

Moreover, in relation to Principles 2 and 3, a trade-off can be made between the activities of both principles. For example, in relation to Principle 2, the characteristics of the concept, *curricular*, discussed in Chapter 3, cover a majority of the characteristics of the concepts highlighted in Principle 3, such as teaching methods, educational processes and educational environments, while the concept, *academic activities*, covers all curricular and extra-curricular teaching methods highlighted in Principle 3. For instance, Illustrative Examples 7.13 (Table 29) and 7.14 (Table 30) illustrate that teaching methods which are more related to Principle 3 are also reported under Principle 2.

On the other hand, the concept, *educational environment*, conceptualised by PRME is quite broad, and characteristics of the concept, such as integration of sustainability into existing courses and programmes (UNPRME, 2010) are quite similar to the characteristics of Principle 2 such as integration of sustainability into curricular, as portrayed in the principle. For instance, as discussed earlier, some signatories report new curricular initiatives (i.e. creation of new courses/programmes or integrating sustainability into existing courses and programmes after supporting PRME) only under Principle 2, but not under Principle 3, while some report on these new

initiatives under Principle 3, not under Principle 2. See Illustrative Examples 7.9 (Table 25), 7.18 (Table 34) and 7.19 (Table 34).

In relation to Principles 5 and 6, Sections 7.5.2 and 7.6.2 discuss that some signatories report integration of teaching methods into curricular activities, which are related to Principles 2 and 3 and report collaborative research activities with the stakeholder which are more related to Principle 4. It is not clear whether these curricular activities and research activities are implemented in response to Principles 2 and 3 and Principle 4 respectively. In other words, lack of clarity of the principles and their concepts, and lack of reporting structure may allow some signatories that implement curricular activities (i.e. teaching methods) only in response to Principle 2 and 3 and research activities in response to Principle 4, to claim that they also implement Principles 5 and 6.

To sum up at this point, first, lack of clarity of the principles and their concepts of PRME reduce the quality of reported activities. The principles should provide more clarification of their concepts and define the scope of areas that are particularly related to the principles. The survey respondents also respond to the survey item 6 that principles should become more prescriptive and specify what signatories must do. Second, the concepts of the principles are overlapped with each other allowing signatories to make a trade-off between activities of two or more principles. The study perceives that reporting guidelines specifying activities that should be reported under the respective principles may seem appropriate to reduce trade-offs between the activities of the principles.

11.3. How do the SIP reports demonstrate quality of reports?

Although the majority of the survey respondents respond to survey item 6 that a compulsory requirement to report annually is encouraged, in response to the first sub-question, examining new curricular initiatives, the study finds that 72 SIPs (34%) do not indicate any new curricular initiatives at the signatories but mainly report their existing courses. This finding suggests that compulsory reporting annually *without* verification may negatively affect the quality of reports resulting in reporting on their existing activities. This finding can be paralleled with the survey response responding to Item 4 that 43% ($N=24$) respond that SIP reports are reported although PRME does not make changes to their activities.

The second sub-question, examining new curricular initiatives, indicates that specification of the content of progress reports and a requirement for signatories to supply required information, may be necessary, when the public has the right to know about required information. For instance, in regards to the second sub-question, examining future curricular goals, 140 SIP reports (66%) do not indicate any specific curricular plans and goals at their signatories. In relation to survey item 6, the survey respondents also encourage introducing specification of the content of SIPs as to what must be reported and what information must be supplied. Voluntary reporting without strict guidelines has been criticised that “the question of *what is being reported* is a more difficult issue to address. Individual organi[s]ations are obviously tailing their [...] reports to meet their own specific requirements, and thus the content of reports may differ radically” (Brophy & Starkey, 1996, p. 189).

11.4. What are the main reasons in supporting PRME?

The first two main reasons to support PRME are to give additional stimulus to existing activities and to give recognition to existing activities. These two reasons also suggest that activities included in PRME are also partly covered in existing activities of the signatories, and are not totally new to the signatories. Third, most Global Compact signatories also become PRME signatories to commit to their schools' support to the Global Compact. The fourth main reason, responded by both the Global Compact signatories and non-Global Compact business schools, can be interpreted that the majority of these non-supporters of the Global Compact also agree with the content of the Compact.

Since there is statistically no difference between two groups for the remaining statements, these responses can still be analysed considering that they are also reasons in supporting PRME.

The fifth reason also suggests that some institutions became PRME signatories to support accreditation statuses and to commit to accreditation criteria of accreditation bodies. As discussed in Appendix 3, the reviewed accreditation criteria of AACSB, EQUIS and AMBA have been incorporating sustainability content. Secondly, Illustrative Example 9.1 (Table 55) also illustrates that some accreditation bodies encourage other members to commit to PRME. Thirdly, the results can also be compared with the research of Shriberg and Tallent (2003) that signatories were mostly motivated by maintaining strong images, increasing recognition and reputation.

The sixth reason, *Response to a request from staff for the School to support PRME*, suggests that staff within business schools, who are knowledgeable about the roles of

higher education in promoting sustainability, or faculty members who teach sustainability or responsibility related subjects, can be motivators in encouraging their schools to PRME. The results can be paralleled with two individual responses responding to the *Other (Please Specify)* option of the survey item 2 with text-entry. The decision to support was made “through continued pressure from members of staff teaching on environmental and social issues” (Signatory 9). In another institution, “one faculty, the Associate Dean was the champion for the PRME initiative. He presented it to the dean and the school and the dean said to go ahead and apply” (Signatory 8).

The seventh reason, *Matching support to PRME given by other business schools*, can be interpreted that the SIP reports, within *Learning Network*, which is one of the three characteristics of PRME initiative which is intended to exchange best practices of signatories within the network, enables new potential signatories to learn best practices of the signatories from their SIP reports. Illustrative Example 9.2 (Table 56) illustrates that some new potential signatories learn practices off other PRME signatories through SIP reports. This finding confirms the research work of Grindsted (2011a) that sustainability declarations in higher education help increase a *positive* competition among the signatories to commit to sustainability.

On the other hand, the reason, *Interests expressed by the School's external stakeholders/advisors*, suggests that external stakeholders of business schools, such as PRME, their peer business schools, academic associations and accredited bodies to which they belong, can encourage them to commit to PRME. An individual response responding to the *Other (Please Specify)* option of the survey item 2 states that “PRME was initiated through a relationship with the UN and a faculty member at [another signatory]” (Signatory 13). Furthermore, the result can further be

paralleled with Illustrative Example 9.1 (Table 55) showing that some signatories are encouraged by their peers, PRME signatories and accreditation bodies to commit to PRME.

11.5. How is PRME similar to and different from other declarations on sustainability in higher education?

In relation to Principles 3 and 4, it can be seen that PRME does not specify any specific teaching methods and research methods in promoting sustainability. Its signatories are encouraged to employ their own approaches to fit into their own institutional context to implement PRME (UNPRME, 2012) rather than specifying what its signatories must do.

On the other hand, other declarations of principles developed prior to and after PRME specify specific teaching methods, learning experiences and research methods that do not give its signatories a high flexibility to fit these declarations into the institutional contexts of signatories. Early principles of declarations were criticised that the content of the declarations were very broad and covered all major sustainability issues in higher education sectors (Shriberg & Tallent, 2003) and were hard to implement at an individual level (Brophy & Starkey, 1996).

Second, in relation to Principle 2 of PRME, the principle mainly seeks a *global* curriculum due to the fact that the principle incorporates *global social responsibility* values into *curriculum* and *academic activities*. As discussed earlier, the UN Global Compact is a *global* initiative, addressing global governance problems created by the *global economy*.

It can be speculated that when curriculum integrating sustainability is at the global level, a student from a developed nation (such as New Zealand) may view sustainability from a holistic view and become aware of sustainability issues in developing nations (such as poverty in India). On the other hand, the Halifax Declaration also emphasises indigenous knowledge in curriculum (AUCC, Dalhousie University, IAU & UNU, 1991b). For instance, the study perceives that even in a developed country (such as Australia), some sustainability issues (e.g. rights of indigenous community) are at national and local levels and have been unsolved. Rights of the Australian indigenous community and their *inclusion* in the economic system of Australia have been discussed as important sustainability issues in Australia.

However, the study perceives that sustainability issues should be viewed from different angles, both global and local (including national and regional) perspectives. These perspectives have been emphasised by the Tibilisi Declaration which views sustainability issues from local, national, regional and national perspectives (UNESCO & UNEP, 1977). Although there is no academic source highlighting this issue, the study speculates that in the developing nations where *rural* and *urban* living conditions are very different, when curriculum is at the *global* level, students from urban areas exposed to global curriculum may not be aware of rural sustainability issues unless they can learn these conditions informally. For example, initial points of the supply-chain of some industries (e.g. agricultural industries) may be located in rural areas. Future research may explore whether students of the signatories exposed to *urban* living conditions are not aware of *rural* business conditions and social issues.

Moreover, when Principle 2 emphasises incorporation of sustainability into research (academic activities), research addressing sustainability issues at the local levels may still be unsolved. For instance, RSI researchers have argued that research at the international level to solve global issues ignore research that focuses on local and regional levels which in turn weakens recognition of real-world problems at regional level. As a result, complex and problematic issues are very high at a regional level (Zilahy & Huisingh, 2009).

Although Principle 6 is supported by other declarations developed prior to and after PRME, the study finds that Principle 5 ignores collaboration with different stakeholders which is recognised as one of the main roles of universities in promoting sustainability. As discussed in Chapter 2, one of the roles of universities is their involvement in inter-disciplinary and trans-disciplinary network collaborating with a wide range of partners to promote inter-disciplinary and trans-disciplinary research, regional sustainability, promoting ESD projects and linkage of research and public policy (Axelsson, Sonesson & Wickenberg, 2008; Bosselmann, 2001; Lukman, Karajnc & Glavi Mader, Zimmermann, Steiner & Risopoulos, 2008; Narodoslowsky, 2005; Stefanovic, 2008; Sanusi & Khelghat-Doost, 2008; Stokols, 2006).

11.6. Are PRME good or bad principles?

This section compiles all research results and examines whether PRME meets the characteristics of good principles. The study answers the above question “Are PRME good or bad principles” that PRME does not meet characteristics of a good principle.

However, first, PRME meets one characteristic of a good principle that a good principle needs to fit into circumstances of follower organisations to facilitate effective implementation (cited in Rasche, 2009a). The results of a comparative assessment of PRME and other declarations indicate that PRME does not specify any specific activity to implement PRME and allows its signatories with a high flexibility to fit into their institutional contexts of signatories.

Second, the above good characteristic of PRME turns worse when expected standards of behaviour of principles are not clearly communicated to its signatories. A good principle must ensure how well the behaviour of followers meets expected standards of behaviour (Gilman, 2005). In the case of PRME, the principles do not establish expected standards of behaviour for each principle and accommodate the interests of signatories. Its signatories inconsistently report, and are allowed to make a trade-off between the activities of the principles (for example, reporting curricular activities under Principles 1). When expected standards are not clear, unintended consequences are possible (Gilman, 2005). For instance, in relation to Principle 6, Illustrative Examples 7.31 (i.e. under analysis of Principle 5) and 7.35 (i.e. under analysis of Principle 6) presents that the signatories award business organisations that have contributed to sustainability to continue their sustainability initiatives which the study perceives that these activities do not encourage businesses that still have not contributed to sustainability to commit to sustainability.

Third, another good characteristic of a credible and good principle is that they must be clear and concise in terms of languages and formats (Blowfield & Murray, 2011). For example, as discussed earlier, some signatories still have not reached an agreement whether the concept of Principle 2, *academic activities*, should be limited to curricular and should include other principles such as research (Principle 4),

partnership (Principle 5) and dialogue (Principle 6). Illustrative Examples 7.16 (Table 32), 7.17 (Table 33) and 7.21 (Table 36) show that some signatories still do not understand the concepts of Principle 3 such as *educational frameworks*, *educational process* and *educational material*.

Fourth, a good and credible principle must be *complete* enough to cover issues which are the most relevant to organisations, and its content must be relevant to the industry (Blowfield & Murray, 2011). A comparative assessment of PRME and other declarations suggest that Principle 5 ignores partnership with other stakeholders. The reviewed literature discussed that inter-disciplinary and trans-disciplinary collaboration with different stakeholders are primary roles of higher education in promoting sustainability (Axelsson, Sonesson & Wickenberg, 2008; Bosselmann, 2001; Lukman, Karajnc & Glavi Mader, Zimmermann, Steiner & Risopoulos, 2008; Narodoslowsky, 2005; Stefanovic, 2008; Sanusi & Khelghat-Doost, 2008; Stokols, 2006).

Fifth, good principles are rules of *right* conduct (Alpha, 1994; Thomas, 2004). First, Chapter 3 discusses that Principle 5, highlighting collaborative projects with business partners, may have negative consequences in the large scale collaborative projects due to confidential agreements required by business partners which in turn negatively affect delay in publication and have a negative effect on society (Florida, 1999). Second, PRME highlights that to implement Principle 6, business schools do not “necessarily have to take an active part in the dialogue itself. The institution could merely provide the platform for such a dialogue” (UNPRME, 2010, p. 55). As a result, Illustrative Example 7.32 (Table 45) highlights that some signatories report in their dialogue, activities that they attend and that are created passively without

their active involvement as presenters such as guest speaker series are implemented in response to PRME.

11.7. Summary

The chapter has answered five research questions. First, the survey results indicate that there is no difference between the signatories that are impacted by PRME and that are not impacted by PRME. Second, analysis of inconsistently reported activities indicates that some signatories still do not understand the principles and their concepts due to lack of clarification of the concepts framed in the principles. Moreover, the analysis also indicates that a trade-off can be made between activities of two or more principles. Third, in answering whether the SIP reports demonstrate quality of reports, the study has indicated that nearly a third of SIP reports and 66% of the SIP reports do not indicate their new curricular initiatives and do not indicate future curricular goals for the next reporting period, respectively. Fourth, the chapter has outlined four main reasons in supporting PRME. Fifth, the chapter discusses the results of a comparative assessment of PRME and other declarations that the PRME principles allow a high flexibility in implementation of its principles but attempt to develop global curriculum in Principle 2. Principle 5 does not cover other partnership activities with a wide range of partners.

12. Chapter 12: Conclusions

The study answers the first research question that there is no *significant* evidence that PRME makes changes in the activities of the signatories. The research re-confirms the previous research on the impacts of voluntary principles that there is no link between signing a declaration and implementation (Bekessy, Burgman, Wright, Filho & Smith, 2003; Bekessy *et al.*, 2007; Clugston & Calder, 1999; Clarke & Kouri, 2009; Grindsted, 2011a; Walton, 2000; Walton, Albaster & Jones, 2000; Wright, 2002; Wright, 2003). The study has discussed that lack of a monitoring system of PRME leads to major barriers to impacts of PRME on its signatories.

The SIP reports demonstrate that lack of clarity and conciseness of the concepts of the principles allows the signatories to report their activities inconsistently. Moreover, the concepts of the principles overlap with each other (for example, the concept of curriculum (Principle 2) also covers teaching methods (Principle 3)) allowing a trade-off between activities of the principles. The study has suggested that the principles need to provide more clarification of their concepts to reduce reporting activities inconsistently and that reporting guidelines are necessary to reducing trade-off between activities of the principles. Second, the majority of SIP reports (68%) that do not provide a detailed timeline of implemented activities demonstrate that it is not clear whether implemented activities are implemented prior to or after supports of the signatories to PRME. Third, a majority of SIP reports (41%) that do not provide detailed information about implemented activities, demonstrate that it is not clear to understand the degree of inclusion of PRME-related activities in their reported activities.

The SIP reports have demonstrated quality of reports in a way that nearly one-third of the SIPs do not indicate any curricular initiatives. The study has suggested that a compulsory reporting requirement without verification may negatively affect the quality of reports resulting in reporting existing activities. Moreover, two-thirds of the SIP reports (66%) do not provide any specific curricular activities for their future implementation. To improve the quality of reports, the study has discussed the introduction of specification of the content of SIPs as to what must be reported and what information must be supplied.

The SIP reports have demonstrated nearly 30% of the signatories do not commit to new curricular initiatives. Although half of the signatories have committed to a low level of curricular changes (i.e. integration sustainability into seven and less than seven study courses) and an average level of curricular changes (i.e. integration into eight and more than eight courses), the SIP reports have little demonstrated integration of sustainability into all or the majority of study courses (only at 8% of the signatories) and integration into all study programmes (only at 12% of the signatories).

A majority of the signatories (62%) do not attempt to establish specific curricular goals for future implementation. Less than 10% of the signatories (9%) attempt to integrate sustainability into all or a majority of courses for their future implementation, while a tiny number of the signatories (6%) have goals to incorporate sustainability into all study programmes.

The SIP reports demonstrated that only 14% of the signatories encourage a broad participation of faculty members by aligning syllabuses with curricular content and through an extensive consultation process with faculty members.

Only 21% of the signatories establish a continuous improvement system through course evaluation systems, faculty survey and student survey. Continuous financial investment strategies to curricular activities were little developed.

The study has found that there are four main reasons that encourage the signatories to become PRME signatories. First, the signatories became the PRME signatories to extend their existing activities by introducing new activities. Second, the content of PRME matches the existing activities of the signatories. Third, some Global Compact academic supporters became PRME signatories to support their school's support of the Global Compact. Fourth, both the Global Compact supporters and non-Global Compact supporters became PRME signatories because they recognise the Global Compact principles.

Fifth, Chapter 2 has discussed the PRME is different from other declarations developed prior to and developed after PRME in a way that PRME recognises continuous improvement and a broad participation of faculty members. Similar to other declarations, PRME attempts to integrate sustainability into three areas of activities, such as education, research and community engagement. However, PRME provides its signatories with high flexibilities in implementation of PRME while other declarations specify specific activities, teaching methods and research methods that do not give their signatories high flexibility in implementing their declarations. Although dialogue activities with different stakeholders are emphasised by PRME and other declarations, PRME does not put emphasis on partnership with non-business stakeholders.

12.1. Implications and recommendations for future research

First, the content analysis of the SIP reports has several limitations. As some SIP reports report on the overall implementation of the signatories towards PRME as a whole and their activities are not structured around each principle, the study cannot measure whether these signatories have an understanding of each principle of PRME. Second, the study cannot measure whether the signatories have a full understanding of each concept and term framed in the principles, such as *educational framework*, *materials*, *processes* and *environments* due to the fact that activities reported in their SIP reports are not structured around each concept of the principles such as *educational framework* and *material*. Future research may consider *open-ended* survey items in measuring their understanding of the concepts of each principle by comparing their responses against a pre-determined expected scope of responses. For example, in relation to Principle 3, future research may develop the following survey items to measure their understanding of the PRME concepts such as:

1. How is *educational framework* developed at your institution?
2. What *educational materials* have been developed to implement PRME?
3. In your opinion, what activities are important to support the *educational process*?

Second, the study mainly examines influential reasons in supporting PRME, but does not examine barriers to the implementation of PRME. The study has found barriers to implementation such as discontinuing implementation of PRME when the school leaders left the institution and lack of a monitoring system for PRME. Future research may consider other findings of this study such as lack of clarity of the

principles and their concepts and lack of understanding of the principles in examining barriers to implementation.

Third, Chapter 3 has indicated that large scale collaborative projects with business partners may have negative effects on society such as delay in publication due to confidential agreement required by business partners (Florida, 1999). In examining impacts of Principle 5 on signatories, future research may take into account these confidentiality issues.

Fourth, the study has found that Principle 2 mainly views curricular from a global perspective. Future research can examine whether students in urban living conditions are aware of unsustainable business practices in rural areas. Sixth, in examining the impacts of Principle 2 on research activities of the signatories, future research needs to understand how research at the global level ignores sustainability problems at regional levels. Sustainable problems at regional and local levels have not been solved (Zilahy & Huisingh, 2009).

13. References

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14. Appendix 1: Declarations on sustainability in higher education

Stockholm Declaration on the Human Environment

The Stockholm Declaration on the Human Environment, adopted at Stockholm, Sweden, from 5 to 16 June, 1972, at the United Nations Conference on the Human Environment, was the first international declaration highlighting importance of environmental education. Since the declaration itself focuses on environmental law (Wright, 2002), it did not discuss roles of higher education in promoting sustainability in particular. Among principles 24 developed, Principle 19 however discusses that environmental education is essential for young and present adult generation. Secondly, it highlights importance of outreach activities and dialogue that environmental education is essential in “[broadening] the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension” (UNESCO, 1972).

Tbilisi Declaration

Similar to the Stockholm Declaration, the Tbilisi Declaration, adopted at an environmental conference on environmental education, organised by the UNESCO and UNEP in Tbilisi, Georgia (USSR) between 14 and 26, October, 1977, also perceives that environmental education should be catered to young and adult generations at all age and at all level of society. It is the first inter-governmental declaration that seeks to integrate environmental aspects and management into most activities of higher education: education, scientific research and outreach activities. It

emphasises more on learner centred methods and educational process promoting practical problem-solving skills, decision making skills and critical thinking using real life examples and interdisciplinary approach to environmental problems. With regards to outreach activities, it highlights creating dialogue among different societal groups through all available channels and mass media, dialogue among governmental bodies to improve environmental legislations and, finally, promoting collaboration among local, national and international actors towards environmental problems (UNESCO & UNEP, 1977).

