



**2015 Global Forum for Responsible Management Education – 6th PRME Assembly
23-24 June 2015, New York, NY**

OUTCOMES DECLARATION

We, the representatives and stakeholders of the world's management schools and higher education institutions (HEIs) meeting at the 2015 Global Forum for Responsible Management Education, the 6th Annual Assembly of the Principles of Responsible Management Education (PRME) initiative, held alongside the Global Compact+15: Business as a force for good meeting, in New York City, USA, on 23-24 June 2015, reaffirm our commitment to the role that responsible management and leadership education will play in society toward achieving sustainable development—meeting the needs of the present without compromising the ability of future generations to meet their own needs.

We here summarise the agreements and actions taken to date and our agreed roadmap for responsible management education for the future, and we also outline our commitments and the assistance we request from others to achieve these goals.

Our Context: the role of HEIs and management schools in achieving the Sustainable Development Goals

Our discussions in New York have taken place while the United Nations General Assembly is in the process of developing a new global framework and goals for sustainable development—the Sustainable Development Goals (SDGs). HEIs in general and management schools in particular have emerged as one of the core focus areas in discussions on the required architecture for achieving the proposed SDGs.

- In his July 2013 report to Member States, UN Secretary General Ban Ki-moon cited the need for partnerships to achieve the SDGs, including with academia, of which PRME is an example.¹
- In September 2013 business leaders cited reforming management and leadership education as one of the core building blocks to maximise the business contribution to achieving the SDGs, and specifically called for a partnership with management schools through PRME to continue the development of curricula and pedagogies to provide current and future leaders with the necessary mind-sets, skills, and knowledge to lead organisations to more sustainable outcomes.²

As key stakeholders to enable achievement of the SDGs, we recognise that there are clear roles for which our community is uniquely placed to play:

- Through education—which develops globally responsible leaders and managers with the necessary capabilities and strong commitment to sustainability.
- Through research—which enables business organisations to serve the cause of common good.
- Through contributing to public debate—engaging in the transformation of business and society.³

¹ United Nations (2013). *A Life of Dignity for All: accelerating progress towards the Millennium Development Goals and advancing the United Nations Development agenda beyond 2015. Report of the Secretary General.* United Nations, New York. http://www.un.org/ga/search/view_doc.asp?symbol=A/68/202

² UN Global Compact (2013). *Architects of a Better World: Building the Post-2015 Business Engagement Architecture.* UN Global Compact, New York. http://www.unglobalcompact.org/docs/about_the_gc/Architecture.pdf

³ 50+20 (2012). *The 50+20 Agenda – Management Education for the World.* 50+20, Geneva. http://50plus20.org/wp-content/uploads/2012/06/5020_AGENDA_PRINT_a4_English.pdf

We affirm that PRME, as the leading network for responsible management and leadership education, in partnership with the Globally Responsible Leadership Initiative (GRLI), the Academy of Business in Society (ABIS), and other member organisations of the PRME Steering Committee and affiliated groups, will act as a coordinating platform to help the management education and research community advance the SDGs in collaboration with the United Nations and relevant stakeholders, such as the UN Global Compact and its business participants.

Our journey so far

As the PRME initiative marks its eighth year of existence, it has grown into a platform comprising global, regional and local networks. At the 5th PRME Assembly, the 2013 PRME Summit, hosted and co-organised by CEEMAN in Bled, Slovenia, taking into account results from previous PRME Global Fora and Summits, and on-going dialogue with different stakeholders, we affirmed our agreement to an ambitious roadmap to 2020 for management education.⁴ We pledged to further enhance the impact of the PRME initiative in delivering on this roadmap through leadership at many levels:

- As individuals leading change within our institutions.
- As PRME signatory institutions to embed the Six Principles of PRME, support faculty through faculty development, and to share our progress through Sharing Information on Progress (SIP) reports.
- As a collective network through the PRME Champions leadership group, regional PRME Chapters, thematic PRME Working Groups and workstreams, and through calling for more HEIs to join PRME.