Talloires Declaration

The Talloires Declaration was the first inter-university declaration signed by universities administrators in Talloires, France, October, 1990, that highlights 10 principles related to roles and responsibilities of universities in promoting sustainability. Similar to the Tbilisi Declaration, the declaration seeks to integrate environmental aspects into most activities of universities such as their education (i.e. promoting environmental programmes and curricula), research and campus environmental operations through establishing ecological policies as well as outreach educational programmes which are for public, governmental and private sectors to raise their awareness. However, outreach activities are not limited to only one-way educational activities but they also include shared collaboration such as collaboration with governmental and industrial sectors to support their research and educational activities related to sustainability and non-governmental sectors to find solutions towards sustainability. It is also the first declaration that adds a new role of universities to increase awareness and capabilities of educators through training

university faculty members as well as collaboration with primary and secondary schools to increase their awareness about environmental sustainability (ULSF, 1990).

Halifax Declaration

The Halifax Declaration was adopted between 9 and 11 December, 1991 in Halifax, Nova Scotia, Canada as a result of the Conference sponsored by Dalhousie University, UNU, AUCC and IAU. University presidents and principals from NGOs and governmental actors from five continents attended the conference (AUCC, Dalhousie University, IAU & UNU, 1991). Only 33 universities including 16 universities from Canada have signed the declaration (Grindsted, 2011b). The main objectives of the conference were to determine the role of Canadian universities in the environmental and sustainability development, to reconsider the effects of the Talloires Declaration on Canadian universities and to explore how universities can help UNCED in promoting development of sustainability (Wright, 2002). The declaration established six action plans. Like previous declarations, the declaration attempts to incorporate environmental aspects into most activities of universities such as education (i.e. to increase environmental literacy among students), research (i.e. using intellectual resources of universities to better understand environmental dimension), campus sustainability and outreach activities (i.e. collaboration with all sectors of society to enhance policy measures and to examine practices leading to environmental degradation and creating dialogue with government and public sectors) (AUCC, Dalhousie University, IAU & UNU, 1991).

Agenda 21

Agenda 21, an intergovernmental declaration, was the outcome of UNCED, also known as Earth Summit, held in Rio de Janeiro, 1992. Although all chapters were linked to other environmental issues, Chapter 36 focused on importance of education in promoting sustainability (Wright, 2002). Especially, it stresses incorporating sustainability into formal education through creation of cross-disciplinary and multidisciplinary sustainability courses, integration of environmental aspects issues into all disciplines of curricula, creation of innovative teaching methods and systems and two way interaction of learning process. With regards to outreach activities, it emphasises collaboration with media and journalists by creating pre-service curricula on environment and integrating sustainability into non-formal education such as vocational and continuing training programmes to improve public awareness. Although it did not directly mention collaboration between higher education and primary/secondary schools, it highlights educational institutions should promote training programmes for all teachers and non-formal educators from all sectors (UNCED, 1992).

Although research on impacts of Agenda 21 on public, governmental and educational sectors is not discussed in the available literature, attendees of the Swansea Declaration of 1993 were also “disappointed by the insufficient University presence at Rio de Janeiro and in Agenda 21”. The Thessaloniki Declaration of 1997 highlights failure of implementation of Agenda 21 that “insufficient progress has been made five years after the Earth Summit in Rio as it has been recognised by the international community.” However, the other declarations (e.g. CRE Copernicus;

Thessaloniki Declaration; Lüneburg Declaration; Ubuntu Declaration) still develop principles to contribute to the implementation of this Chapter 36 of Agenda 21.

Swansea Declaration

The Swansea Declaration was the result of the 15th Quinquennial Conference, chaired by the ACU, attended by 400 universities from 47 nations and held in Swansea, Wales, on the 20th of August, 1993. The declaration highlighted 7 principles, and most of them echoed principles mentioned in previous declaration, especially the Halifax Declaration, such as integrating environmental sustainability into education, research, faculty training programmes and outreach activities through collaboration with all segments of society to increase awareness of public and society (ACU, 1993). There is no impact of this declaration as there has been no signatory since the establishment of the declaration (Grindsted, 2011b).

Kyoto Declaration on Sustainable Development

The Kyoto Declaration on Sustainable Development, with 7 principles and 10 recommendations, was the consequence of the Ninth IAU Round Table (Wright, 2002) attended by 90 international universities, in Tokyo, Japan, on 19 November 1993. The content of 7 principles of the declaration is the same as that of the Swansea Declaration. However, it further added 10 recommended action plans which are not declared in the other declarations, such as transferring innovative sustainability technology to their stakeholders to promote environmental practices, encouraging mobility of staff and students to transfer knowledge and promoting interdisciplinary networks of environmental specialists from different disciplines. In regards to research, the weakness of traditional single disciplinary research in

sustainability research is highlighted and stressed that interdisciplinary research must be developed to overcome traditional barriers raised in the single disciplinary research. However, Wright (2002) discusses failure of Kyoto Declaration that there has been no signatory since the development of the declaration although 90 international university leaders attended the conference.

CRE Copernicus Charter

The CRE Copernicus Charter was developed by the Association of European Universities, formerly known as CRE in May 1994 in Geneva, Switzerland. The aim of this charter is to contribute to the implementation of Chapter 36 of Agenda 21 (UNESCO, 2011a). It attracts its members 500 universities and higher education institutions from 36 nations. The charter, comprised of 10 principles, was echoed by previous declarations. Especially, the charter also stresses the role of universities, mentioned in previous declarations such as campus sustainability, integrating environmental sustainability into education and research, promoting environmental education, promoting public outreach activities to increase public awareness and collaboration with other stakeholders. Some roles of universities in relation to promoting sustainability directly echoed the Kyoto Declaration on Sustainable Development, which are transferring sustainability technology to outsiders in the form of educating them, emphasising interdisciplinary research and promoting interdisciplinary network of environmental experts by encouraging the mobility of students and faculty members. The charter was signed by 305 university principals from 37 European nations in 2011 (UNESCO, 2011a).

Thessaloniki Declaration

The Thessaloniki Declaration of 1997 was developed at the International Conference on Environment and Society jointly organised in Thessaloniki by UNESCO and the Greece government between 8 and 12 December, 1997. Although the declaration highlights failure of implementation of Agenda 21, it encourages governmental and educational actors to still contribute to implementation towards chapter 36 of Agenda 21. In relation to educational curriculum, environmental education should be for all women and men at all ages from around the world, and should be integrated into all disciplines, curricular activities and subject areas. Like previous declarations, it echoed previous declarations such as promoting teacher training programmes and development of innovative teaching methods. Research activities of educational institutions are particularly mentioned in the development and assessment of impacts of educational programmes instead of focusing on sustainability dimensions. Dialogue and partnership among governmental, local, academic, business, consumers, non-governmental, media and other actors are also encouraged to raise awareness among them and to enhance societal change of behaviours and attitudes (UNESCO & Government of Greece, 1997).

Earth Charter

The Earth Charter, containing 16 principles of sustainability, was developed by the Earth Charter Commission, after international consultation with and contribution of over five thousands of people over a ten years of period although it was initially proposed during the Earth Summit in 1992. It was also formally supported by thousands of organisations including UNESCO and the IUCN. Since the charter

mainly highlights responsibilities of everyone of Earth, roles and responsibilities of higher education was not specifically mentioned. The charter covers a wide range of responsibilities of people of Earth in broad areas of sustainability areas such as protecting Earth's ecological systems, ethical responsibilities, respect for diversity, equal access to education, health economic opportunity, human rights, building a democratic, just, participatory, peaceful and equal society and eliminating poverty and corruption (Earth Charter Commission, 2000).

Only two principles, principle 8 and 14, of the charter specifically highlight roles of higher education in sustainability development. Sustainability values and skills should be integrated into formal education and life-long learning programmes. Although it mentioned that sustainability education should be aimed at all levels, it emphasises more on young generation instead of old generations. In its principle 8, international cooperation among scientific community is highlighted particularly for advancement of the study of ecological sustainability issues. Furthermore, in relations to public outreach, information about human health and environmental protection should be available for the public although it did not specialty mention that it was responsibilities of higher education. Equal access to education for women is specifically mentioned in the Principle 11 (Earth Charter Commission, 2000).

Joint declaration on Higher Education and the General Agreement on Trade in Service

The Joint declaration on Higher Education and the General Agreement on Trade in Service, signed in September, 2001, was signed by AUCC that represent 82 public and private universities and degree granting colleges, ACE that represent 1800

degree awarding colleges and universities, EUA representing 537 European universities and CHEA that represent 3000 degree awarding colleges and universities and 60 accreditation organisations in the US. Although the declaration stresses principles for 12 sectors relating to internationalisation of educational programmes, improving the quality of higher education and improving networking among higher education institutions, only its first mission is directly related to contribution of higher education to sustainability. Like other declarations, sustainability education is aimed at all levels of society and it discusses respect for and promoting cultural diversity. Activities of higher education in improving sustainability include contribution of higher education to sustainability, producing sustainability literate graduates through educational and research activities and protecting civil society through providing training to young generations in areas of democratic citizenship and through discussing with them of strategic choices facing societies (AUCCC, CHEA, EUA & IAU, 2001).

Lüneburg Declaration

The Lüneburg Declaration was signed at a conference on “Higher Education for Sustainability: Towards the World Summit Development 2002” at the University of Lüneburg, in Johannesburg, Germany in October, 2001. The conference was arranged by the University of Lüneburg, EUA, IAU, ULSF and the UNESCO. The declaration outlines 9 actions points for higher education sectors. Similarly to the previous declarations, the declaration emphasises teacher training about sustainability and integrating sustainability into other university activities and learning materials, as well as promoting sustainability projects at all levels of education. Specifically, it recognises importance of intercultural dimension in the

education, and emphasises creation of “inter-cultural exchange at the learning environment”. With regards to partnership and outreach education, it stresses collaboration among other educational sectors and educating public, teachers and others decision makers to increase their awareness of sustainability. It also emphasises close interaction with other stakeholders in the development process and highlights further responsibility such as raising their awareness about technology and their related risks (University of Lüneburg, EUA, IAU, ULSF & UNESCO, 2011).

Cape Town Declaration on Research for Sustainable Development

The Cape Town Declaration on Research for Sustainable Development was developed at a Forum discussing addressing research for sustainable development, organised by Ministers accountable for Research, Science and Technology in Cape Town, South Africa on 28 July, 2002. The declaration primarily discusses research activities emphasising on areas of sustainability including health issues, environment, energy, agriculture nutrition and bio-medicine, and little emphasis is placed on educational activities. Since the declaration was an intergovernmental declaration, roles of higher education in sustainability are little discussed. Primarily, it highlights roles of higher education in cooperation with policy makers as an important point (Ministers responsible for Research, Science and Technology in the ACP Group of States, 2002).

Johannesburg Declaration

Johannesburg Declaration on Sustainable Development was adopted at the World Summit on Sustainable Development in Johannesburg, South Africa, held between 2 and 4 September, 2002 after ten years of Agenda 21. The declaration was designed to implement and achieve goals of previous declarations, Stockholm Declaration in 1972, Agenda 21 in 1992. Since the declaration is a general declaration which is aimed at poverty eradication and preventing unsustainable consumption and production, roles of higher education is little discussed, but it highlights that education and training programmes are important in abolishing these underdevelopments (United Nations, 2000).

Ubuntu Declaration

The Ubuntu Declaration was developed at the World Summit on Sustainable Development in Johannesburg. The declaration echoed previous declarations, especially Lüneburg Declaration and Chapter 36 of Agenda 21. It goes beyond the facts mentioned in previous declarations, such as integration of sustainable values into all level of educational curricula and creation of modules addressing sustainable values and skills, and recognises sustainable development as a result of effective application of science and development that science and technological courses enhancing sustainability should be created. With regards to teaching methods and research activities, problem-based learning and research were recognised as a pedagogical approach to sustainability learning as well as a research purpose. In relation to outreach activities, it also highlights the role of higher education in transferring science and technology for sustainability. Like previous declarations, it

also emphasises updating teachers' knowledge about sustainability, sustainable science and technology. In relation to cooperation and partnership, it specifically highlights cooperation and exchanging information among academic institutions by forming a learning space on sustainability (UNU, UNESCO, IAU, TWAS, AAS, SCA, ICSU, WEFO, Copernicus-Campus, ULSF & GHESP, 2002).

Declaration of Barcelona

The declaration of Barcelona was the result of EESD 2004 Conference hosted by the Technical University of Catalunya, Barcelona, Spain, held between 27 and 29 October 2004 (UPC, 2010). The declaration emphasises on integrating sustainable and social aspects only into engineering education, and declares to reorient traditional teaching and review the whole educational process including content of courses, training components for teacher training programmes and quality control systems to promote the quality social science and humanities perspectives, multidisciplinary teamwork, system thinking and holistic approach in university engineering education. To achieve these aims, the declaration seeks the whole institutional commitment by redefining their missions and changing educational objectives to commit to quality (EESD, 2004).

Graz Declaration

The Graz Declaration on Committing Universities to Sustainable Development (2005) was developed at the conference on "Committing Universities to Sustainable Development", sponsored by UNESCO and jointly organised by Copernicus-Campus, the Karl Franzens University Graz, TUG and Oikos between 20 and 23 April, 2005 in Graz, Austria between 20 and 23 April, 2005. The main goal of the

conference is to discuss roles of higher education sectors in relation to sustainability and to underpin the goals of UN Decade of Education for Sustainable Development 2005-2014. Roles of universities are highlighted that sustainability needs to be integrated into education, research and their external and internal institutional social responsibilities. Collaboration with other higher educational sectors is encouraged to develop inter- and trans-disciplinary approaches to main teaching and research activities, as well as collaboration with other stakeholders is encouraged to enhance mutual learning and to better take actions on their needs (UNESCO, Karl Franzens University Graz, TUG, Copernicus-Campus and Oikos, 2005).

Declaration on the Responsibility of Higher Education for a Democratic Culture – Citizenship, Human Rights and Sustainability

The Declaration on the Responsibility of the Higher Education for a Democratic Culture- Citizenship, Human Rights and Sustainability (2006) was developed at Strasbourg between 22 and 23 June, 2006. The declaration recognises the interlinkage between sustainability and democratic development, but notes that although ecological and economic issues are mainly emphasised, little emphasis is placed on democratic culture and citizenship based on the rights of citizens in the current education system. The declaration encourages higher education to educate future generation as well as to create dialogue among the society to value and promote democratic culture (Council of Europe, 2006).

Lucerne Declaration on Geographical Education for Sustainable Development

The Lucerne Declaration on Geographical Education for Sustainable Development (2007) was the outcome of the Lucerne-Symposium, co-organised by IGU Commission on Geographical Education and the Teacher Training University of Central Switzerland Lucerne, held in Switzerland, between 29 and 31 July, 2007. The declaration is aimed at contributing to the UNDESD, and encourages geographical institutions to integrate ESD into geographical curricula and education, promote problem-solving learning and interdisciplinary approach to geographical education. It also seeks to promote ICT, in geographical education to achieve ESD using the Internet, specific geographical software and hardware in geographical education to achieve ESD. The advantages of ICT over traditional geographical education in relation to achieving ICT are increasing virtual online collaboration which facilitates intercultural learning between people from around the world, the use of ICT in research activities (Haubrich, Reinfried & Schleicher, 2007). However, according to research of Grindsted (2011b), the declaration has no impact as there has been no signatory since the establishment of the declaration.

American College & University Presidents' Climate Commitment

The American College & University Presidents' Climate Commitment was a commitment of the presidents, chancellors and heads of universities and colleges from the United States, except only four Canadian universities, to achieve climate neutrality. 674 U.S. institutions have signed the declaration up to the 23rd of

December, 2011 (ACUPCC, 2011). The declaration emphasises only on minimising global warming and climate change instead of other sustainability dimensions. With regard to traditional university activities, the concept of climate neutrality is recommended to integrate into research and educational activities. Further components of the declaration are mainly aimed at climate neutrality within the campus, such as establishing policies and plans in the areas of waste minimisation, energy-efficient procurement, providing public transport for all university members and students, purchasing at least 15% of electricity consumption from renewable sources and building new green campus constructions. Although it did not emphasise outreach education and increasing awareness of public, in regard to interaction with stakeholders, it recommends increasing supports from local communities, reporting progress to them and establishing a committee which supports climate shareholder proposals at businesses where endowments of institutions are invested (ACUPCC, 2007).

Sapporo Sustainability Declaration

The Sapporo Sustainability Declaration, adopted in Sapporo, Japan, from June 29 to July 1, 2008, signed by the presidents and heads of universities from 27 leading educational institutions in the G8 member countries, 7 universities from non-G8 member countries and the UNU. The declaration discusses the responsibilities of universities in contributing towards sustainability, and establishes 7 principles related to their roles in attaining sustainability. The declaration recognises sustainability problems such as climate change and poverty alleviation as urgent political concerns, and universities should play a vital role in problem-solving and interdisciplinary research and providing timely solutions to solve these problems and

issues. With regard to solving these problems, the declaration underscores collaborative approach rather than individualistic approach highlighting importance of universities' collaboration with governments to promptly implement solutions and inform social and political change and diverse stakeholder groups including civil society and private organisations to implement these solutions appropriately and practically. Furthermore, the declaration also emphasise educating and increasing awareness of diverse stakeholders ranging from policy makers to society at large in promoting sustainability awareness. It highlights restructuring new scientific knowledge by conducting interdisciplinary research and integrating problem-solving approaches into their research, educating future generations from an interdisciplinary perspective and increasing awareness of stakeholders and citizens through dialogue and disseminating their research results. Furthermore, the declaration is concluded that universities should be a role model for their societies through disseminating sustainability knowledge and promoting campus greening activities for educating their future students (G8 University Summit, 2008).

Bonn Declaration

The declaration was developed at UNESCO World Conference on Education for Sustainable Development, at Bonn, Germany, by UNESCO, the German Commission for UNESCO and the German Federal Ministry of Education and Research between 31 March and 2 April, 2009. The main purpose of this declaration is also to contribute to the goals of ESD. Like the previous mentioned declarations, this declaration also seeks to integrate sustainability into scientific research, community engagement, public awareness programmes and curricula of formal education as well as non-formal and informal education to enable lifelong learning

process, to develop effective learning materials and pedagogical approaches to ESD and to develop teacher training programmes. Although it did not specifically mention particular teaching methods, it sees that ESD should provide solutions to complex and uncertain problems (German Commission for UNESCO & German Federal Ministry of Education and Research, 2009).

AAU Resolution on Green Energy Research and Training

The AAU Resolution on Green Energy Research and Training is a statement signed by 62 members of AAU at the AAU Spring Membership in Washington, D.C on the 21st of April, 2009. Up to the 25th of September, 2011, there are 61 member research-led private and public universities of AAU in the US and Canada (AAU, 2010a). The main purpose of statement is to support university-based clean energy research and education in its member institutions by supporting new educational energy-related programmes and multidisciplinary engineering research and programmes addressing energy-related issues at their universities. The statement also mentions outreach activities such as close collaboration with the Federal U.S. government and support for students energy-related outreach activities in the local communities. However, membership in AAU is not open to every university in the United States, but is rather by invitation of the association to universities engaging the excellence of their research and academic programmes (AAU, 2010b).

Turin Declaration

Turin Declaration, based on the outcomes of the Sapporo Sustainability Declaration, was held in Torino, Italy from 17th to 19th of May, 2009, to acknowledge the vital role of universities in supporting sustainability at global and regional levels. There

are four main principles (4Es: economy, ethics, energy and ecosystems) which are developing a new economy consistent with sustainability principles, encouraging a broad stakeholder groups to integrate ethics, responsibility and fair distribution into their policies in promoting sustainability, promoting development of alternative energy and energy-saving technologies and finally focusing on sustainable ecosystems which emphasises the interdependence between the nature and human activities. To implement the above principles, universities are encouraged to collaborate with governmental sectors to increase their knowledge about sustainability and enhance sustainability policy changes, conduct interdisciplinary research, promote awareness of all diverse stakeholders about sustainability. In relation to teaching methods, the declaration emphasises problem based learning and systems thinking (G8 University Summit, 2009).

Tokyo Declaration of HOPE

Tokyo Declaration of HOPE was developed at Asia-Pacific Forum for ESD Educators and Facilitators by ESD educators from formal and non-formal education, governmental and non-governmental sectors in Tokyo, Japan, between 22 and 24 August, 2009, to contribute to the goals of ESD. The declaration is to introduce a new framework, HOPE, for ESD which seeks to integrate holistic, ownership-based, participatory and empowering characteristics into ESD. The declaration was based on themes of previous declarations such as inter-university collaboration, collaboration with communities, developing teaching methods such as learning-centred and problem-solving teaching methods for formal education, facilitating learning ESD within communities and developing teacher training programmes. It also seeks supports from governmental and other donor agencies for ESD to

maintain continuity of ESD. However, it did not highlight roles of higher education in integrating sustainability into research. Its distinct feature from previous declarations is that it attempts to develop evaluation tools which are culturally contextualised and developed by all stakeholders and participants, to evaluate impacts and outcomes of ESD (Asia-Pacific Forum for ESD Educators and Facilitators, 2009).

Universities for Sustainable Development

The document titled Universities for Sustainable Development is the declaration adopted by the 7th German Rectors' Conference on 24 November, 2009 and Executive Committee of the German Commission for UNESCO on 22 January, 2010. The declaration seeks to integrate sustainability into main activities of universities such as, education and research as well as institutional campus sustainability management in their all working practices and processes. Interdisciplinary approach to research and education is recommended to combine target subject disciplines with issues of complex relationship between humanity and environmental problems. Although it did not specifically mention specific stakeholders with which universities should collaborate, it stresses international collaboration that research, innovation and knowledge generated by universities should be combined with initiatives adopted by national and international stakeholders from public and private sectors. Although specific learning environments and teaching methods are not discussed, it encourages universities to enable students recognise sustainability problems in interdisciplinary settings. With regards to outreach activities, it encourages higher education sectors to integrate ESD into continuing and

professional education (German Commission for UNESCO & German Rectors' Conference, 2009-2010).

ISCN/GULF Sustainable Campus Charter

The ISCN/GULF Sustainable Campus Charter was developed through dialogues between the members of ISCN and GULF in 2010. Member is open to any research led higher educational sectors, and up to the 25th of September, 2011, 31 universities from America, Asia and Europe have signed up to the charter (ISCN, 2011). The charter's main emphasis is placed on integration of sustainability into their planning, operation and construction of campus buildings and inclusion of sustainable targets and goals in their planning process. Its last emphasis is placed on integrating sustainability into other university activities, educational programmes, research and outreach activities such as offering programmes to major stakeholders, industry, government and other civil society (ISCN & GULF, 2010).

15. Appendix 2: Invitation Email Letter and Survey Instrument

15.1. Invitation Email Letter

Dear [.....],

I am contacting you as someone associated with the Principles for Responsible Management Education (PRME) at the Centre for Social Impact to invite your participation in a small study.

This study examines impacts of PRME and how PRME is being used to promote sustainability in signatory institutions. It is being conducted as part of the requirement for a master's degree thesis at Massey University in New Zealand. Members from other signatory institutions that have submitted progress reports are also invited to participate in this survey.

Please note that the existence of this survey has been discussed with Jonas Haertle, head of the PRME secretariat and has asked that we shared our findings with him.

This survey comprises only 6 multiple choice questions which will take only a few minutes to complete. I would appreciate your cooperation either by completing the survey yourself or forwarding it to the person who oversees PRME in your institution.

Survey website link: www.qualtrics.com

All responses will be kept anonymous and confidential, and personal information and names of respondents are not required in this study. Your participation is voluntary and you may refuse to participate in the survey at any time. The results of this study may be published, but results will however be maintained in anonymity and confidence.

Your participation in this survey is imperative and is very much appreciated because the outcomes of this study will assist PRME in further improvement of its principles and policies in relation to registration and evaluation of progress of its signatories. A summary of this study results will be supplied to you and a copy of the full thesis will be sent to the PRME Secretariat.

Could you please thus assist me in this project by completing this survey either by completing the survey yourself or forwarding it to the person who oversees PRME at your institution?

Thank you very much for your time and assistance.

Many thanks,
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15.2. Survey Instrument

Survey on impacts of the Principles for Responsible Management Education (PRME)

This section comprises 6 questions and should take only a few minutes to complete. These questions will ask you about **why your school supported PRME** and **how support of PRME has affected activity in your School**. Please note that the following questions will use the word “School” to refer to any PRME signatory institution, which may be a university, a college, a business school, a department within a school or other organisational entity.

1. **How influential were the following in making the decision to support PRME?** Please select the number beside each statement using the following rating scale of 1 to 5.

1	2	3	4	5
NO INFLUENCE	MINOR INFLUENCE	MODERATELY INFLUENTIAL	STRONGLY INFLUENTIAL	DO NOT KNOW

1) Giving recognition to existing activities	1	2	3	4	5
2) Giving additional stimulus to existing activities	1	2	3	4	5

3) Support the School's accreditation to AACSB, EQUIS, AMBA or other accreditation bodies	1	2	3	4	5
4) Support the School's commitment to the UN Global Compact	1	2	3	4	5
5) Response to a request from staff to the School to support PRME	1	2	3	4	5
6) Matching support to PRME given by other business schools	1	2	3	4	5
7) Interests expressed by the School's external stakeholders/advisors	1	2	3	4	5

2. **How was the decision to support PRME made?** Please select the option that most closely applies to your School.

- 1) Through a decision made by the School executive after discussion within the executive team ONLY
- 2) Through a decision made by the School executive after discussion within the executive team AND with selected other staff within the School
- 3) Through a decision made by the School executive after discussion with ALL staff within the School
- 4) Through a voting process in which a majority of School staff elected to support PRME
- 5) Other (Please specify)

3. **How is PRME implemented in your school?** Please select the option that most closely applies to your School.

- 1) Members of a policy-making and governing body of the entire School such as senior leadership group or governing board are the principals in the implementation of PRME
- 2) Head (or Associate Head) of relevant school or Dean (or Associate Dean) of relevant academic unit is assigned responsibility for implementing PRME
- 3) A PRME task force, committee, team or group is organised to implement PRME
- 4) A single person from outside the School's executive board is appointed as a PRME coordinator or director to implement PRME
- 5) Other (Please specify)

4. **What have been the main impacts of supporting PRME?** Please rate the following using the following rating scale of 1 to 5.

1 NO IMPACT	2 MINOR IMPACT	3 MODERATE IMPACT	4 STRONG IMPACT	5 DO NOT KNOW
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1) Activities, which were started BEFORE becoming a PRME signatory, now get more support than before	1	2	3	4	5
2) Additional activities NOT existing BEFORE becoming a PRME signatory have been started	1	2	3	4	5
3) There is no change to activity but we now make more efforts to report on the activities taking place	1	2	3	4	5
4) Other (Please specify)					

5. Please rank the impacts of PRME on the following areas of School activity, from 1 being the area that has had most impact to 4 being the area that has had least impact.

- ___ Teaching (Education)
- ___ Research
- ___ Community Engagement
- ___ Operations of the School

6. Considering the following situations, how might they likely change your School's commitment to PRME? Please select the number beside each statement using the following rating scale of 1 to 6.

1	2	3	4	5	6
Strongly Discourage	Discourage	Neither encourage nor discourage	Encourage	Strongly encourage	Do not know

1) There is NO change to current eligibility rules and criteria, affecting registration as a PRME supporter	1	2	3	4	5	6
2) The principles become more prescriptive in specifying what signatories must do to maintain registration	1	2	3	4	5	6
3) A compulsory requirement to report annually on PRME activities is introduced as a condition of maintaining registration	1	2	3	4	5	6
4) The content of progress reports is specified in relation to what must be	1	2	3	4	5	6

reported on and the form in which the information must be supplied

- | | | | | | | |
|---|---|---|---|---|---|---|
| 5) Signatories are graded according to their level of support: for example, Gold members for Schools that commit to PRME at the highest level; Silver for Schools that have scope to increase their alignment to PRME and Bronze for new signatories) | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
-

16. Appendix 3: Descriptions of AMBA, EQUIS, AACSB and Ranking criteria of the Financial Times Global MBA Ranking

AACSB

AACSB International is a US-based accreditation body, accrediting entire business institutions. Its current accreditation standards, revised on 31 January, 2012, have 21 standards. The accreditation process is a mission-driven process, and initially assesses an institution's strategic management, especially linkage of mission statement with intellectual contribution of faculty members and the student population an institution serves and short-term goals in support of the mission statement. An institution's infrastructure, financial resources and continuing resources (such as staff sufficiency) and quality of teaching faculty members in terms of their academic qualifications, research, professional experiences relevant to their teaching and their research contributions are assessed as to how an institution ensures the continuity and quality of their educational programmes.

The accreditation criteria take consideration of learning goals for each degree programme and responsible management related topics, such as “global, environmental, political, economics, legal and regulatory context for business” [and] “individual ethical behavior and community responsibilities in organi[s] and society”, have been requisite topics in general management degree programmes. The accreditation criteria also ensure that the degree programmes provide responsible management related learning experiences and skills to students.

EQUIS

The accreditation standards of EQUIS accrediting entire institutions rather than programmes are grouped into ten chapters. The accreditation process starts assessing the strategic framework of an institution within its national educational system, followed by assessing the quality of educational programmes, the support of personal and professional development of students, the management and intellectual contributions of faculty members, the quality of executive educational programmes, the financial and physical resources and staff sufficiency supporting the quality of educational programmes. A distinguishing feature of EQUIS from other accreditation bodies such as AACSB is that EQUIS particularly focuses on the internationalisation of its institutions, such as the international content in and marketing of the degree programmes, the diversity of faculty members as well as international research.

The accreditation standards, especially Chapter 3 and 7, take into account responsible management in degree programmes as well as in other outreach programmes of an institution such as executive educational programmes. The accreditation standards expect an institution to prepare its students for responsibility related careers with future career choice, and ethical and responsibility related values are needed to be incorporated into educational objectives. However, at present, the accreditation standards still do not explicitly state the degree of incorporation of responsible management issues and ethics (such as incorporation of responsibility into all courses of programmes) into courses of programmes.

AMBA

Unlike AACSB and EQUIS that assess the entire institutions, AMBA assesses the quality of programmes, especially three programmes, MBA, DBA (Doctor of Business Administration) and MBM (Master of Business Management). In its accreditation process for MBM and MBA, AMBA takes accounts of at least seven features in its accreditation process, including assessment of the strategies of and study-related resources provided by entire institutions, the quality of faculty members (e.g. research experience and professional networking with businesses), support systems for student learning (such as career development for students), admission criteria to the programmes, curricula, purpose of the programme (i.e. programme goals, objectives and learning outcomes) and finally, duration and delivery modes (e.g. part-time study, full-time study or distance study). AMBA aligns sustainability with curricula, purposes and learning outcomes of the programme. For instance, in its accreditation process for the MBA programme, curriculum of the programme needs to have a linkage between the content of the programme and sustainability. One of the main purposes of the MBA programme must include development of sustainable value creation, and at least one of the learning outcomes of the programme must enable graduates of the programme to view from a sustainable perspective and to act in accordance with professional ethical values (AMBA, 2012).

Methodology of the Financial Times Rankings

The Financial Times Global MBA Rankings provide ranking statuses for 100 business schools around the world. Its rankings comprise two survey designs with 20

criteria, one for the schools and one for their alumni. In the ranking for 2012, a total of 150 business schools participated in the survey and 9,466 responses (44% of the response rate from the alumni) from their alumni were received. Eligible criteria for the schools include being accredited by either AACSB or EQUIS, providing the MBA programme for at least four years and having graduates of their first class at least three years. Ranking questionnaires for 2012 carry 50% of the total weight, and those conducted in 2011 and 2010 carry 25% each of the total weight.

In the 2012 questionnaire for the alumni, two criteria include average *current* salary of alumni (weighted for 20%) and salaries of alumni from the graduating years of their MBAs to the present and their salary increases (weighted for 20%). The school questionnaires are comprised of eleven criteria which include diversity (i.e. gender and nationality) of MBA students and faculty members (weighted for 31%). Faculty research is ranked by the criteria indicating articles published by faculty members in 45 internationally recognised academic journals (Financial Times, 2012).

17. Appendix 4: Descriptions of the concepts from Chapter 7

This section provides detailed descriptions of the variables presented in Sections 7.1.2, 7.2.2, 7.3.2, 7.4.2, 7.5.2 and 7.6.2 of Chapter 7, which analyse activities reported under each principle in the SIP reports of the signatories, respectively. Each sub-section of this section (i.e. Sections 17.1, 17.2, 17.3, 17.4, 17.5 and 17.6) presents detailed descriptions of variables presented in Sections 7.1.2 (Principle 1), 7.2.2 (Principle 2), 7.3.2 (Principle 3), 7.4.2 (Principle 4), 7.5.2 (Principle 5) and 7.6.2 (Principle 6), of the thesis respectively.

Some Illustrative Examples, that are to be discussed in Chapter 11, the Discussion Chapter of the thesis, are mainly presented in the above sections Chapter 7 (Sections 7.1.2, 7.2.2, 7.3.2, 7.4.2, 7.5.2 and 7.6.2).

17.1. Principle 1

17.1.1. Organisational policies

These SIP reports report on integration of sustainability and responsibility management into their organisational policies such as visions, mission statements, organisational strategies and code of conducts. The SIP reports of only 15 signatories (8% of the total reviewed signatories (such as Babson College)) indicate that their incorporation of sustainability themes into their organisational policies are after becoming the signatories of PRME, while majority of institutions (such as University of Dubai) have already incorporated sustainability, responsible or ethical values into their visions, mission statements and core values prior to supporting PRME. However, it is still hard to determine whether their changes are as a result of PRME or of other initiatives since some institutions do not report on the specific dates on which responsible values are incorporated into their mission statements. This concept also includes institutions that report on incorporation of social

responsibilities and sustainability issues into their codes of ethical conduct. See Illustrative Examples 17.1; 17.2 and 17.3.

Illustrative Example 17.1: Redefining the mission statement

“Our former Mission Statement: Babson College educates men and women to be entrepreneurial leaders in a rapidly changing world. We prepare them to identify opportunities and initiate actions that result in genuine achievement. In October 2009, we managed, paradoxically, both to *expand* the mission to include global social responsibility while *streamlining* the statement itself, which now reads: “Babson College educates leaders who create great economic and social value—everywhere.” (Babson College)

Illustrative Example 17.2: Existing mission statement

“The first two Missions of UD fit well with the first three principles on Purpose, Values, and Method.

- Serve the educational needs of diverse undergraduates, postgraduates, and professionals at different social segments, economic levels, and geographical areas.
- Produce high calibre graduates capable of becoming business leaders.” (University of Dubai)

Illustrative Example 17.3: Integrating responsible management into code of conduct

“The administration, faculty, staff, and students of the College of Business at Illinois State University are committed to the principles of professional behaviour and

integrity. As a community of scholars and business professionals, we have developed a strong statement of Standards of Professional Behaviour and Ethical Conduct, focusing on principles of Trust, Responsibility, Honesty, Respect and Fairness, and include in that statement all stakeholders and constituents of the College, from students to faculty and staff to administrators and even advisory board members.” (Illinois State University, College of Business)

17.1.2. Curricular innovation

These SIP reports report on curricular activities such as creation of compulsory ethics and sustainability related core or elective modules, courses and programmes, incorporation of compulsory or elective sustainability, ethics and CSR modules and courses into their study programmes, aligning the syllabus of course contents with PRME or sustainability-related themes. See Illustrative Examples 17.4. However, some reports do not specify detailed timeline of their activities so that it was hard to determine whether these curricular activities are created prior to or after supporting PRME.

Illustrative Example 17.4: Responsibility management issues in all disciplines and programmes

“Audencia’s Institute for Global Responsibility prepares our students to integrate economic, social and environmental issues in their strategies, decisions and operations as future managers by deploying [...] teaching strategies:

- Mandatory courses on Global Responsibility in all program[me]s,
- Mainstreaming Global Responsibility in all disciplines” (Audencia Nantes School of Management)

17.1.3. Student Projects

These SIP reports report that students are required to conduct research projects, collective real-world projects, internship and service learning projects aiming at promoting responsible management career for students. See Illustrative Examples 17.5 and 17.6.

However, it is still hard to determine whether students at some signatories can acquire socially and environmentally responsible skills since majority of institutions do not report on whether their internship programmes are at socially and environmentally responsible organisations or whether their internship programmes provides students with socially and environmentally responsible working experiences and skills. See Illustrative Example 17.7.

Illustrative Example 17.5: Research thesis

“During their speciali[s]ation in the last year of the Master program[me], the

students have to write a master thesis that has to deal with Global Responsibility aspects.” (Audencia Nantes School of Management)

Illustrative Example 17.6: Internship aiming at responsible management career for students

“The MBA summer internship helps students develop connections and expertise that are crucial for their career search. Many internships result in full-time job offers upon graduation. Below is a sample listing of the types of internship experiences that MBA students interested in social and environmental responsibility have had:

MBA Intern, Federated Dorchester Neighbo[u]rhood Houses

Federated Dorchester Neighbo[u]rhood Houses [FDNH] is dedicated to creating a “college culture” in Dorchester, by developing college-bound program[me]s for students from preschool through adult education with the aim of increasing college enrol[.]ment in the neighbo[u]rhood. The intern’s role was to determine the cost and revenue per participant at each of FDNH’s program[me]s, and to determine any reasons for discrepancies between program[me]s. The intern also created metrics to relate performance outcomes such as high school graduation and college enrol[.]ment to inputs such as staff and student attendance.” (Boston University, School of Management)

Illustrative Example 17.7: Internship programme that was not specifically mentioned whether responsibility management career can or cannot be developed

“[...] internships focus on practical international experience in the workplace. Our

goal is to provide placements where interns can enter into a professional environment and gain a global perspective in the industry that they hope to begin a career in.” (Jacksonville University, Davis College of Business)

17.1.4. Guest speaker series

These SIP reports report that their students are exposed to short events such as conferences, workshops and guest lectures series in which sustainability related themes are incorporated. They are both as part of curricular and extracurricular activities. Although majority of guest speaker series are created by the signatories themselves, some guest speaker series are created by students associations such as Net Impact as well as institutional specific student organisations. See Illustrative Examples 17.8 and 17.9.

Illustrative Example 17.8: Speaker series hosted by the signatories themselves

“To complement the seminars organi[s]ed by Audencia’s faculty, several workshops are run during the first three semesters for the students of the Global Responsibility Track. These workshops enable students to discuss informally with company representatives or other stakeholder groups and thus to discover the challenges in implementing Global Responsibility.” (Audencia Nantes School of Management)

Illustrative Example 17.9: Speaker series initiated by students and student organisations

“The CSR Club promotes social responsibility among students and the businesses world. The CSR club aims to encourage and support [China Europe International

Business School] CEIBS students and organi[s]e events to further explore and contribute to those activities and business that are related to Corporate Social Responsibility (CSR), Social Venture, Environment Sustainability, Non-Governmental Organi[s]ation (NGO) and Charity. Annual events include:

- Corporate CSR engagement & NGO cooperation
- Charity Bazaar
- CSR business forum
- CSR and social venture competitions” (China Europe International Business School (CEIBS))

17.1.5. Study Trips

These SIP reports report that their students are provided with local and overseas study trips to businesses and non-profit organisations promoting responsible practices and socially and environmentally disadvantaged areas to expose their students to real-world issues and to increase their awareness of socio-economic challenges and corporate social responsibilities as part of study courses and programmes as well as extracurricular levels. This concept also includes providing travel grants to students to study in foreign nations to facilitate student exchange programmes and to expose their students to inter-cultural environment and diversity.

17.1.6. Volunteering projects

These SIP reports report that students in particular as well as alumni are provided with volunteering opportunities both at curricular and extra-curricular levels. Although majority of volunteering projects are at extracurricular level, service learning projects provide student

with volunteering opportunities at the curricular level. Through volunteering activities, students learn real-world local social and environmental issues from local people and environment. See Illustrative Examples 17.10 and 17. 11.

Illustrative Example 17.10: Volunteering activities as part of curricular activities

“A new undergraduate economics course in sustainability [...] has been created for Fall 2009 that is open to all students at Jacksonville University. A unique feature of this course is that students have an option of linking a year-long service learning project with the course and receiving credit for their work in Econ 450 Applied Economics Analysis. Projects will involve working with community organi[s]ations on sustainability enhancement initiatives in the Jacksonville area.” (Jacksonville University, Davis College of Business)

Illustrative Example 17.11: Volunteering activities at extracurricular level

“Recent volunteer opportunities have been at the Boston Food Bank and Waltham Fields Community Farm. Social Impact Day provides students with a way to get involved in the Boston community while getting to know classmates right at the start of the program[me].” (Boston University, School of Management)

17.1.7. Competitions

These SIP reports report that their students are provided with case, project, business plan, debate and simulation game competitions which are hosted by home or host institutions as well as by student organisations such as Net Impact. The competition titles are centred on

real world examples such as promoting sustainable business, helping local people to launch their own sustainable businesses. See Illustrative Examples 17.12, 17.13 and 17.14

Illustrative Example 17.12: Debate competition

“British parliamentary debates are traditionally organized at BA. More than ten teams and referees participate in these debates. The debaters compete in five rounds for 2 days in semi-final and final and have a good time. During the debate many interesting topics are discussed and the skill of public speaking and debating is improved.” (BA Business and Finance School)

Illustrative Example 17.13: In-house project competition

“Together with the Green Society the Office of Sustainability held the most successful energy reduction competition at Bentley thus far. During the 2010 Blackout Challenge, Bentley students competed to reduce energy use in their residence halls. Students were provided with weekly updates on the standings which created rivalry between residence halls to see who would win.” (Bentley University)

Illustrative Example 17.14: Sponsoring students to compete in international competitions

“CSI sponsored four [...] MBA students to travel to Shanghai in late 2008 to participate in the Innovate China competition run by the China Europe International Business School. They were the only Australian team to take part. The team qualified as one of the top groups from round one and finished with a high commendation for their report on how sustainable social enterprises could benefit the Chinese urban poor.” (Centre for Social Impact)

17.1.8. Scholarships/Awards

These SIP reports report that full or partial scholarships and awards, in the form of both recognition and monetary incentives, are awarded to students that contribute to responsible projects, to those that have demonstrated professional responsible activities and behaviours, to those that have responsible working experiences at NGOs, to those that intend to study responsible and sustainability programmes or to those that come from economically disadvantaged regions especially in developing nations.