In addition, we requested help and support to achieve these goals from other stakeholders, specifically: we urged regulators, accreditors, and ranking organisations to fully incorporate responsible management education paradigms into their standards and criteria.

At our meeting in New York, we have celebrated much progress on this roadmap since our last meeting in Bled in September 2013. In particular:

- We welcomed the 137 new participants that have joined PRME.
- We celebrated the ongoing work of the regional PRME Chapters, PRME Champions and PRME Working Groups, in particular:
 - The 18 PRME Chapter and Regional Meetings.
 - The launch of new PRME Chapters, now counting 12 around the world.
 - The new resources and tools launched by different PRME Working Groups (e.g. Anti-Corruption Toolkit developed by the PRME Working Group on Anti-Corruption in Curriculum Change with the support of the Siemens Integrity Initiative) and regional PRME Chapters (e.g. PRME Chapter UK & Ireland region-specific *Inspirational Guide for the Implementation of PRME*).
 - The joint meeting in July 2014 between the PRME Champions, the Global Compact Board, the Principles for Responsible Investment (PRI) Advisory Council, and ambassadors at UN Headquarters to discuss the historic opportunity that business has to shape and advance the post-2015 development agenda.

⁴ This roadmap is summarised in the Outcome Document from the Third Global Forum for Responsible Management Education: *The Rio Declaration on the Contribution of Higher Education Institutions and Management Schools to The Future We Want: A Roadmap for Management Education to 2020* <http://www.unprme.org/resource-docs/3rdPRMEGRioDeclaration.pdf>. This was built on a variety of documents prepared for the 3rd Global Forum, including the *Rio Declaration for Higher Education Institutions*, signed by over 200 leaders of HEIs, the *Guidelines for HEIs on the Implementation of the UN Global Compact Principles* in campus operations, the *50+20 Agenda – Management Education for the World*, and the recommendations of the issue-specific PRME Working Groups on Anti-Corruption, Gender Equality, and Poverty as a Challenge for Management Education.

- The 1st Responsible Management Education Research Conference on the Future of Management Education, held in October 2014 in Chur, Switzerland and the announcement of the 2nd PRME Research Conference on Inclusive Business, to be held in September 2015 in Cairo, Egypt.
- The series of books produced by the PRME Working Groups in their respective issue areas, the publication of reviews of many of these books in the journal *Academy of Management Learning & Education* in March 2015.
- The PRME-related tracks organised at major management research conferences including at the Academy of Management and the European Academy of Management, and other conferences and events organised by PRME Working Groups and their stakeholders.
- The implementation of the *Sustainability Literacy Test*, supported by a number of PRME Chapters, the PRME Secretariat and other partners.
- We celebrated the creation of new PRME workstreams on Business for Peace, Business and Human Rights, and Climate Change, Resilience and Environment Protection.
- We welcomed the launch of the Flourish Prizes project which was initiated at the 2014 Business as an Agent of World Benefit conference.
- We welcomed and endorsed the creation of a new element to the governance of PRME—the PRME Advisory Committee—which now enables direct participation of signatory institutions and the different constituencies of PRME to directly influence the strategic direction of the PRME initiative.
- We welcomed the decision by the PRME Steering Committee and the PRME Advisory Committee to jointly revise PRME's strategy, in light of learnings from the initial eight years of PRME and in an effort to focus PRME's work for the coming three to five years.
- We welcomed and endorsed further steps taken to enhance the quality and sustainability of the PRME initiative, including:
 - The progress on the implementation of the PRME Annual Service Fee.
 - The new policy for regional PRME Chapters, including the implementation of the Memorandum of Understanding (MoU) policy for PRME Chapter logos and websites.
 - The revised policy on producing Sharing Information on Progress (SIP) reports.
 - The progress on advancing accountability and transparency by the implementation of the SIP policy on delisting institutions that failed to comply with reporting requirements (13 institutions were delisted in 2014).
 - The implementation of a scheme to recognise excellent SIP reports.
 - New resources created to assist with enhancing the quality of the PRME initiative, including new PRME Chapters Report, *A Basic Guide to Sharing Information on Progress (SIP Toolkit)* and a *Transformational Model for the Implementation of PRME*.
- We celebrated the general outstanding dynamism of the PRME community, both the creativity and spontaneous initiatives and efforts of PRME signatories, working groups, chapters and champions, and the overall coordination, support and creative initiatives from the PRME secretariat.
- We also welcomed and endorsed the publication by the UK Quality Assurance Agency (QAA) and Higher Education Academy (HEA) of official guidance setting out the UK Higher Education regulator's expectations that all UK degrees in any subject should explicitly embed sustainability themes in *learning objectives, curriculum content and assessment*.⁵

⁵ QAA and HEA (2014). *Education for Sustainable Development: Guidance for UK Higher Education Providers*. QAA and HEA. London. <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=533#.VYrpC51wbIU>

Our agreements and commitments

Despite these achievements, we still have a long way to go before responsible management education becomes mainstream. To maximise our contribution to the SDGs, we agree to continue to strive toward putting the Six Principles of PRME into practice, individually through continuous improvement, experimentation, and innovation, and collectively through PRME workstreams, including Working Groups, PRME Chapters, PRME Champions, other PRME projects and collaborations with strategic partners. Specifically:

- We will enhance the quality of the PRME initiative through leadership at many levels: as individuals, as institutions, as groups of institutions, as a community, and through collaborating with other stakeholders both locally and globally.
- Individually, as teachers, researchers, faculty members, Deans and Directors, we will further incorporate the Principles in our activities, especially through education, research, thought leadership, community engagement, and organisational reform. We will partner with colleagues from other faculties, such as natural and social sciences and arts and humanities, to advance transdisciplinary education and research for sustainable development.
- Institutionally, as PRME signatories, we will:
 - Provide internal support to our faculty through faculty development and other engagement, matched with appropriate incentives, so that they can work to implement sustainability principles in their individual activities.
 - Advance the strategic, organisational and governance changes required in our institutions to systemically embed the Six Principles of PRME and an organisational purpose of working towards achieving sustainable development in society.
 - Continue to regularly share our experiences through SIP reports, and to learn from the experiences of others as set out in their SIP reports, the *Inspirational Guides*, the *PRiMETIME* blog, and other tools build on our collective experience.
- Collectively, we will:
 - Continue to consolidate PRME as a peer-learning community, improve the quality of our mutual engagement and develop and utilise tools and resources produced by PRME Chapters, PRME Working Groups and PRME Champions.
 - Work to enhance the potential of existing and emerging regional PRME Chapters, recognising that they can provide solid grounds for PRME to further evolve as a learning and action community, and localise the Principles of PRME to fit their contexts and demands.
 - Call for more management schools and HEIs to join PRME, especially through regional PRME Chapters and PRME Regional Meetings and Fora, and consider engaging with other professional institutions over time, so that responsible management education can gain further momentum. Work to ensure the balanced growth of the PRME community by deliberately reaching out to institutions large and small from all regions of the world.
 - Recognising PRME's role as a Network Partner of UNESCO's Global Action Programme on Education for Sustainable Development (ESD), partner with companies, governments and other stakeholders to foster mutual engagement at national level, and to create regional, national and local coordinating hubs for the implementation of the SDGs.
 - Specifically look for opportunities to collaborate with Global Compact LEAD companies, Local Networks and issue platforms.
 - Promote the development of transdisciplinary teaching materials and learning frameworks to bring the SDGs to life through management and leadership education for current and future business leaders.

- Promote the advancement of conceptual and empirical research to help interpret the SDGs at regional/national and sectoral/company levels, drawing on the best available science as well as applied research, methodological innovation, experimentation and refinement.
- Continue to advocate for change to address systemic barriers to advancing responsible management education, such as embedded norms on requirements for publication, promotion and career progression.