17.1.9. Student Organisations

These SIP reports report that their student organisations, teams and clubs create extracurricular level short events such as seminars, forums, conferences, workshops, business plan and project competitions, debate and case competitions on sustainability issues as well as provide mentor support to students. See Illustrative Example 17.15. The analysis of SIP reports indicates that student organisations at only 6 signatories (3% of the total reviewed signatories) are new, but the study could not identify whether the remaining student organisations are created prior to or after supporting PRME, since majority of reports do not report on their establishment date. These organisations are both internally created or are founded through membership and networking in the international NGO student associations such as Net Impact, SIFE.

Illustrative Example 17.15: Internally created student organisations promoting socially responsible events

“There are over thirty *Student Clubs* within [China Europe International Business School] CEIBS with a variety of interests and activities. Those with particular focus

upon corporate social responsibility, ecology and sustainability and global awareness and understanding are the following:

The CSR Club promotes social responsibility among students and the businesses world. The CSR club aims to encourage and support CEIBS students and organi[s]e events to further explore and contribute to those activities and business that are related to Corporate Social Responsibility (CSR), Social Venture, Environment Sustainability, Non-Governmental Organi[s]ation (NGO) and Charity. Annual events include:

- Corporate CSR engagement & NGO cooperation
- Charity Bazaar
- CSR business forum
- CSR and social venture competitions” (China Europe International Business School)

17.2. Principle 2

17.2.1. Curricular activities

These SIP reports highlight integration of sustainability and responsibility themes into their curricular activities, such as creation of new study programmes, new study courses and integration of sustainability into existing courses. However, majority of signatories do not provide detailed timeline of their implemented activities, and it was not clear whether these initiatives are initiated prior to or after supporting PRME. Illustrative Example 17.16 highlighting the report of the University of New South Wales, Australian School of Business

illustrates the way majority of signatories report on curricular activities in relation to Principle 2. In that report, information on curricular activities on Page 7 of the SIP report does not indicate whether these curricular activities are prior to or after supporting PRME. Only information on Pages 8, 9 and 10 of its SIP report indicate that these new initiatives are introduced after becoming a signatory of PRME since detailed timeline of their implemented activities is given.

Illustrative Example 17.16: The way majority of signatories report on Principle

2

PRINCIPLE 2: VALUES

WE WILL INCORPORATE INTO OUR ACADEMIC ACTIVITIES AND CURRICULA THE VALUES OF GLOBAL SOCIAL RESPONSIBILITY AS PORTRAYED IN INTERNATIONAL INITIATIVES SUCH AS THE UNITED NATIONS GLOBAL COMPACT.

Master of Business & Technology Program

The Master of Business & Technology (MBT) Program at the Australian School of Business highlights the value of social responsibility to students through specially designed courses such as the following:

- **Introduction to Management**

Two units of this foundation course within the MBT Program focus on business ethics and corporate social responsibility. Unit 10, *Business and Society* introduces the relationship between business and society, and the important issue of corporate social responsibility. Unit 11, *Business Ethics* presents a number of ethical frameworks that can be used in ethical decision making situations.

- **Managing for Organisational Sustainability**

This course looks at sustainability in terms of conducting business within the global environment, exploring the impacts of globalisation, corporate activity and technological change on the working lives of people. It looks at the role of organisations in society and considers the concept of corporate social responsibility. Importantly it examines techniques and methods of developing sustainable organisations given the need to develop socially responsible firms.

- **Fundamentals of People Management**

Unit 12 of this course, *Managing Staff Internationally*, examines the challenges multinational firms face when managing people in cultural environments that are different to the home culture of the firm. When this happens, multinationals suddenly find that their home-based beliefs and assumptions underpinning how to best manage people are viewed differently by those in other cultures. The purpose of this unit is to provide students with a brief introduction to, and discussion of, the types of challenges faced when managing staff internationally.

- **Strategic Management of Business and Technology**

This course is one of two Capstone courses – all MBT students are required to take one, and are encouraged to take both – and the first

AGSM MBA Programs Social Impact Forum on Sustainability

AGSM MBA Programs at the Australian School of Business will lead a forum in Hong Kong in early December on the issue of sustainability. The Forum is designed for business managers interested in creating new sources of competitive advantage presented by the emergence of the sustainability movement. Students from the full-time, MBA (Executive) and Hong Kong MBA Programs will participate in the forum, where the speakers will include Erik Floyd, Joint Executive Director of The Association for Sustainable & Responsible Investment in Asia. The event will be co-sponsored by The Wall Street Journal Asia.

PRME Sharing Information on Progress 2010 Australian School of Business

Illustrative Example 17.16 (continued)

unit engages with 'the importance of corporate social responsibility and sustainability to modern strategic management'.



MBT Students from the Australian School of Business at graduation, Semester 2 2010

"It's encouraging to see how these issues of 'third sector' corporate sustainability and social responsibility are being woven into courses – at UNSW in particular. They're no longer just an afterthought."

Stan Thompson, MBT graduate 2010

School of Information Systems, Technology and Management

In response to changes in both the global IS curriculum and the nature of IS skills required by industry, the School of Information Systems, Technology and Management has recently introduced a completely new undergraduate curriculum. The curriculum, which will be offered to students from Semester 1 2011 has four cross-program themes (Innovation, Sustainability, Servitization, SMEs) that will feature prominently across our undergraduate programs. The issue of sustainability will be addressed in the following courses:

Illustrative Example 17.16 (continued)

Information Systems in Business

Sustainability will be addressed in the course material in two ways: (i) Green IT issues considered as part of the discussion of IT infrastructure, and (ii) requirements for reporting on environmental impact will be considered as part of enterprise systems.

Business Databases

The sustainability issues surrounding the massive data storage needs of modern organisations and real-time data collection will be discussed.

Fundamentals of Business Programming

Some sample applications discussed within this course will relate to sustainability (e.g. measuring home energy usage).

Enterprise Database Management

This course will examine the massive data storage needs of databases and the relative efficiencies of different DBMS.

Enterprise Systems

Enterprise Systems are core to all aspects of an organisations activities and processes. Sustainability considerations, e.g. logistics planning, are an essential part of managing an organisation's carbon footprint and the course will draw on research in sustainable supply chains and sustainable procurement.

Business Process Management

This course examines the processes with which organisations conduct their business operations. These processes will be analysed and annotated from the viewpoint of sustainability and resource consumption (human, financial, and carbon-based).

Innovation and Technology Management

Technological innovation is an essential aspect of achieving sustainability and will be addressed in the group project component of this course.

Service and Quality Management

Quality improvement has an implication on resource allocation and consumption. The effect that this, in turn, has on sustainability will be analysed within this subject.

Contemporary Challenges in Information Systems

Sustainability is an emerging issue in the information systems domain. The assurance and management of the sustainability of Information Systems and ICT will be an ongoing topic in this course.

Illustrative Example 17.16 (continued)

Information Systems Strategy

Sustainability is addressed throughout this course in the context of managing IS benefits.

Bachelor of Commerce (Services Marketing)

Along with other programs across the Australian School of Business, the Bachelor of Commerce (Services Marketing) was analysed as part of the Graduate Attributes and Curriculum Mapping Project in 2009. The learning goals for this program were finalised after consultation with key tourism & hospitality industry players, and teaching staff across the school. In terms of ethical practice, the *Tourism Policy & Planning* course will assess the following learning goal:

Ethical and social perspectives

The ability to demonstrate understanding of social and ethical dimensions in chosen disciplinary areas.

- a. *Students will be able to demonstrate an understanding of contemporary social and ethical issues in their disciplines.*
- b. *Students will demonstrate an understanding of sustainability issues that impact on the tourism and hospitality sectors.*

Source: (University of New South Wales, Australian School of Business)

17.2.2. Teaching innovation

These SIP reports report that their curricula has been incorporated teaching innovation which are guest speakers, study trips, internship, service learning, project based learning, problem based learning, game competitions, debate competition, case studies, role plays, simulation games, volunteering activities, student research thesis and group discussion. See Illustrative Example 17.17. Under this concept, the study has also included teaching innovation at extracurricular levels, which are initiated by both institutions themselves and students associations.

Illustrative Example 17.17: Incorporation of teaching innovation such as in-class discussions, case studies and movies into curricula

“INT 264 – International Business Environment

This course includes a module on ecological environment. The issues discussed in this module are various responsibilities of businesses, stakeholders (as opposed to shareholders) of companies, reasons of environmental problems, externalities and social cost, environmental options of companies, green customers and whether concern for the environment can act as a source of competitive advantage for companies. Moreover, students read and participate in in-class discussions on case studies on what companies can do to minimi[s]e their impact on ecological environment.

BUS 301 – Human Resources Management

In this course, topics such as employees’ working and organi[s]ational rights, worklife balance, unemployment, impact of globali[s]ation on labor market, immigrants and illegal workers are discussed. Movies screened during the lectures address globali[s]ation and work life, immigration and human trafficking. In the

simulation game played during the course, success is defined so as to incorporate concepts related to workers' rights such as employee satisfaction and work accident prevention." (Istanbul Bilgi University, Department of Business Administration)

17.2.3. Community outreach education

These SIP reports report on offering community outreach education through open executive programmes, training programmes for community and public leaders and free of charge public lectures, workshops and seminars. These outreach educational programmes are mainly intended at a wide range of external stakeholders such as business community, faculty members, students, public officials, NGOs, alumni and other interested stakeholders and public rather than students studying within official curricula. Perhaps, these programmes are reported under Principle 2 in response to the concept of *academic activities* of Principle 2. See Illustrative Examples 17.18.

Illustrative Example 17.18: Training programmes for NGOs and governmental organisations

"Jointly with the Secretariat of Social Development of Nuevo León, EGADE runs courses free of charge for regional Civil Society Organi[s]ations, aiming at their professionalis[s]ation and development. EGADE Faculty members contribute with free teaching hours in sections of the course, depending on the area being taught." (Tecnologico de Monterrey University System, EGADE Business School)

17.2.4. Research (Principle 4)

These SIP reports report on research activities, which are more related to Principle 2, under Principle 2, and considers research activities related to Principle 2. An illustrative example is provided under Section 7.2.2 of Chapter 7.

17.2.5. Partnership (Principle 5)

These SIP reports report on collaborative partnership activities, which are more related to Principle 5, under Principle 2, and considers their collaborative activities related to Principle 5. Since the study intends to measure how the signatories perceive that partnership activities (Principle 5) are related to Principle 2, the study excludes activities initiated and involved by students as part of curricular activities and student associations (which are more related to Principle 3) and partnership activities with other external stakeholders which are intended to promote curricular activities such as creation of new courses and teaching materials. An illustrative example is provided under Section 7.2.2 of Chapter 7.

17.2.6. Dialogue (Principle 6)

These SIP reports report on dialogue activities, such as presentation and attendance of faculty members at conferences hosted by both home or host institutions, which are more related to Principle 5, under Principle 2, and considers their dialogue activities related to Principle 6. As the study intends to measure how the signatories perceive that their dialogue activities (Principle 6) are related to Principle 2, the study excludes activities initiated and involved by students and student associations and training programmes and executive education delivered to business executives and other stakeholders. An illustrative example is provided under Section 7.2.2 of Chapter 7.

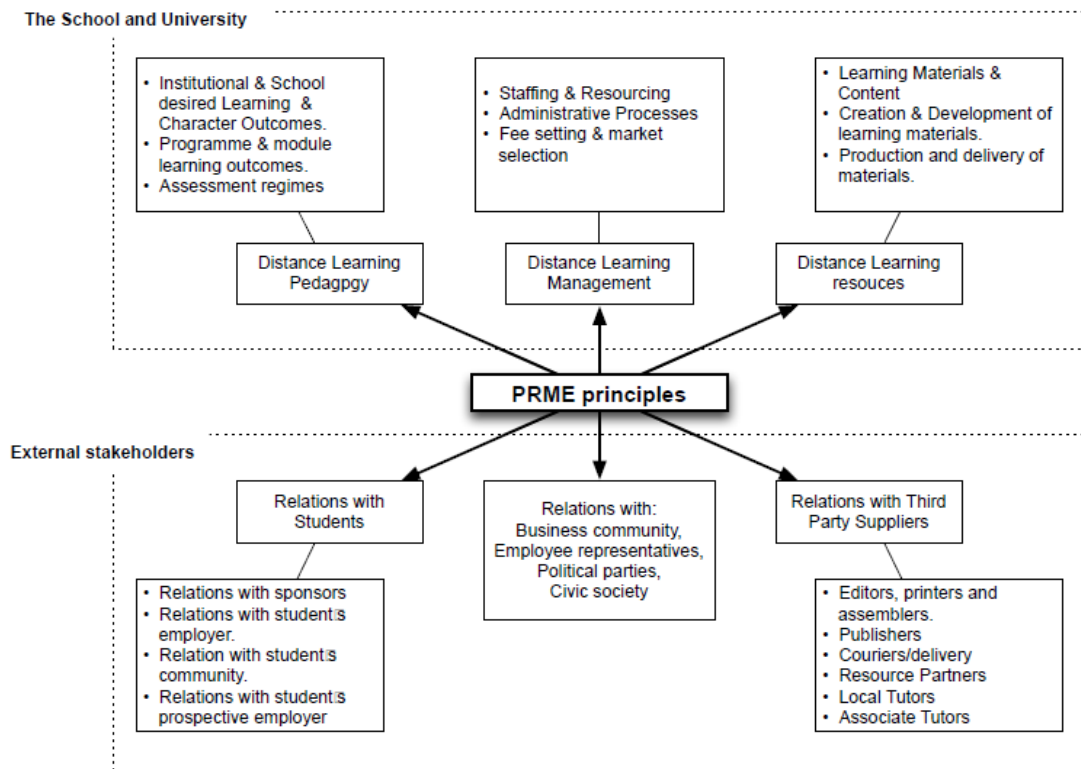
17.3. Principle 3

17.3.1. Curricular Innovation and Educational Framework

These SIP reports report on integration of sustainability and responsibility themes into their educational framework and curricular activities. The concept of curricular innovation includes creation of new sustainability or responsible management study programmes, majors, specialisations, concentration and courses and integration of responsibility themes into existing sustainability and CSR courses. However, among the signatories that report on new curricular initiatives such as integration of sustainability into existing curricular and creation of new modules, courses and programmes, These SIP reports report only on these new curricular initiatives under this principle, not under Principle 2. An illustrative example of new curricular initiatives reported under Principle 3, not under Principle 2, is provided in Section 7.3.2 of Chapter 3.

Incorporation of sustainability and responsibility themes into *educational framework* includes establishment of learning goals, course outlines and objectives for programmes and courses, entrance exams, assessment system and course evaluation systems. See Illustrative Examples 17.19, 17.20, 17.21 and 17.22. However, among these different types of educational frameworks, development of learning goals or criteria in assessment of course content is the most frequent form that the signatories refer to educational framework under Principle 3, which is presented in Illustrative Example 17.20.

Illustrative Example 17.19: Institutional own educational framework



Source: (University of Leicester School of Management)

Illustrative Example 17.20: Educational framework that establishes criteria in assessment of course content

“Queen’s School of Business offers a number of courses that have a significant Ethics/Responsible Leadership component. Course content was assessed and selected courses were approved as Responsible Leadership courses that would count towards credits for students working towards a CSR/Socially Responsible Leadership Certificate. To qualify as a Responsible Leadership approved course, it must have as its theme one or more of the following concepts:

- Business Ethics - Understanding the conduct of business in a transparent and legal manner with a high level of integrity.
- Environmental Issues - Understanding the impact business has on the

environment and how to manage in an environmentally sensitive way.

- Standards of Corporate Governance – recogni[s]ing that management is responsible to investors as well as a broader group of stakeholders.
- Human Rights - Understanding the organi[s]ation's responsibility to be aware of and respect human rights in all jurisdictions in which the company operates.
- Employee Relations - Treating employees with fairness, dignity, and respect.
- Community Involvement - Understanding good corporate citizenship which forms a bond between the corporation and communities.” (Queen's University, Queen's School of Business)

Illustrative Example 17.21: Assessment system

“In an attempt to ensure that our students are some of the best and have the attitudes and behaviours we deem necessary for participating in our Masters Programmes, the School established an Assessment Centre for admitting new students. Integral in our assessment process is an evaluation of the candidate’s ethical behavio[u]r. Ethical Case Studies are therefore given to candidates for their review followed by questions from an interview panel. This exercise serves as an early orientation and indication to the potential student of the importance of ethics and responsibility at the Lok Jack GSB.” (University of the West Indies, Arthur Lok Jack Graduate School of Business)

Illustrative Example 17.22: Course evaluation system

“The [...] course evaluation is an important tool in the development of courses, programmes, the study environment, staff development etc. A key objective of the course evaluation is to secure a systematic evaluation of the individual courses – but

also to secure a more systematic evaluation of programmes at least every second year. Students and each teacher receive their class results continuously during each semester. The course evaluation includes the bachelor programmes, MSc programmes and Graduate Diploma programmes. At New Year, the evaluation results will be sent to the heads of department, directors of study etc.” (Aarhus University, Aarhus School of Business)

17.3.2. Teaching innovation

Indicators for teaching methods are obtained from the research of Godemann *et al.*, (2011) and these teaching methods reporting under Principle 3 include:

1. Guest speaker series;
2. Field-trip;
3. Case studies;
4. Problem-based learning (i.e. business plan, project and case competitions (Godemann *et al.*, 2011)),
5. Volunteering projects;
6. Internship;
7. Group discussion/debate;
8. Role play/simulation games (i.e. simulating roles of others (Brundiers *et al.*, 2010; Brundiers, 2010));
9. Research projects/thesis;
10. Service learning;

11. Stimulus activities (i.e. watching videos, photos and photos to initiate students' reflections on their viewings (Godemann *et al.*, 2011)).

See Illustrative Examples from 17.23 to 17.33.