A full list of agreements and commitments made by individuals, institutions, and PRME workstreams, including Champions, Chapters, and Working Groups can be found in Annex 1.

The help we request from others – Working together

We renew our call to governments, business leaders, accrediting bodies, rankings providers and UN system entities to help us play our role in developing future leaders and helping to achieve the SDGs.

Specifically:

- We request that **governments** support this change through the incentives that are embedded in policy frameworks for higher education, and that they:
 - Recognise the role that management schools and HEIs can play in achieving the SDGs.
 - Continue to support and implement the ESD agenda, especially partnering directly with HEIs to advocate for integration of sustainability into the core curricula of management and leadership education programmes.
 - Encourage mainstreaming of responsible management education through government regulatory and accreditation bodies and by facilitating development of policy guidelines in integrating sustainable development and responsible management in higher education curricula.
 - Require or encourage HEIs to report on ESD in order to enhance accountability, transparency and mutual learning opportunities.
 - Fund teaching programmes and research projects, especially transdisciplinary ones, in HEIs that promote responsible management education, corporate sustainability and the SDGs.
 - Ask education ministries and national Higher Education regulators to act as convenors to support and facilitate the exchange of learning among PRME signatories and other HEIs.
 - Act as convenors or supporters of local, national, and regional multi-stakeholder partnerships for an inclusive and sustainable development, as called for in the aforementioned UN Secretary General report '*A Life of Dignity for All.*'
 - Engage with UNGC and PRME local chapters, which can be instrumental in bridging the gap between government agencies, corporations, NGOs and academia.
 - Support PRME globally and locally.
- We request that **business leaders** recognise the indispensable role that responsible management education plays in furthering the practice of corporate sustainability and that they:
 - Embrace the SDGs, endorse the UN Global Compact's Ten Principles and support PRME as a sister initiative.
 - When recruiting MBA, DBA and undergraduate students and selecting executive education, clearly articulate their demand for graduates who are capable of generating sustainable value for business and society at large.

- Support HEIs in partnering on research and contributing directly to learning programmes that enable business to make sustainable impact and contribute to the SDGs.
 - Work with PRME signatories directly and/or through relevant regional PRME Chapters and Global Compact Local Networks.
 - Encourage their value-chain partners to engage with PRME signatories in their respective regions for research, training and capacity development in responsible management areas.
- We request that **accreditation bodies**, such as AACSB, EFMD, AMBA, CEEMAN, and ACBSP, evaluate the impact of the changes made to their accreditation standards and continue to push management schools towards adopting responsible management education practice and encourage their members to become PRME signatories. We also request that other national and regional associations fostering quality in management education, such as CLADEA, AABS, AAPBS and others, continue to encourage their members to become PRME signatories and consider introducing further incentives for schools to engage with PRME.
 - We request that **ranking organisations**, such as *The Financial Times*, *The Economist*, *QS Stars*, *Eduniversal* and others, follow the lead of *BusinessWeek* and put metrics based on the sustainable development and responsible management education at the heart of how management schools are ranked.
 - We request that other **UN system entities** tasked with promoting ESD take note of the contribution PRME signatory HEIs make to addressing sustainability in management and leadership education, and promote complementary commitments through interdisciplinary partnerships such as the Higher Education Sustainability Initiative.

We reaffirm our commitment to the Principles for Responsible Management Education as the crucial framework and initiative for organising our individual, institutional, and collective efforts in creating the future we want.

Endorsed by the participants of the 2015 Global Forum for Responsible Management Education, the 6th Annual Assembly of the Principles of Responsible Management Education (PRME) initiative, held alongside the Global Compact+15: Business as a force for good meeting, in New York City, USA, on 23-24 June 2015.

Annex 1: Full Agreements and Commitments

[to be added]