Illustrative Example 17.23: Guest speaker series

“The student chaplain at [ASB (Aarhus School of Business)] has organised a forum about ethical themes three times per semester. The target group is students at ASB who would like to reflect on ethical themes concerning business conditions and life in general.” (Aarhus University, Aarhus School of Business)

Illustrative Example 17.24: Field-trip promoting cross cultural awareness

“Our Student Study Tours to Brazil and Chile in 2009 were arranged to ensure that students gained experiences and cross cultural awareness of business practices in dealing with sustainable development with hands on experience in terms of social responsibility and good corporate citizenship.” (University of the West Indies, Arthur Lok Jack Graduate School of Business)

Illustrative Example 17.25: Development of case studies

“Cranfield SOM has entered into a partnership with the Pears Foundation to develop a series of case studies on different ways of contributing to the public good, which can be used on different MBA core courses. Marketing faculty have developed a teaching case study on the social enterprise Cafedirect. Cranfield faculty won EFMD case-writing awards in 2009 and in 2010 for sustainability-related cases.” (Cranfield University, School of Management)

Illustrative Example 17.26: Problem-based learning (i.e. development of business plans, case and project competitions and problem-solving case study analysis)

“Annual participation in the BC Clean Venture Challenge, an undergraduate Venture Capital competition in Canada that focuses on environmental and sustainability issues. Out of 32 teams competing in 2010, [SFU (Simon Fraser University)] Business had 10 teams, including the winner. The competition is the first and only event of its kind in Canada where participants solve real-world clean-technology issues developing green-business venture ideas, presenting them to teams of investors and negotiating financing.” (Simon Fraser University, Faculty of Business)

Illustrative Example 17.27: Volunteerism exposing students to real-world issues

“Annual John Cook School of Business Service Day

The purpose of Service Day is to build community and to fulfil the Jesuit Mission of service to others. Each year students, faculty, and staff in the John Cook School of Business take some time to provide various services to the St. Louis community. This year, volunteers helped Gateway Homeless Services by restoring the facility through projects such as painting, creating murals, reorgani[s]ing storage facilities and outdoor landscaping. Gateway Homeless Services is the largest 24-hour emergency shelter for single women and families in the state of Missouri. The shelter provides 110 beds and three home-cooked meals a day to residents. In adverse weather conditions, the shelter opens additional beds to meet the needs of homeless women and children in the community. In addition, more than 100 lunches are distributed each day to homeless and low-income people.” (St. Louis University,

John Cook School of Business)

Illustrative Example 17.28: Internship exposing students to real-world learning about Participatory Democracy

“In 2008 and 2009 CSI and the Chain Reaction Foundation provided financial support for three participants to attend the International Internship Program[me] of PRIA, the Society for Participatory Research in Asia. The Internship provides the opportunity for young leaders from around the world to learn about participatory democracy. It is held over eight weeks and comprises time spent at the PRIA head office in Delhi and two field placements. A scholarship is on offer for 2010.” (Centre for Social Impact)

Illustrative Example 17.29: Group discussion and debates

“British parliamentary debates are traditionally organi[s]ed at BA. More than ten teams and referees participate in these debates. The debaters compete in five rounds for 2 days in semi-final and final and have a good time. During the debate many interesting topics are discussed and the skill of public speaking and debating is improved.” (BA Business and Finance School)

Illustrative Example 17.30: Role play and simulation games

“Students taking the MSc CSR and the full-time MBA have been given the opportunity for reflective learning through a role play exercise, Paradise Island. This pitted students against each other in teams of developers, financiers and residents around the issue of a hotel development on a tropical island. Students reflected on their experiences through a learning log.” (Nottingham University Business School)

Illustrative Example 17.31: Research projects and thesis

“The Ashridge Masters in Sustainability and Responsibility offers a thorough grounding in the fields of sustainable and responsible business practice and gives participants the opportunity to develop and apply their capacities to be an informed and self-aware individual contributing to organisational and social change. The programme takes a highly participative approach to learning and combines many opportunities to engage with leading edge practitioners and organisations with peer learning, action research, skills development and personal reflection.” (Ashridge Business School)

Illustrative Example 17.32: Service learning providing experiential learning

“Since three years EBS Business Ethics Institute offers “Do it!” Service-learning. This programme provides a well-structured experience of service and reflection. It allows students to get a glimpse on how communities function, what problems they face, and the importance of individual commitments of time and energy to enhancing community life. Service-learning helps to gain a better understanding of culture, society and oneself and may open up new career paths” (EBS University of Business and Law)

Illustrative Example 17.33: Stimulus activities (i.e. watching videos, posters and photos)

“Many faculty members in turn take lectures on topics related to the principles, work out cases, and show relevant videos in the classes on a regular basis. Posters of the six principles are placed at prime locations of the two campuses, to create awareness among students, faculty, staff, and all the visitors to [the University of Dubai].”

17.3.3. Education material

These SIP reports report on production of educational material such as case studies, textbooks and course materials. See Illustrative Examples in Examples 17.34, 17.35 and 17.36.

Illustrative Example 17.34: Producing textbooks

“[Caucasus School of Business] faculty along with the professionals of Cent[re] for Strategic Research and Development are working on a text book on corporate social responsibility. This will be the first text book in Georgian language covering the global CSR practices and strategies.” (Caucasus University, Caucasus School of Business)

Illustrative Example 17.35: Producing Journal through collaboration between faculty members, students and cooperate managers

“Global Responsibility Journal is the result of an innovative pedagogical cooperation between faculty, students and company managers who are members of Audencia’s Global Responsibility Club. Students of Audencia’s Global Responsibility Track actively contribute to the Global Responsibility Journal and benefit thus from different ways of learning. First, in cooperation with faculty, they identify innovative practices and the relevant actors that managers who want to implement a Global Responsibility strategy should enter into contact with. The students then learn more about these practices by doing interviews with all major stakeholders and comparing them to other actions developed in other contexts.” (Audencia Nantes School of

Management)

Illustrative Example 17.36: Producing teaching case studies

“[Richard Ivey School of Business] Publishing has been actively engaging authors who are interested in developing case studies pertaining to the Global Compact Principles. A significant volume of cases have been developed around the four categories that are used to encompass the ten Global Compact Principles – Human Rights (55 published case studies), Labour Standards (41 published case studies), Environment (101 published case studies) and Anti-Corruption (36 published case studies).” (University of Western Ontario, Richard Ivey School of Business)

17.3.4. Scholarships and awards

These SIP reports report on providing full or partial scholarships, awards, travel grants and financial supports to students who want to attend responsible management related qualification. However, in some SIP reports of the signatories (e.g. the report of ESCI Escola Superior de Comerc International), although they report that they offer scholarships to students who were registered in the normal business degree programmes, they do not report whether their study degree programmes are incorporated sustainability or responsibility management. See Illustrative Example 17.37.

Illustrative Example 17.37: Scholarships that are not clear whether they are offered to students pursuing or attending a responsible management education or conducting responsible projects

“[ESCI (Escola Superior de Comerc Internacional)] awards scholarships to students with the aim of facilitating access to the School’s program[me]s. ESCI assigns 7% of

its incomes for registration to scholarships that may cover between 30% or 50% of the tuition fees for the Bachelors' Degree in International Business and Marketing.” (Universitat Pompeu Fabra, ESCI Escola Superior de Comerç Internacional)

17.3.5. Centres

These SIP reports report that they have centres that produce teaching materials, research publications and conduct sustainability projects. These centres disseminate their research findings and conduct collaborative projects with external institution for curriculum development, develop teaching study materials such as sustainability cases, textbooks and course hand-outs, create learning environment for students such as internship, fieldwork projects, campus speaker events, campus short sustainability events and business plan competitions and provide mentoring programmes for students. See Illustrative Examples 17.38, 17.39 and 17.40.

Illustrative Example 17.38: Centre producing teaching material

“[CEIBS (China Europe International Business School)] Case Development Cent[re] was created in 2001 with a mission to become the world knowledge cent[re] for China-specific managerial issues. The Cent[re] is dedicated to developing teaching cases of international standard, in both English and Chinese, so as to serve management education and the business world.” (China Europe International Business School (CEIBS))

Illustrative Example 17.39: Centre producing teaching innovations for students

“The Smith School’s Cent[re] for Social Value Creation works closely with the Office of Career Management and the Net Impact club to support students who are interested in pursuing internships, mentoring relationships, fieldwork projects and

careers in the areas of sustainability, corporate social responsibility, social entrepreneurship, international development and more.” (University of Maryland, The Robert H. Smith School of Business)

Illustrative Example 17.40: Centre providing mentoring programmes for students (extracurricular level)

“[...] Cent[re] for Applied Learning offers a wide array of mentoring opportunities for undergraduate and graduate students alike. Nearly 250 applications for the Mentor Program[me] were approved and matched during 2009-10. Most of these students are undergraduates, but the program[me] is available and offered to MBA students as well. The quality and diversity of mentors contributes greatly to the success of this program[me].” (Seattle Pacific University, School of Business and Economics)

17.3.6. Students associations

These SIP reports report on promoting responsibility activities at student associations. The signatories collaborate with their student associations/teams to align the student culture with the school’s sustainability policies, promote school’s policies among students and support and fund their responsibility projects and activities. See Illustrative Examples 17.41 and 17.42 and 17.43.

Responsible activities of student organisations vary. These student associations and teams promote dialogue and project activities at extracurricular levels by hosting student led conferences and events on responsible management or sustainability to create dialogue among other students and work on community action projects, social and volunteering projects by collaborating with community groups.

Illustrative Example 17.41: Aligning student culture with the school's sustainability policies

“To encourage and support the development of a student culture aligned with [the school's] focus on sustainability and responsibility, we have a close cooperation with the student organisation Studenterlauget, which has more than 3,500 members.”

(Aarhus University, Aarhus School of Business)

Illustrative Example 17.42: Promoting school's policies among students

“PRME initiatives will be supported by the [WEHCBA (Walter E Heller College of Business Administration)] faculty, the WEHCBA Advisory Board and by a newly created faculty/student task force charged with creating college level ethical codes of conduct for faculty and students. These codes will complement those of the university, and will, by focusing upon the unique dimensions of the business school, serve as a guide in educating and developing our students for the future challenges.”

(Roosevelt University, Walter E Heller College of Business Administration)

Illustrative Example 17.43: Supporting student organisations with funds to conduct responsible projects

“The Students in Free Enterprise (SIFE) [...] team is well-supported by the School in the form of mentoring and financial support. The team has worked on Community Projects such as The Crocus Café in Lenton: a volunteer led social enterprise located in one of Nottingham's most deprived areas, to enable students and permanent residents to meet and interact, creating more social cohesion in the community.”

(Nottingham University Business School)

17.4. Principle 4

17.4.1. Research projects

These SIP reports report on conducting research projects ranging from single disciplinary research projects to collaborative research projects such as action research by collaborating with community partners and stakeholders and interdisciplinary or trans-disciplinary research. Some research projects are externally funded by receiving support and grants from academic institutions, business organisations, governmental organisations, local community and NGOs. Inter-university collaborative research is the most frequent type of collaborative research project. See Illustrative Examples 16.44 and 16.45.

Illustrative Example 17.44: Action research promoting public dialogue and policies

“One of the key ways in which [CSI (Centre for Social Impact)] seeks to achieve its mission is by promoting public debate and influencing public policy through our action based research with employees, artists, philanthropists. The locus for CSI’s research is the intersection of the third, corporate and public sectors. Our action research seeks to support and inform CSI’s other activities including promoting public debate and influencing public policy, building partnerships, transferring knowledge, and informing our teaching.” (Centre for Social Impact)

Illustrative Example 17.45: Inter-university collaborative research

“Earlier this year, Dr Maria Balatbat and Associate Professor Wendy Green were successful in obtaining a grant from the [UNSW (University of New South Wales)] Contestable Funds for International Strategic Projects. The research team has embarked on a project in collaboration with Nanyang Technological University Singapore that aims to develop research in the areas of accounting, reporting and

assurance of climate change and sustainability issues and how this research could be disseminated in the Asia Pacific region. The project also aims to educate academics in the Asia Pacific region on how best to integrate sustainability into the accounting curriculum.” (University of New South Wales, Australian School of Business)

17.4.2. Research centres and groups

These SIP reports report that they have research centres and groups that address sustainability related research. The SIP reports indicate that research centres and groups at only 17 signatories (9% of the total reviewed signatories) are created after supporting PRME, and however, the study cannot identify whether the remaining research centres are created after or prior to supporting PRME since detailed timeline of establishment of these research groups and centres are not provided in their SIP reports. These research centres and groups produce publication, teaching materials such as case studies, disseminate research results through conference presentations and consulting enterprises in creation of new sustainable products and in transferring technology to the industrial sector. See their activities in Illustrative Examples 17.46, 17.47 and 17.48.

Illustrative Example 17.46: Newly established research centre after supporting PRME producing educational materials (i.e. case studies)

“In December 2009, the Centre for Corporate Responsibility was established to create relevant knowledge to managers, organi[s]ations, government and the academic community that advances the understanding and practice of corporate responsibility. The knowledge produced by the Centre will also be used in the teaching of CR-related topics in all our Masters Programmes. In addition, two of the key Energy MNCs [(Multi-national Corporations)] in the island (BG Trinidad &

Tobago, bpTT) have agreed to collaborate with the Centre to research and write case studies on their CR practices and initiatives.” (University of the West Indies, Arthur Lok Jack Graduate School of Business)

Illustrative Example 17.47: Research centre producing in-house publication

“The Burnham-Moores Cent[re] is played a key role in the launching of a new Journal of Sustainable Real Estate. Norm Miller, the Cent[re]’s former director of academic program[me]s, is serving as editor of the journal, with three associate editors: one in the United States, one in Asia and the other in Europe. The journal will be published under the auspices of the American Real Estate Society, with funding by the CoStar Group; the first issue was launched in November 2009.” (University of San Diego, School of Business Administration)

Illustrative Example 17.48: Research centre helping enterprises in creation of sustainable products

“Cent[re] for Social Innovation and Social Entrepreneurship..... helps commercial corporations to create new social products independently or by establishing cross-sector partnerships. Social Entrepreneurship is hereby understood as forms and ways to bring new products and services to market. By undertaking research projects in cooperation with profit-generating and non-profit organi[s]ations it aims to contribute to existing research findings, state-of-the-art teaching and executive education as well as consultancy.” (EBS University of Business and Law)

17.4.3. Publication

These SIP reports report on publication of their research findings in peer-reviewed academic journals, book chapters, books, case studies, reports and conference papers. Some signatories indicate that only a few institutions have launched their own in-house academic journals focusing on CSR and responsibility topics after supporting PRME. See Illustrative Example 17.49.

Illustrative Example 17.49: In-house journal publications

“One of our unique resources is the Production and Operations Management [(POM)] Journal. It is the leading international academic journal in the field of operations management. POM is housed in the Merrick School of Business and is edited by journal founder, Professor Kal Singhal. Under his leadership, the journal has published three issues focusing on sustainability and the green movement.”
(University of Baltimore, Merrick School of Business)

17.4.4. Presentations

These SIP reports report that their faculty members disseminate their research findings related to issues of dimensions of sustainability at academic conferences, workshops, forums and research seminar series as well as attend conferences and events on issues related to sustainability and CSR in their home countries as well as abroad.

17.4.5. Awards

These SIP reports report that the signatories award faculty members and their students contributing to sustainability projects and research. Faculty members contributing to the subjects of CSR and sustainability are usually recognised with research awards and

sponsorship to attend national and international conferences on CSR and sustainability. Students are normally awarded for their contributions to sustainability projects and research with awards, doctoral research fellowship at other partner institution/foundation and certificate of achievement. See Illustrative Examples 17.50, 17.51 and 17.52.

Illustrative Example 17.50: Research awards to students

“The Ashridge Sustainable Innovation Award, in association with EABIS and supported by HP and WWF, Ashridge has been encouraging MBA students to consider the changing role of business in society through an MBA award since 1999. In 2009, Ashridge worked in partnership with EABIS, HP and WWF to create an award for MBA and other management students across Europe, the Middle East and Africa, which encouraged students to put forward their best ideas for how organisations can innovate to create value from the shift to a low carbon economy.”

(Ashridge Business School)

Illustrative Example 17.51: Doctoral fellowship

“In partnership with the State Street Foundation, Bentley also launched the State Street Doctoral Fellowship in Corporate Social Responsibility. The first recipient of the State Street Doctoral Fellowship is Ms. Elise Perrault Crawford. Elise, who holds an MBA from McGill University, began the program in Fall 2008 and is currently in her third year. This past year she was accepted into the Academy of Management’s Social Issues in Management Doctoral Workshop at the annual meeting.” (Bentley University)

Illustrative Example 17.52: Certificate of Achievement

“3 students of the Management direction were selected and rewarded certificates of achievement by one of the leading Georgian companies for their outstanding work and performance in studying the role, dynamics and impact of corporations in the

creation of social, environmental and economic values. These students will also undergo internships within this company and thus, have an opportunity to practically implement what they have learnt through the CSR course.” (Caucasus University, Caucasus School of Business)

17.4.6. Student participations

These SIP reports report that their bachelor degree, master’s degree, MBA and doctoral students are encouraged to conduct research thesis, projects and dissertations in the area of CSR and sustainability issues. Some institutions (e.g. Audencia Nantes School of Management) report that its students have been involved in the process of the school’s research project. See Illustrative Example 17.53.

Illustrative Example 17.53: Student participation in the school’s project

“At the end of 2006, Audencia successfully submitted a project to the European Commission aiming at improving the understanding of discriminations some alumni may face throughout their career because of sex, ethnic origin, sexual orientation or handicap, and at promoting concrete actions in favo[u]r of equal opportunities. Our students have been involved in several ways in this research project. They contributed in the literature review and in the drafting of the questionnaire, but also in some interviews with alumni and company representatives.” (Audencia Nantes School of Management)

17.4.7. Interdisciplinary or Trans-disciplinary research

These SIP reports reported that they promote interdisciplinary and trans-disciplinary research at their centres of institutions.

17.5. Principle 5

17.5.1. Educators

These SIP reports report that the signatories have interacted and collaborated with academic institutions, research groups, faculty members from host institutions as well as from different disciplines of home institutions. The most frequent forms of interaction with educators include inviting faculty members from host institutions at events and guest lecturer series, presentations of research at host institutions and other events, giving guest lecturer series to students from host institutions, collaborative activities through research activities, meeting with them in designing academic programmes and offering joint training and awards.

17.5.2. Students

These SIP reports report that the signatories have interacted and collaborated with alumni groups and students from home and host institutions ranging from primary and secondary institutions to other tertiary institutions. Under this principle, students are more frequently interacted through their attendance at short events and guest lecturer series. Other less frequent forms of student initiatives in relation to principle 5 include events hosted by student associations by inviting members from businesses and civil society organisations as guest speakers, by collaborating with community members through student volunteering activities and action research and by interacting with business organisations through student research activities.

17.5.3. Businesses

These SIP reports report that the signatory institutions have interacted and collaborated with members of business organisations ranging from small to medium sized organisation to multinational organisations. Corporate partners are interacted through different forms, such as their attendance at executive education, their participation in events of signatories as guest speakers, participation of faculty members in their projects promoting sustainable business practices, memberships of faculty members of signatories in their advisory boards, student work such as internships and field trips to these organisations, curricular design projects and their involvement in advisory boards of signatories.

17.5.4. Governments

These SIP reports report that the signatories have interacted and collaborated with officials from local and national governmental institutions and ministries, representatives from foreign governments such as ambassadors as well as inter-governmental organisations such as the United Nations, the European Commission. The most frequent forms of interaction with governmental actors include their participation, attendance and presentations at short dialogue events, providing staff from governmental organisations with educational and training programmes, participation of faculty members in their advisory boards, consulting them on sustainability practices and policies and research collaboration.

17.5.5. Media

These SIP reports report that the total reviewed signatories have interacted and collaborated with members from broadcast, news, press and print media organisations. Inviting media to short events and participation in interview of media are major frequent forms of interaction between signatory institutions and media.

17.5.6. Civil society organisations

These SIP reports that the total reviewed signatories have interacted and collaborated with civil society organisations including academic accreditation associations through membership of institutions in their associations, their participation in and attendance at short events and collaborative research projects.

17.5.7. Consumers, interested groups and stakeholders

These SIP reports the total reviewed signatories have interacted and collaborated with consumers of products and services of businesses, community members, general public and other broad range of interested stakeholder groups through their participation as respondents in action projects and students' projects and their attendance at public lectures.

17.5.8. Short Dialogue Events

These SIP reports stakeholder groups are interacted through forums, conferences, seminar series, panel discussion, colloquiums, workshops, roundtable discussion and informal meetings as well as awarding companies and students at these events. Stakeholders such as corporate partners, government officials, media, sustainability experts, research organisations and academia from both host as well as home institutions are invited to present at and attend these events. Discussion and events are centred on issues of sustainability in business such as ethical responsibilities, fair trade, sources of sustainability competitiveness, alleviating poverty, health and safety, employment and consumerism.

17.5.9. Executive Education and Community Education

These SIP reports executive education and community education programmes are offered to corporate partners and other external stakeholders rather than students within official curricula. They report that these executive educational programmes incorporate sustainability, responsibility issues and ethics. See Illustrative Example 17.54.

Illustrative Example 17.54: Executive Education

“Executive education project targeted to 150 senior managers of Eni with the aim to investigate the managerial implications of the Sustainability model (2007-2009). The programme was designed to achieve the following objectives:

- supporting the management in defining a shared vision of Sustainability issues in the firm, considering both explicit and implicit dimension
- deepening the link between Sustainability, decisional process and managerial action;
- stimulating a critic reflection on the ethical dimension of managerial processes.”

17.5.10. Projects and research activities

These SIP reports report that business organisations and external stakeholders are involved in research and project activities. Research centres and faculty members of signatory institutions have cooperated with corporate actors as well as other higher education institutions, public organisations and local community through their research on sustainability issues. Local community are mainly involved in their research as respondents. Majority of these projects are aimed at improvement in social and environmental business practices and sustainability initiatives in the communities.

Collaborative projects with academia are not limited to sustainability related research, but also include developing teaching materials such as case studies and offering joint programmes. See Illustrative Example 17.55.

Among these projects reported under this concept of Principle 5, These SIP reports report that their collaborative projects activities are mainly their traditional research projects. An illustrative example, explaining that some collaborative projects are traditional research activities, is provided in Section 7.5.2 of Chapter 7. However, other project activities

reported in the remaining SIP reports cannot be identified whether they are traditional collaborative research or professional non-research projects.

Illustrative Example 13.55: Collaborative projects in developing teaching material

“BA attracts domestic and foreign partners to the implementation of the study program[me] offering mutual double diplomas thus increasing the study quality and recognition. BA actively cooperates with other higher education institutions in Latvia and abroad creating joint study program[me]s, councils as well as participating in joint projects and activities.” (BA Business and Finance School)

17.5.11. Long-term relationships

Under this concept, these SIP reports report that business partners and other stakeholders are collaborated through long-term relationships, which includes creation of new networks/clubs for business professionals to exchange responsible management related information, participation of faculty members in their advisory boards, participations of business professionals in the school’s advisory boards and membership of the signatory institutions in membership organisations. Institutions (e.g. Università Cattolica del Sacro Cuore, ALTIS, Postgraduate School Business & Society; Audencia Nantes School of Management) that create new networks/clubs/associations involving business member organisations provide informational exchange between member business organisations and discuss their social and environmental problems with them to improve solutions towards these problems and to improve their economic performance in line with social and environmental responsibilities. These members of networks and associations are invited to short events such as workshops

on the themes of CSR and sustainability and also to exchange their information to improve their social and environmental performance. See Illustrative Example 17.56.

Under this concept, the SIP reports also report that business professionals are involved in their advisory boards of the signatories and give suggestions to the signatories on integrating responsible management into their schools' research and curricular activities and aligning business education in line with industrial needs. Business organisations in turn receive suggestions from the signatories on sustainable business practices. On the other hand, some SIP reports of institutions (e.g. Duquesne University, Palumbo-Donahue School of Business; University of New South Wales, Australian School of Business) report that their faculty members involve in advisory or executive committees of business or governmental organisations and suggest these organisations on sustainability directions, practices and policies and participate in their sustainability related projects. See Illustrative Examples 17.57 and 17.58.

Illustrative Example 17.56: Creation of corporate membership associations and network

“The CSR Manager Network Italia was created for managers and professionals who work in companies of any size and are responsible for CSR, either full-time or part-time. [.....] All CSR Network' members are invited to participate to five open workshops every year and they also have private access to an ongoing forum on line on the themes of CSR.” (Università Cattolica del Sacro Cuore, ALTIS, Postgraduate School Business & Society)

Illustrative Example 17.57: Corporate partners in advisory boards of signatories

“The Corporate Advisory Board (CAB) of CEIBS [(China Europe International Business School)] is a high-visibility platform allowing senior executives from the

School's corporate sponsorship partners an opportunity to share their views concerning business education in China. As an interface between the School and the business community, the CAB gives on-going advice and feedback on the direction to CEIBS on issues such as the School's branding, strategy and fund raising, and ensures that the School's teaching and research activities are closely linked to business practice.” (China Europe International Business School (CEIBS))

Illustrative Example 17.58: Participation of faculty members in advisory boards of stakeholders

“[Professor Liebowitz] also serves on the advisory committee of the Local Government Academy. This organi[s]ation provides training and guidance to local township governments regarding governance practices, specifically on how to become an “employer of choice.”” (Duquesne University, Palumbo-Donahue School of Business)

17.5.12. Curricular activities (Principles 2 and/or 3)

These SIP reports report on curricular activities, which are very similar to activities of Principles 2 and/or 3, because these reports report that their curricular activities and teaching methods encourage their students to interact with businesses and other external stakeholders through internships, service learning projects and community projects, their research theses as well as other dialogue activities such as involvement of business executives in teaching courses of signatories or as guest speakers in courses. See Illustrative Examples 17.59 and 17.60.

Illustrative Example 17.59: Collaboration of students with corporate partners through their projects and internship programmes

“In order to advance in promoting sustainability and social responsibility among our students, EAE Business School, has started to offer internships in companies specially performers in those fields, as well as in some companies that started as social projects.” (EAE Business School)

Illustrative Example 17.60: Participation of cooperate partners in teaching programmes

“[CityU (City University)] uses a practitioner faculty model where industry professionals are hired to teach the majority of its courses. This allows them to bring their expertise and perspectives directly to the classes they teach, which helps the university maintain a connection with the needs of industry. Often, these practitioner faculty members are involved in the design of curricula that is shared worldwide throughout the CityU network. By connecting domestic practitioners with educators and students around the world, a bi-directional information exchange becomes possible, thereby enriching all participants.” (City University of Seattle, School of Management)

17.5.13. Students’ activities (Principles 1 and/or 3)

Under this concept, these SIP reports report on students involvement in their outreach activities, which are very similar to Principles 1 and/or 3, that their outreach activities with external stakeholders and business organisations are created by students or student associations themselves rather than the signatories themselves. These students’ outreach activities are both at curricular and extra-curricular levels. Students’ outreach activities and projects with external stakeholders such as service learning and internship as part of curricula are also reported under the concept, *Curricular Activities*.

At extracurricular level, student teams and student associations interact with businesses and other external stakeholders through their community projects, dialogue activities and volunteering projects. See Illustrative Example 17.61.

Illustrative Example 17.61: Student projects at extracurricular levels

“Students interested in delving further into corporate responsibility and sustainability outside of the traditional course or internship structures have the opportunity to engage in independent study projects. The work done and relationships forged through these projects are key in building a stronger knowledge base in sustainability issues as well as in fostering a collaborative approach to creating sustainability solutions. Examples of projects from the past year include:

Praxair, industrial products & chemical company

- Sustainability Reporting Audit
- Carbon Footprint Analysis
- Impact Assessment for Potential New Product Line

International Paper Brazil:

- International Benchmarking Study & Sustainability Strategy Recommendations
- Outcomes measurement project for Corporate Affairs Department for grants, sponsorships, employee volunteering, fundraising and employee engagement” (Boston University, School of Management)

17.6. Principle 6

17.6.1. Educators

These SIP reports report that the signatory institutions create dialogue as well as collaborative activities with academic institutions, research groups, faculty members from host institutions as well as from different disciplines of home institutions. The frequent forms of interaction with educators include their attendance and presentations at short events, conducting collaborative responsible management related research, giving guest lecture series at host institutions, collaborative projects promoting joint training programmes and awards between two institutions, projects related to publication of teaching material such as case studies and course lectures and exchanging information between member academic institutions of academic accredited associations such as (AACSB and AMBA) at conferences and short events. This stakeholder group is the most frequent contacted stakeholder group.

17.6.2. Students

These SIP reports report that the signatory institutions create dialogue as well as collaborative activities with alumni groups and students from home and host institutions ranging from primary and secondary institutions to tertiary institutions. The main forms of interaction with this student group are their attendance at guest lecture series and short events, student research and project related activities, activities of students associations such as inviting business professionals to their hosted conferences, publication of responsible management related news and information in the school posters, newspapers, magazines and on websites, blogs and other social websites such as Facebook and Twitter.

17.6.3. Businesses

These SIP reports report that the signatory institutions interact with members of business organisations ranging from small to medium sized organisation to multinational

organisations through their presentations and attendance at short events, training and executive educational programmes, their membership in advisory boards of signatory institutions, participation of faculty members in their executive and advisory boards, inviting them as guest lecturers for students and collaborative research with them.

17.6.4. Governments

These SIP reports report that the signatory institutions interact with officials from local and national governmental institutions and ministries, representatives from foreign governments such as ambassadors as well as inter-governmental organisations such as the United Nations, the European Commission. These stakeholders from the governmental organisations are mainly interacted through work relations (i.e. projects of the signatories or of governmental organisations), their attendance and presentations at short events, training and educational programmes for staff from government agencies, collaborative sustainability related research sponsored by governments and funded with government grants, creating public policies and consulting them on sustainability related policies.

17.6.5. Media

These SIP reports report that the signatory institutions create dialogue with members from broadcast, news, press and print media organisations through inviting them to short events, participation of faculty members in their editorial boards and faculty participation in interview of media. They are the least frequent contacted stakeholder group in relation to implementation of Principle 6.

17.6.6. Civil society organisations

These SIP reports report that the signatory institutions create dialogue with civil society organisations including academic accreditation associations. Dialogue is created with them mainly through membership of institutions in their associations, their participation in short

events and collaborative research. They are the second most frequent contacted stakeholder group in relation to implementation of Principle 6.

17.6.7. Consumers, interested groups and stakeholders

These SIP reports report that they create dialogue with consumers of products and services of businesses, community members, general public and other broad range of interested stakeholder groups. They are mainly interacted through disseminating research results or educating them at public lectures and short events and disseminating research and sustainability related information at web-related channels, such as websites and blogs, and published materials such as newspapers, magazines and journals and their participation as respondents in action projects. Consumers in particular are mainly interacted through topics of short events on sustainable consumption and their participation in marketing related projects for testing the products.

17.6.8. Short dialogue activities

These SIP reports report that the signatories create short dialogue events such as roundtable discussions, workshops and conferences with external stakeholders or attendance or presentation of faculty members at conferences and short events hosted by other external academic, governmental or non-governmental organisations. Reported discussions are centred on promoting responsible management education, integrating sustainability and responsible management into education and research, business ethics, CSR and dimensions of sustainability, social, environmental and economic responsibilities. These SIP reports report that these dialogue activities are passively created events in which involvement of or presentation faculty members or their students are not included. These passive dialogue events include inviting members from businesses, governments or civil society organisations to short events hosted by the signatories without presentation of faculty members or their students and attendance of faculty members as audiences at conferences hosted by other external organisations. An illustrative example is provided in Section 7.6.2 of Chapter 7.

17.6.9. Executive Education and Community Education

These SIP reports report that the signatories have created outreach educational programmes such as executive education and training programmes for external stakeholder groups such as businesses, governmental and civil society organisations. See Illustrative Example 17.62.

Illustrative Example 17.62: Training programmes for companies and civil society organisations

“This new centre has been created with the sponsorship of FEMSA and the Social Enterprise Knowledge Network (SEKN). It aims at developing and transferring knowledge and tools for the simultaneous creation of economic and social value in companies and organisation. The main purpose is to build a fairer and sustainable society. [.....] Not only [the centre] focuses efforts on research, but it also trains companies and civil society organi[s]ations, and coordinate forums and debates open to public, regarding this topic.” (Tecnologico de Monterrey University System, EGADE Business School)

17.6.10. Project and research activities

These SIP reports report that the signatories conduct collaborative research and project activities with academia, governmental, non-governmental and business organisations. Signatory institutions mainly collaborate with academia to conduct sustainability related research, to create and publish teaching materials, cases, study programmes and course lectures incorporating sustainability issues and to offer joint teaching programmes. Some collaborative projects are funded by and for non-academia such as external governmental, business and non-governmental organisations and associations. Their research activities are centred on roles of higher education in promoting sustainability, integrating sustainability

and responsible management into their education, roles of corporate executives on enhancing responsible management education, sustainable consumption and each separate component of triple bottom line of sustainability dimensions.

17.6.11. Long-term relationships

Under this concept, these SIP reports report that the signatory institutions themselves or their faculty members are members of academic accredited organisations, business network organisations, advisory and executive boards of business and governmental organisations. It also includes involvement of business organisations in advisory boards of signatory institutions and faculty members' working relationships with stakeholder organisations. Activities of signatory institutions under this concept vary depending on types of their relationships. For example, while memberships of faculty members in advisory board of business organisations mainly promote dialogue on collaborative solutions towards their business, social and environmental problems, participation of business organisations in advisory board of signatory institutions helps promote dialogue on promoting school policies, aligning curricular activities with industrial needs, promoting outreach activities and inviting them as guest lecturers for their students. See Illustrative Example 16.63.

Some SIP reports states that through membership in these networks and accreditation associations, they create dialogue activities with other member institutions of these networks and associations. See Illustrative 17.64.

Illustrative Example 17.63: Involvement of business partners who are members of the school's advisory council in guest lecture series

“The activities of the school are supported by an Executive Advisory Council [(EAC)] of 40-50 leaders from the local business community. The EAC meets as a whole group twice a year but individual EAC members are regularly asked to host student events, serve as mentors, give guest lectures and support the school in the

community. A number of the EAC members also serve on school task forces or advisory groups for the Cent[re]s. Approximately 10-15 EAC members serve on the school's Executive Committee which meets at least quarterly and advises the dean with respect to particular policies and strategic initiatives. They have provided important feedback on our alternative approach to business and issues of sustainability, values and business solutions to issues of poverty.” (Seattle Pacific University, School of Business and Economics)

Illustrative Example 17.64: Creating dialogue among other members of associations

“[IEDC-Bled School of Management] initiated the establishment of CEEMAN Association, an alliance of more than 180 business schools and other management development institutions from more than 40 countries. With a goal of strengthening overall socio-economic development of the region, CEEMAN was among first business schools associations to support Principles of Responsible Management Education (PRME). Serving as headquarters of CEEMAN, IEDC then created a call for CEEMAN member organi[s]ations to sign the PRME. Furthermore, responsible management education was encouraged by introducing new criteria into the CEEMAN accreditation scheme, whereby schools have to showcase introduction of social and environmental issues into their business curriculum in order to be accredited by CEEMAN. As a result, out of first 100 business schools that signed these Principles, 20 organi[s]ations came from CEEMAN.” (IEDC-Bled School of Management)

17.6.12. Curricular activities (Principles 2 and/or 3)

Similar to activities reported under Principle 5, these SIP reports report curricular activities, which are very similar to activities of Principles 2 and/or 3. These reports report that curricular activities and teaching methods promote dialogue among their students. These activities are also related to Principles 2 and 3. See Illustrative Examples 17.65.

Illustrative Example 17.65: Collaboration of students with corporate partners through their projects and internship programmes

“Master of Business & Technology Program

The program material and learning and teaching techniques for the Master of Business & Technology (MBT) cohort are designed to maximize interaction, dialogue and debate amongst participants and between facilitators and participants. As many of the courses within the program relate to current complex issues of social responsibility and sustainability (detailed further under Principles 1 and 2), the collaborative and active learning techniques used ensure that the large variety of students involved engage with these issues.” (University of New South Wales, Australian School of Business)

17.6.13. Students’ activities (Principles 1 and/or 3)

These SIP reports report on students’ involvement in their outreach activities with external community members. Majority of activities reported under this principle are mainly at extracurricular levels and it also includes community projects such as service learning projects conducted as part of curricular levels. These activities are also related to Principles 1 and/or 3.

At extracurricular level, activities include dialogue activities of student associations as well as students involvement in community projects such as service learning and other university's projects. See Illustrative Examples 17.66 and 17.67.

Illustrative Example 17.66: Student Association's dialogue events

“Judith Samuelson the Executive Director of Business and Society Program at the Aspen Institute was invited to campus to speak to our student run Net Impact chapter. This event was open to all MBA students.” (Rollins College, Crummer Graduate School of Business)

Illustrative Example 17.67: Students involvement in community project activities

“Since their inception, BWB [(Business Without Borders)] has assisted in the implementation of three international projects to Kenya, Nicaragua, and the Philippines. In each of these projects, student members investigate ways in which business can improve the lives of people who have very limited access to capital and other resources.

[.....]

Philippines

During the 2010 winter break, VSB students teamed up with students from the College of Engineering to bring technical and business assistance to entrepreneurs in the Ifugao province of the Philippines. Representing VSB, four seniors participated in this service trip working to evaluate projects for VSB students to pursue on future trips to the region, including small enterprise development and program assistance to local NGOs. These projects will provide hands-on consulting work for students and will make a meaningful and sustainable impact on the local community. A return trip will take place in August 2010.” (Villanova University, Villanova School of

17.6.14. Other communication media

These SIP reports report they create dialogue among their stakeholder groups through publishing video lectures, interviews and latest news related to sustainability and CSR issues on social websites such as Facebook, Twitter, their websites, electronic newsletter and blogs. Major intended audiences are a broad range of interested stakeholder groups and their students. See Illustrative Example 17.68.

Under this concept, it also includes publishing interviews, articles and newspaper columns related to responsible management education, sustainability and responsible issues in school poster, school newspapers, newspapers, journals and magazine to increase public awareness and dialogue on their roles in implementing sustainability and social responsibility as well as to increase dialogue with local media. See Illustrative `7.69.

Illustrative Example 17.68: Creating dialogues among interest stakeholder groups by publishing responsible management issues in newspapers

[The school] traditionally participates actively in public dialogue on sustainability issues in Finland [...]. One of the examples is a blog series written (in Finnish) by the professors in economics, where issues related to sustainability and responsibility appear frequently. (Aalto University, Helsinki School of Economics)

Illustrative Example 17.69: Creating dialogues among interest stakeholder groups by publishing responsible management issues in newspapers

“ISBS [(Indira School of Business Studies)] publishes articles in Newspapers of repute in India about Responsible Management Education and role of PRME in signifying the relevance of its Principles, thereby creating awareness in the general

public about sustainability.” (Indira Group of Institutes, Indira School of Business Studies, Pune)

18. Appendix 5: A Content Analysis of the websites of 6 non-PRME business schools

This section presents the content analysis of the website information, such as annual reports, news and events, of six non-PRME Australian business schools, to measure whether activities reported by the PRME signatories in the SIP reports differ from those of non-PRME institutions. The analysis is limited to three core areas of each institution, education, research and community outreach programmes. Since a majority of six Australian PRME signatories mainly reported on their graduate curricular and reported only a few undergraduate curricular activities, only standalone responsibility courses within their undergraduate curricular activities are identified and however, within their graduate curricular, the chapter not only reviews standalone responsibility courses, but also other non-standalone responsibility graduate courses of which responsible values are integrated into course objectives, graduate attributes and learning outcomes.

In relation to research activities, this section identifies research centres funded by these institutions, and their research outputs in terms of publication, conference presentations and research projects in 2011. Community outreach programmes such as conference presentations, executive educational programmes, community projects and dialogue events of these institutions in 2011 are identified. Where information on past events and executive education programmes is not available on their websites, future community engagement activities and events are also reviewed.

University of Queensland (UQ) Business School

The University of Queensland, the parent institution of the UQ Business School, has been a signatory of Talloires Declaration since 14 August, 2009. Apart from signing this declaration, the university has also been a signatory to the Universitas 21 Statement on Sustainability since May 2009. Although it does not incorporate ethics and responsibility into its mission statement, the UQ Business School highlights *Ethical Conduct* into its core values.

Education

At the undergraduate level, there are two main degree programmes offered by the UQ Business School *alone* and 16 dual degrees offered in conjunction with other schools within the university. Among its two main programmes, one programme (Bachelor of Commerce) with three majors does not contain core or elective standalone responsibility courses while another programme (Bachelor of Business Management) with nine specialisations includes a sustainability major comprised of four following responsibility standalone core courses which are:

- Environmental Markets and Emissions Trading
- Firms, Communities and Social Responsibility
- Business Management in a Carbon Constrained World
- Systems Thinking Systems Dynamics (For a Complex World)

For another eight non-sustainability majors, the above programme (Bachelor of Business Management) offers the following standalone responsibility elective courses which are:

- Sustainable Business Practice
- Communicating for Sustainability
- Communication, Change & Sustainability

Students of the above two programmes of the UQ Business School can undertake another 16 dual degree programmes (e.g. Bachelors of Business Management/Economics) where the above two main programmes are offered in conjunction with another seven non-business programmes (e.g. Bachelor of Economics) offered by other non-business schools within the University of Queensland. Among these seven dual degree programmes offered by other schools, one programme includes responsibility related standalone core and elective courses, and the other five programmes include non-business related responsibility courses. In the Bachelor of Business Management/Economics or the Bachelor of Commerce/Economics, the following two core courses relating to responsible management issues are offered:

- The Economics of Social Issues
- Environmental Economics

Some of these non-business related standalone elective courses within the dual degree programmes include:

- Professional Accountability in Communication
- Sociocultural Foundations of Human Movement
- Environmental law
- Environmental Economics
- Environment and Society

- Environment systems

The Natural Resources and Environment major, which is one of the five majors within the Bachelor of Business Management/Economics or the Bachelor of Commerce/Economics, include the following standalone responsibility core and elective courses:

- Economics of Natural Resources (Core course)
- Ecological Economics (Elective course)
- Environment and Development (Elective course)
- Natural Resource Management (Elective course)
- Environmental Policies and Policy (Elective course)

At the post-graduate level, there are 25 postgraduate programmes (nine Graduate Certificates, eight Graduate Diplomas and eight Masters' degrees) at the school, 17 programmes include standalone responsibility related elective or core courses. The four programmes (i.e. the Graduate Certificate in Business; the Graduate Diploma in Business; the Master of Business; the Master of Business (Advanced)) include the Sustainability specialisation. The following courses are standalone responsibility courses, which are:

- Systems Thinking for Sustainability
- Environmental Markets & Emissions Trading
- Corporate Governance
- Decision Making and Reporting for Sustainability
- Corporate Sustainability
- Strategies for Business Sustainability and Innovation

- Ethical issues in Management
- Public Sector Accountability
- Reporting for Sustainability
- Business Management in a Carbon Constrained World

One additional non-business related standalone elective course for all postgraduate programmes includes:

- Environmental Performance of Materials

The study also identifies other non-standalone graduate courses in which responsibility, ethics or sustainability values are incorporated. These courses are as follows:

- Developing business from Science
- Assessment of Development Projects
- Property Development
- Small and Social Enterprises
- International Service Operations Management
- Social Marketing and Communication
- Designing Public Policy
- Government and Business
- Operations Design (MBA course)
- Strategic Human Resources Management (MBA course)
- Innovation Leadership (MBA course)

Research

Instead of having specific research centres at the business school, the UQ Business School groups research areas into six priority areas: Accounting, Business Information System, Finance, Management, Marketing and Strategy. Among these six areas, two areas, *Management* and *Strategy*, have social and sustainability related research sub-areas which are:

- Corporate Social Performance (comprised of 13 members) from *Management* research area
- Sustainability Strategy (comprised of five faculty members) from *Strategy* research area

In these two sub-areas, the study finds that ten publications and one conference presentation is related to sustainability and responsibility. Specifically, in the *Corporate Social Performance* research sub-area, faculty members had four publications of academic journals related to responsibility issues in 2011, while members from *Sustainability Strategy* have produced six publications of journals and book chapters and one conference presentation in 2011. Table 60 summarises selected titles of publications of articles, books and conference presentations.

Selected titles of publication of journals/books/reports

1. “Climate change calls for a new security policy in the future - the impact on the Pacific region to Australia”
2. “Climate change policies of city governments in federal systems: An analysis of Vancouver, Melbourne and New York City”
3. “Disease in Eldorado”
4. “Does the Australian working class have the power to change society?”
5. “Firm relocation as adaptive response to climate change and weather extremes.”

6. “Human flourishing as a foundation for a new sustainability oriented business school curriculum: Open questions and possible answers.”
7. “Impacts from climate change on organizations: A conceptual foundation.”
8. “The drivers and outcomes of the clean development mechanism in China.”
9. “The role of social support in coping during the anticipatory stage of organizational change: A test of an integrative model.”
10. “Understanding household attitudes and behaviours towards waste, water and energy conservation.”

Selected titles of research seminars/conference presentations

1. “Promoting energy efficiency in public sector commercial buildings in Australia”.

Table 60: Summary of titles of publication, projects and seminars

Community Outreach Programmes

The study has selected four workshops and conference presentations and one executive course related to responsibility issue, which are summarised in Table 61.

Selected executive education and courses for managers and other stakeholders

1. Course title: Leadership for Local Government Managers

Short description: The course especially highlights leadership in public government organisation and includes themes of good governance, ethical and accountable government and how to create sustainable local government.

Date: 24 October, 2011 – 28 October, 2011

Presenters: Academics from the business school, officers from Queensland Police, government’s supplier such as ABC Nationwide

Attendees: managers from the local government

Selected workshops, seminars and conference presentations

1. Workshop title: Data Consolidation: A Green IS Sustainable Adaption by Government

Short Description: It discusses the research on the government strategies in sustainable adaption of data consolidation since 1980s.

<p>Date: 18 March, 2011</p> <p>Presenter: a senior project officer from the NSW State Government</p> <p>Attendees: Information is not available.</p> <p>2. Workshop title: Climate change and its ramifications for water management</p> <p>Short description: Information is not available</p> <p>Date: 13 April, 2011</p> <p>Presenters: the university vice-chancellor and faculty members from the business school</p> <p>Attendees: alumni (other information on participants is not available)</p> <p>3. Workshop title: Firm relocation as adaptive response to climate change and weather extremes</p> <p>Short Description: It discusses the research on negative impacts of climate change on activities of businesses and how businesses should relocate their decisions in response to climate change.</p> <p>Date: 10 June, 2011</p> <p>Presenter: a faculty member from the business school</p> <p>Attendees: alumni, academia and general staff of the university and students (other information on participants is not available)</p> <p>4. Workshop title: Restoration and rehabilitation provisions in the materials and energy sectors</p> <p>Short description: It discusses restoration and rehabilitation provisions in the Australian material and energy segments, identification of firms' characteristics influencing levels of the provision.</p> <p>Date of event: 22 July, 2011</p> <p>Presenters: visiting academics from University of Technology, Sydney</p> <p>Attendees: students, staff from the business school, and alumni (other information on participants is not available)</p>
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Table 61: Summary of outreach activities

University of Sydney Business School

Education

The school offers one main undergraduate programme, the Bachelor of Commerce, with eleven majors and offers dual degrees in which the above main programme is offered in conjunction with another six programmes offered by other schools within

the university. All of its seven under-graduate programmes include one standalone core responsibility related course:

- Accounting Business and Society

The other responsibility standalone elective courses within seven programmes are:

- Business, Ethics and the Law
- Management and Organisational Ethics
- Ethical Issues in International Business

The school offers 29 post-graduate programmes, 19 master's degree programmes, four Graduate Diploma programmes and six Graduate Certificate programmes. All of its 29 post-graduate degree programmes includes core or elective responsibility standalone courses. In the Master of Commerce programme, with 15 specialisations, ten specialisations include standalone responsibility courses. In its Global Executive MBA, it states that leadership issues are discussed from ethical viewpoints, but a detailed course list is not available on its website. Three master's programmes are comprised of standalone core responsibility courses while the remaining programmes include standalone elective courses. For example, the Master of Human Resource Management and Industrial Relations includes one standalone core course:

- Organisational Sustainability

In the Master of Management or Master of Management (CEMS), the following standalone core course is included:

- Corporate Governance and Regulation

The Master of Marketing programme includes the following standalone responsibility related core course:

- The Regulatory Environment and Ethics

The list of all other elective courses, except three standalone courses stated above, for another 27 postgraduate programmes includes:

- Corporate Governance and Accountability
- Corporate Governance, Law and Ethics
- Ethical issues in International Business
- Sustainable Transport and Logistics Systems
- Social Entrepreneurship
- Environmental Economics
- Sustainable Transport and Logistics Systems
- Ethical International Business Decisions

The study also identifies other non-standalone graduate courses in which responsibility, ethics or sustainability values are incorporated. These courses are as follows:

- Transport Policy
- Special Topic in Supply Chain Management
- Traffic Systems Management and Control
- Innovative Marketing Strategies
- Extended Performance Reporting
- Managing Global Operations
- Corporate Structures in Practice

- Global Business Environment
- Leadership in Organisations
- Intelligent Transport and Logistics Systems
- Reverse Logistics and Closed Loop SCM
- Cross-cultural Management
- Marketing Strategy
- Managing Diversity at Work
- International Business Strategy
- International Financial Crime
- Strategic Business Relationships
- Trade and Development
- Legal Environment of Business
- Information Risk, Governance and Assurance

Research

The University of Sydney Business School has two business centres/institutes and 16 research groups of which one research institute and two research groups mainly focus on business ethics and sustainability. These research institute and research groups are as follows:

- Institute of Transport and Logistic studies
- Business and Professional Ethics Group
- Sustainable Management of Organisations Group

The study has analysed research outputs of each group member, and has a selection of 24 publications of academic journals, books and reports, 12 conference

presentations, seven research projects and three student research theses, which are related to responsibility issues. They are presented in Table 62. Especially, the Business and Professional Ethics Group supports student research activities particularly in business ethics, by establishing the Natoli Ethics Funds to produce two annual awards for ethics assignments and essays for undergraduate and postgraduate students, to fund student ethics projects and conference presentations and to produce scholarships for ethics-related internships.

Selected titles of publications of journals/books/reports

1. “2010-2011 Business and Professional Ethics Group Report”
2. “All in the Mind? Ethical Identity and the Allure of Corporate Responsibility”
3. “Article Review: Stakeholder Inclusivity in Social and Environmental Report Assurance”
4. “Behavioural Responses to Vehicle Emissions Charging, Transportation”
5. “Book Review: The Water Footprint Assessment Manual. Setting the Global Standard”
6. “Choice Modelling: Foundational Contributions, Classics in Transport and Environmental Valuation 1”
7. “Economic Modelling”
8. “Efficiency and Equity at Work: The Need for Labour Market Regulation in Australia”
9. “Environmental and social taxes: Reforming road pricing in Australia”.
10. “Ethical Challenges – International Students and Business Education”
11. “Ethical Challenges – International Students and Business Education: A Response to Michael Paton”
12. “Ethics in Business and the Professions”
13. “Experimental design strategies for stated preference studies dealing with non-market goods”
14. “Households' willingness to pay for overhead-to-underground conversion of electricity distribution networks”
15. “Mobility, social exclusion and well-being: Exploring the links”
16. “Non-attendance to Attributes in Environmental Choice Analysis: A Latent Class Specification”
17. “Public Policy Perspectives: A View from Outside Government”
18. “Road transport and climate change: Stepping off the greenhouse gas”
19. “Salt weathering and experimental desalination treatment of building sandstone, Sydney (Australia)”
20. “Teaching Ethics: Marketing Principles and Ethical Dilemmas In Marketing”
21. “The Fair Trade Movement: Reconciling Profit-seeking with ethical behaviour?”
22. “The willingness-to-accept in time compensation for turning off the idling engine of motorcycles at red lights in Taiwan: A short note”
23. “Trans-Disciplinary Perspectives on Environmental Sustainability: A Resource Base and Framework for IT-enabled Business Transformation”
24. “Understanding Value Creation in Social Entrepreneurship: The Importance of Aligning Mission, Strategy and Impact Measurement”

Selected titles of research seminars/conference presentations

1. “Are accountants doing sustainability? The case of water management in the food and beverage industry in Australia in the late 2000s”
2. “Can accountants do sustainability? The case of water management in the Australian food and beverage sector”
3. “Cautionary Tales from the West”
4. “Identifying Response Bias in Stated Preference Surveys: Attitudinal Influences in Emissions Charging and Vehicle Selection”
5. “Independent Assurance of Corporate Social Disclosure: Producing “Certificates of Comfort” or Enhancing Credibility?”
6. “Labour after the Great Complacency: Unsustainable employment portfolios in the USA, the UK and Australia”
7. “Reporting is legitimacy: A disconnect between reporting and action?”
8. “Responses to sustainable transport initiatives: a survey of small business owners”
9. “Reorganising Energy Markets: Green Technologies & Commercialisation in Australia”
10. “Social Accounting: Asbestos in Australia”
11. “**The Ethics of Fair Trade - Reconciling profit-seeking with alternative ethical-seeking behaviour: Cases in Vietnam and India**”
12. “**The Global Financial Crisis: The Extent to which Business Schools are to Blame**”

Selected titles of research projects

1. “Development of a behavioural system of stated choice models: modelling behavioural, pricing and technological opportunities to reduce automobile energy levels [ARC Discovery Project Grant]”
2. “Developing Tour Based Models for an Integrated Land Use, Transport and Environment Model System for Australia [ARC Discovery Project Grant]”
3. “Modelling the Environmental Impacts of Commercial Vehicle Tours and Freight Management Policies in Urban Areas [ARC Discovery Project]”
4. “Policy implications based on customer preferences for end of life product recycling: A stated preference application for reverse logistics”
5. “Road Transport and Climate Change: Stepping off the Greenhouse Gas”
6. “Social Exclusion and the Value of Mobility”
7. “Using Artificial Neural Networks to Predict Exposure to Fine Particulates in Roadway Environments”

Selected student thesis topics

1. “Good Faith, Co-operation and Competition”
2. “Sustainability Disclosure Schemes: A compromise for nature and investors?”
3. “Sustainable supply chain management and decision making”

Table 62: Summary of titles of publication, projects and seminars

Community Outreach Programmes

The study has a selection of two educational outreach programmes, four workshops and conference presentations and three on-going research projects which are related to sustainability produced by the University of Sydney Business School in 2011.

Table 63 summarises the outreach programmes of workshops and projects.

Selected titles of executive education and courses for managers and other stakeholders

1. Programme title: The Graduate Certificate in Innovation Enterprise

Short description: The school develops the Graduate Certificate in Innovation Enterprise as an outreach programme for entrepreneurs, NGOs, business managers and researchers. The programme has six graduate attributes of which one is Ethical and Social Responsibility. The programme has a sustainability related course, which is:

- Social Entrepreneurship

Target participants in the programmes: NGOs, businesses, researchers and entrepreneurs

2. News title: University of Sydney researchers secure funding to further HIV education

Short description: The news highlights that with the collaboration between the business school and the medical school, a three month long educational programme in managing the management of HIV was developed. The programme will be delivered by faculty members from business schools as well as the

medical school to provide education to 25 participants from academic institutions, governmental and non-governmental organisation from Botswana, South

Date of News: 30 May, 2011

Participants in the programme: academic institutions, governmental and NGOs from Zambia, Botswana, India and South Africa.

Selected titles of workshops, seminars and conference presentations

1. Forum title: Forum Examines the Dynamics of Investing Responsibly

Short description: It discusses latest research on the responsible investment and sustainable business conduct between the attendees and presenters.

Date: 12 December, 2011

Presenters: Executive Director, UN Principles for Responsible Investment, Academia, industrial partners from banking and finance industry and other NGOs such as Australian Council of Superannuation Investors

Attendees: academics, businesses

2. Forum title: Summit to Accelerate Gender Equality

Short description: It discusses issues in gender equality and importance of women in South East Asia and the importance of their involvement in development projects.

Date: 5 September, 2011

Presenters: Assistant Secretary-General of UN Women, Academia, NGOs such as CARE Australia

Attendees: businesses, government, civil society and representatives from the UN Women Headquarters and Regional Offices.

3. Research event title: New Research shows companies are engaging with climate change

Short description: Researchers from the business school presented their research that suggests that businesses they studied see climate change issues are their strategic themes and are active in the development of sustainable products.

Date: 25 August, 2011

Presenters: Researchers conducting the project, business sectors, such as General Electrics, NGOs such as WWF- Australia

Attendees: academic community at their school (but, please note that other attendees are not mentioned)

4. Conference title: Annual National conference of Students at SIFE (Students in Free Enterprise)

Short description: Students from the school's SIFE team presented their projects on providing at the three-day conference. In their projects for competition, students also taught high school students about sustainability and built a community garden at a high school.

Date: 18 July, 2011

Presenters: students from the school's SIFE team, 45 high school students from low socio-economic region

Attendees: academic community, students, high school students, NGOs and Australian largest business organisations.

Selected titles of research projects

1. Project title: University of Sydney and Foodbank Partner to eliminate hunger in Australia

Short description: The school partners with non-profit organisation Foodbank Australia in participating in Foodbank's project in eliminating hunger in Australia. A group of 16 Students from EMBA programmes with senior management experience develop hands-on project examining challenges faced by Foodbank Australia and the organisation's suppliers and develop a business plan with recommendations to the chairman of Foodbank. The project was conducted as part of the course assessment.

Date of news: 3 August, 2011

Participants in the project: 16 EMBA students with senior management background, suppliers of Foodbank.

2. Research Programme title: Research in Community

Short description: The University of Sydney Business School involves in a set of community research projects with community members from Australia and foreign overseas. In the community research in Cambodia, the school trains teachers from two universities from Cambodia and Vietnam to in turn train female entrepreneurs in line with socio-cultural and economic development of their respective countries. The project also develops curricular for students from both countries, Cambodia and Vietnam.

Participants in the research project: Teachers, female entrepreneurs and students

3. Research Programme title: Remote And Rural Enterprise (RARE)

Short description: The RARE programme is a set of community action projects in which students from the business school and rural enterprises and communities are involved to develop sustainability in rural businesses and communities. The programme has five current projects being conducted in nine regions of Australia. Students visit rural businesses, local city councils and community and conduct action research

with the community to identify socio-cultural and market needs, and develop business plans and present their ideas to the community and businesses to align rural enterprises with sustainability.

Intended stakeholders: students, rural businesses, researchers, indigenous businesses and communities and policy stakeholders

Table 63: Summary of outreach activities

Southern Cross University Business School

The Southern Cross University, the parent institution of the Business School, has been a signatory to the Talloires Declaration since 2005. Its parent institution explicitly states that sustainability initiatives in its education and other universities activities are started after 2008 by creating the Sustainable Environment Working Group (SEWG) in response to the Talloires Declaration. The Business School has four main goals, of which the final goal is related to sustainability: “Goal 4: We will enhance our performance in a sustainable and responsible manner”.

Education

In relation to the incorporation of sustainability into education, at the undergraduate level, the school offers two main degree business programmes, the Bachelor of Business and the Bachelor of Business Administration, one non-business related programme, the Bachelor of Information Technology and two other bridging programmes to its main Bachelor of Business programme, the Associate Degree of Business and the Diploma of Business. It also has two dual degree programmes offered in conjunction with another two programmes, the Bachelor of Law and Bachelor of Arts. The following sustainability course is a core course for all its

business undergraduate bachelor level degree programmes except the Bachelor of Information Technology programme:

- Applied Ethics and Sustainability course

Other elective responsibility related courses for its undergraduate programmes are:

- Sustainable Business Management
- Social Marketing
- Marketing Law and Ethics
- Environmental Issues for Business
- Environmental and Ethical issues for Business

Students undertaking a dual degree where the main Bachelor of Business programme was offered in conjunction with the Bachelor of Law or Bachelor of Arts majoring in Political and Society, have opportunities to undertake the following non-business related elective courses:

- Environmental Law
- International Human Right Law
- Human Rights
- Human Rights and Global Economy
- Global Social Movements
- Global Inequality
- Introduction to Society

At the postgraduate level, the school offers 80 courses in total. Among these 80 courses, objectives and aims of 65 courses can be identified while course aims and objectives of the remaining 15 courses cannot be identified. Among 65

postgraduate courses offered, 19 courses (30% of the courses that can be identified) have course aims and objectives aimed at increasing social, environmental, ethical and responsible management. For all, or most of its courses, the school has established the graduate attributes which assess student understanding of social and ethical issues. All or most courses (58 courses (90% of the total courses that course aims and objectives can be identified)) of the total 65 postgraduate courses have an example of the following graduate attributes:

“The School aims to graduate students who [.....] have developed an understanding of political, environmental, global, ethical and moral issues and ethical challenges:

- Identify relevant environmental factors (i.e. political economic, social, technological etc.) affecting business
- Analyse ethical and moral issues in business
- Analyse and evaluate how environmental factors impact on business”.

The study identifies 80 postgraduate courses at Southern Cross University Business School. These courses are as follows:

- Issues in Accounting Theory
- Critical Issues for Management
- Leading and Managing People
- Managing Sustainable Organisation
- Recruitment and Performance Management
- Strategic Management
- Legal Studies

- Tourism Planning Environments
- Asset Management
- E-Business for Managers
- Economics for Management
- International Business
- International Tourism Systems
- Management of Small Enterprises
- Sport Governance
- Entrepreneurship
- Managerial Accounting
- Auditing and Assurance Services
- Human Resources Professional Practice Placement

Research

The School has integrated the social dimension into its four research areas: *Entrepreneurship, Information Technology and Information Systems, Human Resources and Workforce* and *Marketing*, presented in Figure 37.

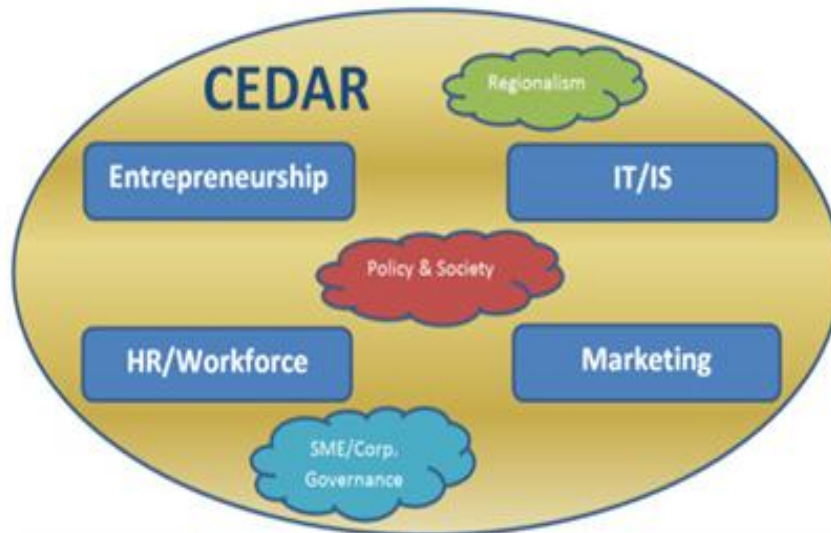


Figure 37: The Southern Cross University Business School Research Areas

Currently, the above four research areas have 42 current research projects of which nine (20% of the total projects) are related to responsibility themes. In 2011, the school produced 23 research journal articles and presentations in total, of which seven articles are found that are related to sustainability or responsibility themes. The titles of these research outputs are summarised in Table 7.5.

Selected titles of publications of journals/books/reports

1. "Association between BMI and health-related quality of life among an Australian sample"
2. "Do dynamic linkages exist among European carbon markets?"
3. "European carbon markets and the global financial crisis"
4. "Fostering the innovative behaviour of SME employees: a social capital perspective"
5. "Risk-adjusted returns of socially responsible mutual funds: how do they stack up?"
6. "Sustainability in the undergraduate and postgraduate business curriculum of a regional university: a critical perspective"
7. "The impact of the perceived usefulness of workplace social networks upon the innovative behaviour for SME employees: a social capital perspective"

Selected titles of research projects

1. “Determining and improving education about and for sustainability in marketing education”
2. “‘Eco Transparency’ of Australian Labelling and Packaging Claims for Greater Consumer Awareness”
3. “Examining the mainstreaming of sustainable product portfolios within companies and comparing between sectors and cross-nationally”
4. “Equitable Access for Sharing of Electronic Health Information in Australia and China”
5. “Gambling and social marketing”
6. “Identifying Target Markets – Indigenous Community Directed Capacity Building”
7. “Personal carbon footprint monitoring systems: evaluation of user satisfaction and acceptance of NICHE”
8. “Remote Monitoring System for Human and Environmental Health”
9. “The resource-based view versus the competitive forces view: Are both required to explain performance in foreign market ventures?”

Table 64: Summary of titles of publication, projects and seminars

Community Outreach Programmes

In its annual report for 2011, *Southern Cross Business School 2011 Annual Report*, it has eight outreach meetings and presentations and one of them, summarised in Table 65, is related to sustainability:

Selected workshops, seminars and conference presentations

1. **Presentation title: When Education isn’t Enough: Applying Social Marketing to Change Behaviour**

Short description: The visiting professor from the University of Lethbridge presented the above title at a workshop at the school.

Date: Information is not available.

Attendees: faculty members (other information on participants is not available)

Table 65: Summary of outreach activities

RMIT University, College of Business

Education

Apart from its technical business certificate and diploma qualifications, RMIT University College of Business has one main business programme, the Bachelor of Business, with 13 majors, *Marketing*, *Marketing (Applied)*, *Logistics and Supply Chain Management*, *Logistics and Supply Chain Management (Applied)*, *Economics & Finance*, *Economics & Finance (Applied)*, *International Business*, *International Business (Applied)*, *Entrepreneurship*, *Accounting*, *Professional Accountancy*, *Management* and *Human Resource Management*. Although standalone ethics or responsibility courses are not compulsory courses for all its majors, three majors include standalone core or elective responsibility courses. For example, the Professional Accountancy major has the following standalone core responsibility course:

- Ethics in Professional Accountancy

For its *Marketing (Applied)* major, it has one standalone elective responsibility course:

- Business Ethics

For its *Management* major, it has one standalone core course:

- Ethics and Governance

At the postgraduate level, it has 29 programmes of which 15 programmes include standalone elective or core responsibility courses. Among them, seven postgraduate programmes include standalone responsibility core courses, which are:

- Corporate Social Responsibility and the Law (as part of the MBA (executive) and the Graduate Certificate in Business Administration)
- Supply chain sustainability (as part of the Master of Business (Logistic Management); the Graduate Certificate in Logistics Management; the Graduate Diploma in Logistics Management; the Master of Strategic Procurement)
- Corporate Governance and Regulation (as part of MBA part-time)

The following courses are standalone elective courses for eight programmes.

However, although the Master of Commerce programme has eleven majors, only three majors include standalone responsibility elective courses.

- Corporate Governance and Financial Strategy (as part of the Master of Finance; the Graduate Diploma in Finance; the Graduate Certificate in Finance)
- Environmental Marketing (as part of the Master of Marketing; Graduate Diploma in Marketing)
- Global Business and Social Technology: Case study approach (as part of the Graduate Certificate of Commerce; the Graduate Diploma of Commerce; the Master of Commerce (majoring in Business Information System Management))

- Corporate Governance and Financial Strategy (as part of the Graduate Certificate of Commerce; the Graduate Diploma of Commerce; the Master of Commerce (majoring in Finance))
- Supply chain sustainability (as part of Master of Commerce majoring in Logistic Management)

The study also identifies other non-standalone graduate courses in which responsibility, ethics or sustainability values are incorporated. These courses are as follows:

- Strategic Business Leadership (MBA & EMBA course)
- Marketing (MBA & EMBA course)
- Business in a Global Context (MBA & EMBA course)
- Business Operations (Strategy and Application) (MBA & EMBA course)
- Applied Industry Practice (MBA & EMBA course)
- Strategy (MBA & EMBA course)
- Marketing for Managers (MBA & EMBA course)
- Leadership and Management (MBA & EMBA course)
- Introduction to Business Management
- Practice Based Marketing Research Project 1
- Interactive Marketing
- Marketing Communication Strategy
- Econometric Techniques
- Financial Econometrics
- Quantitative Methods in Finance
- Records Management and Archive Administration 1

- E-Business Technology
- IT Governance and Change Management
- Management of Computing Resources
- Knowledge Management
- Foundations of Database Development
- IT Project Management
- Business Background
- Professional Business Practice
- Business and Government in the Global Context
- E-Procurement and Supply Chain Technologies
- Strategic Procurement Management
- Supply Chain Project Management
- Funds Management

Research

The College of Business has four research centres, of which one is inter-disciplinary sustainability research centre which is:

- Centre for Sustainable Organisations and Work

The centre has eleven research clusters of which nine research clusters are mainly comprised of faculty members from different business and management disciplines and the other two clusters are mainly comprised of faculty members from non-business disciplines. Among these nine clusters, three research clusters do not detail members of their clusters. The other six research clusters have 51 business faculty members and students from different business disciplines. In 2011, the study has a

selection of eight projects of which two projects are started from 2010 to present, two book publications and four conference presentations, produced by 51 members of six research clusters. Table 66 summarises the above research outputs.

Selected titles of publications of journals/books/reports

1. “Diversity in social entrepreneurship organisations.”
2. “*Mapping Environmental Issues in the City: Cartography and Arts Cross Perspectives*”

Selected titles of research seminars/conference presentations

1. “**Douglas**. Theoretical perspectives of social enterprise: profit maximising, social obligation, and disadvantage plus perspectives”
2. “Participation and engagement in inter-organizational networks: Synthesising social network analysis with ethnography to evaluate social capital”
3. “Social enterprise styles and venture startup”
4. “*Starting new social enterprises: preliminary findings of a study in Cambodia*”

Selected titles of research projects

1. “A pilot study of factors and processes underpinning skills for employability in a low carbon economy”
2. “Effective communication: Communities and Bushfire”
3. “Enhancing the resilience of seaports to a changing climate, National Climate Change Adaptability Research Facility (NCCARF) project”
4. “Sustainable port development and operations in the developing country context”
5. “The future of work in the Latrobe Valley, Victoria”
6. The project focused on “trade unions and climate change”
7. The research on “social entrepreneurship incubator”
8. “Understanding the spatial and social drivers of employment transitions”

Table 66: Summary of titles of publication, projects and seminars

Community Outreach Programmes

The study has selected five workshops, conference presentations and seminars, related to the responsibility issues, produced by the RMIT College of Business in 2011. Table 67 summarises these outreach programmes.

Selected workshops, seminars and conference presentations

1. Seminar title: Business, Society and Law Seminar

Short description: It discusses how Yolngu people and indigenous people can be involved in the modern economic systems again though gaining access to economic literacy and materials.

Date: 13 July, 2011

Presenter: an expert on the study area of the indigenous Yolngu people.

Attendees: Information on participants is not available. Participants were invited by the Graduate School of Business and Law.

2. Event title: The Power of Unreasonable People

Short description: It discusses the presenter's bestselling book, *The Power of Unreasonable People: How Entrepreneurs create Markets that change the world*, and impacts of social enterprises on communities and countries.

Date: 10 August, 2011

Presenter: A guest speaker from Said Business School, Oxford University

Attendees: Information on participants is not available.

3. Seminar title: Asia@RMIT seminar

Short description: It discusses whether a more community centred approach to public relations should be used for social change and discusses differences between western and eastern views on public relations used for social change.

Date: 14 September, 2011

Presenter: Faculty members from the School of Management and the Deputy Dean of the School of Media and Communication

Attendees: Information on participants is not available. Participants were invited by the Graduate School of

Business and Law together with the School of Media and Communication.

4. Event title: Impact Investment Forum

Short description: It discusses how investments have an impact on social and environmental groups and communities.

Date: 26 October, 2011

Presenters: Presenters from various groups such as governmental and non-governmental organisations.

Attendees: Information on participants is not available.

5. Seminar title: Business, Society and Law Seminar

Short description: It discusses the published article in *The Age* in August, 2011, which discusses risks and opportunities of social media and the relationships between social media and businesses, law and societal groups.

Date: 24 November, 2011

Presenter: CEO of Deloitte Digital, who is also an Adjunct Professor at RMIT

Attendees: Information on participants is not available. Participants were invited by the Graduate School of Business and Law.

Table 67: Summary of outreach activities

Charles Sturt University, School of Management and Marketing

Education

At the School of Management and Marketing at Charles Sturt University, at the undergraduate level, the school has three business programmes, the Bachelor of Business programme, with eight majors, the Bachelor of Business Studies, the Diploma of Commerce or the University Certificate in Business Studies. Standalone sustainability courses are included in all of its undergraduate programmes. The

following standalone core sustainability course is incorporated into the Bachelor of Business programme:

- Ethics, Sustainability and Culture

The following standalone responsibility foundation course is a specialisation foundation course for four majors, *Human Resource Management, Insurance, Management and Marketing*, of the Bachelor of Business programme:

- Marketing and Society

The above courses can be included in the Bachelor of Business Studies programme. In the Diploma of Commerce or the University Certificate in Business Studies, the above course, *Marketing and Society* is a prescribed core course, and *Ethics, Sustainability and Culture*, is a foundation course.

At the postgraduate level, the school offers ten master's degree programmes, four Graduate Diploma programmes and sixteen Graduate Certificate programmes. In the master's degree level programme, eight master's programmes have included a standalone core or elective responsibility course. In the Master of Business Leadership programme, one standalone ethics course has been a core course:

- Leadership and Business Ethics

The Master of Dispute Resolution programme has fourteen specialisations of which seven specialisations include restricted specialisation responsibility related main courses. The above course, *Leadership and Business Ethics*, is also included in this programme, but not listed in the following list of specialisation standalone main responsibility courses which are:

- Applied Business Ethics
- Corporate Governance: Ethics, Leadership and Accountability
- Ethics of Corporate Governance
- Regulation, Governance and Accountability
- Social work and human rights
- Social planning and evaluation
- Ethics and social work practices
- Ethics and social welfare
- Vulnerability and the Ethics of Intervention
- Ethics, Law and Medical Science
- Environmental law and Management
- Law, Ethics and Human Rights
- Corporate Governance and Accountability
- Social impacts of Terrorism and Counter-terrorism
- Ethics and investigation
- Ethics and public sector

In the Master of Management programme, the following standalone responsibility course is a core course:

- The Social and Economic Environment

The other five master's programmes also include standalone sustainability or ethics elective courses. The following standalone responsibility elective courses, not including the courses listed above, are part of other five master's programmes:

- Management and Sustainability

- Management of Sustainable Business
- Business Ethics
- Topics in IT Ethics

Apart from the above standalone courses, the study also identifies other non-standalone graduate courses in which responsibility, ethics or sustainability values are incorporated. These courses are as follows:

- Commercial Law 1
- Skills of Conflict Resolution
- Mediation: Processes and Uses
- Industrial Relations Environment
- Organisational Politics and Culture and Change Management
- Values and Conflict in Organisations
- Law of Employment
- International Business
- Managing People
- Managing People in Small Business
- Project Management in Community Leisure and Health
- Operations Management
- Managing Organisational Change (MBA course)
- Human Resource Management (MBA course)
- Managing Business Information (MBA course)
- Business Economics (MBA course)
- Public Sector Management (MBA course)
- Educational Leadership in Contemporary Organisations (MBA course)

- Economic Evaluation (MBA course)
- Accounting and Financial Management (MBA course)
- Leadership in Business (MBA course)
- Developing Individual Capabilities (MBA course)

Research

The School of Management and Marketing is one of the four schools in the Faculty of Business. Since it does not have specific research centres, the research centres funded by the Faculty of Business are reviewed. It has four faculty funded research centres, of which three centres focus on ethics and sustainability, which are:

- Centre for Research in Complex Systems
- Centre for Organisational Performance, Ethics and Leadership
- Western Research Institute

Table 7.2 presents a selection of research projects produced by these centres.

Selected titles of research projects

1. “An Intelligent Business Decision Support System”
2. “AMPC Economic impact of Carbon Tax and Research and Development – Scoping study”
3. “Bells Line Expressway Group – Information Sheet”
4. “Central West Community College Data Collection”
5. “Complex Systems Thinking in Scenario Planning”
6. “Cost-benefit analysis of the proposed Regional Centre for Athletics in Dubbo”
7. “Crisis Communication Games”
8. “Development of an economic model for the Australian Beef and Sheep Meat Processing Industry
9. “Economic Impact of Employees for NATSEM”
10. “Economic Impact of TAFE Western”
11. “Socio-economic report for Gulgong locality for The MAC”
12. “The Economic impact of Illawarra Coal on the Illawarra/ Wollondilly region and NSW”
13. “Value of Harness Racing to the Bathurst and Western District Economics”
14. “Value of irrigated agriculture to the Lachlan Valley”

Selected titles of research seminars/conference presentations

1. “The Economic impact of the Creative Industries in the Central West region of New South Wales”

Table 68: Summary of titles of publication, projects and seminars

Community Outreach Programmes

The study has selected two conference presentations and one news in which one faculty member was interviewed. See Table 69.

Selected workshops, seminars and conference presentations

1. Workshop title: Managing climate change in Australia

Short description: It discusses impacts of the carbon tax proposal proposed by the Federal Australian Government to a tax on carbon content on the country’s economy, price increases and shifts in consumers’ preferences to green products.

Date: 2 March, 2011

Presenters: the academics from the business school and the Institute for Land, Water and Society, a climate scientist, a visiting academic at Copenhagen Business School and a businessman

Attendees: Information on participants is not available.

2. Conference title: The Economic impact of the Creative Industries in the Central West region of New South Wales

Short description: Researchers from the Western Research Institute presented the study results at the Sustainable Economic Growth for Regional Australia Conference

Presenters: Researchers from the Western Research Institute

Attendees: Academic community

Selected other news

1. Newspaper article: Local impact will only be slight: expert

Short description: The researcher from the Western Research Institute, who is also a Business & Commerce faculty member, shares his opinion on negative impact of the Government’s carbon tax policy on household members and local economy with the newspaper.

Date: 13 October, 2011

Table 69: Summary of outreach activities

University of Adelaide Business School

The University of Adelaide Business School has integrated ethical standards into its mission statements and responsibility issues into its core values. Its mission statement states that “we have a strong culture of professional growth and development for students and researchers alike and a commitment to upholding the highest intellectual and *ethical* standards”. Its core values include “*fairness, integrity and responsibility* [and the school] encourage[s] these values in relation to the Adelaide Business School’s behaviour and practices and those of the business, community professionals, and researchers the school educates”.

Education

At the undergraduate level, the school has the main two undergraduate degree programmes, the Bachelor of Commerce, with five main majors: *Accounting, Corporate Finance, International Business, Management and Marketing*, and the Bachelor of Finance. Both programmes comprise responsibility issues as elective courses, while especially in the Bachelor of Commerce programme, three majors, *Accounting, Marketing and Management* integrate responsibility issues into their core programmes. These standalone responsibility courses, within the undergraduate curricular are:

- Corporate Governance and Accountability

- Corporate responsibility for Global Business
- Professional Ethics

Students undertaking dual degree programmes offered in conjunction with other programmes offered by other schools have opportunities to take the following non-business related standalone core courses for two programmes, the Bachelor of Engineering (Mechanical) with Bachelor of Finance and the Bachelor of Engineering (Civil and Environmental) with Bachelor of Finance:

- Sustainability and the Environment (core course for the Bachelor of Engineering (Mechanical) with Bachelor of Finance)
- Environmental Modelling, Management and Design (core course for the Bachelor of Engineering (Civil and Environmental) with Bachelor of Finance)
- Socio-environmental aspects of mining (core course for the Bachelor of Engineering (Civil and Environmental) with Bachelor of Finance)
- GIS for Environmental Management (core course for the Bachelor of Engineering (Civil and Environmental) with Bachelor of Finance)

At the postgraduate level, the University of Adelaide Business School has five main master's degree programmes, The Master of Commerce, majoring in Marketing, includes the following standalone core responsibility course, which is:

- Marketing ethics

In the Master of International Business programme, the following standalone elective responsibility courses were included:

- Corporate Responsibility for Global Business

- Corporate Governance and Globalisation
- International Energy Law
- International Environmental Law

The above five programmes are offered as dual degree programmes in conjunction with other programmes offered by other schools within its parent university. Students undertaking these dual programmes can undertake the following non-business related elective courses:

- Perspectives on Property and Society
- Mining and Energy Law
- International Environmental Law
- Human Rights Internship programme
- Human rights
- Corporate Governance
- Mining and energy law
- Technology, Law and Society
- Transnational Business and Human Rights

The study also identifies other non-standalone graduate courses in which responsibility, ethics or sustainability values are incorporated. These courses are as follows:

- Marketing communications
- Management Practice
- International Business Strategy
- Globalisation and the Legal Regulation of Work
- International Human Resource Management
- Theory and Practice of International Business

- Principles of International Trade and Development

Research

The University of Adelaide Business School has six research areas of which members of five research areas, (1) *Accounting and Information Systems*, (2) *Banking, Property and Finance*, (3) *Business Law and Taxation*, (4) *Management*, (5) *International Business Research Group (IBRG)* and (5) *Marketing* have research strengths in relation to ethics, responsibility issues and sustainability. Table 70 summarises the research outputs of the business school.

Selected titles of publications of journals/books/reports

1. “Sponsorship and CSR: Is there a link? A conceptual framework”

Selected students’ thesis topics

1. “Socialising Accountability for the Sacred: A Study of the Sanitarium Health Food Company”

Selected titles of research projects

1. “An evaluation of the Indonesian insurance industry: Social security policy rejuvenation through acceleration growth in the insurance industry”
2. “Can sponsorship deliver Corporate Social Responsibility? Examining internal and external perceptions of sponsors’ CSR”
3. “Investigating the indirect effects of child targeted food promotions on children’s diet”
4. “Rural landscapes in rural communities”
5. “The adequacy and sustainability of self-managed superannuation funds: Governance, performance, asset allocation, fee structure and compliance”

Table 70: Summary of titles of publication, projects and seminars

Community Outreach Programmes

The advisory board to the Head of School comprises different stakeholders from backgrounds of business, academics and governmental organisations of which one is a CEO from the energy sector, but whether the energy organisation seeks sustainability advice from the school cannot be identified. Apart from this, the school interacts with the industrial sector and community members through four main activities of which one is Corporate Social Responsibility. These four activities are executive course programmes, internship programmes for students, consultation process and Corporate Social Responsibility. Among them, sustainability related implemented activities are found in its executive courses and Corporate Social Responsibility. In the school activities of Corporate Social Responsibility (CSR), a total of three CSR activities are implemented during 2010-2011, the activity in 2011 is described in Table 71.

Similarly, research seminar series in 2011 are not available on its website, research seminars series for 2012 are analysed. The school has one research seminar related to the sustainability theme. See Table 71.

Selected executive education and courses for managers and other stakeholders

1. Course title: Developing a Sustainable Organisation

Short description: It discusses the role of sustainability in organisations and how it should be improved to achieve competitiveness.

Date: It is still not confirmed.

Presenters: Information is not available

Expected attendees: managers from public and profit sectors and other interested groups

2. Course title: Systems thinking in Practice

Short description: It discusses how systems thinking should be applied in problem solving by businesses

Date: 4-6 June, 2012

Presenter: Guest speaker from the University of Texas at Austin

Expected attendees: managers from public and profit sectors and other interested groups

The business school's 22 news activities were analysed, and one activity was found that is related to social responsibility.

Selected research projects

1. News title: Australian Centre for Ecological Analysis and Synthesis

Short description: Two faculty members from the business school were invited by the Environment Institute to conduct a project on examining rural landscapes in rural communities. Areas of contribution of both researchers are around transformational changes towards regional sustainability. The results are intended to develop the public policy for the Australian government to navigate changes in rural landscapes over the next 50 years.

Date of news for the project: 10 November, 2011

Partners in this project collaboration: other national and international researchers

Selected workshops, seminars and conference presentations

1. Event title: The science and realities of sports marketing and sponsorship, 2011

Short description: The school and one NGO collaborate together to provide sports marketing related advice to local sports businesses. Information given on the website is short and the degree of content of CSR related advice in the activities cannot be determined.

Date: Information is not available.

Participants: NGO, sport businesses and other academics

2. Seminar title: Carbon Management System and Carbon Reduction Performance

Short description: Information is not available.

Date: 9 March, 2012

Presenter: A visiting academic from the University of Western Sydney

Attendees: Academic staff from the university and the business school and postgraduate and honours students

Table 71: Summary of outreach activities

Summary

The section has provided three core activities of six non-PRME business schools, which are education, research and community outreach programmes. All these institutions have standalone responsibility courses within their undergraduate and graduate curricular, research activities and community engagement activities, relating to responsibility themes. Within the graduate curricular, all institutions have a non-standalone responsibility graduate course in which responsibility themes are included.