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PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION
1. **Introduction**

La Trobe University signed up to Principles of Responsible Management Education (PRME) in 2008 as one of the first 100 business schools globally to do so. The PRME fits with the culture and values of La Trobe and provides a platform to embed responsibility and sustainability into the curriculum and values across the University.

The PRME principles were first used in the Graduate School of Management at La Trobe, focusing on sustainable development and education. The holistic view of sustainability and responsibility has always been one of the focal points of the PRME. More recently this holistic approach to PRME has expanded the impact and role of PRME beyond the Graduate School of Management to other parts of La Trobe University.

1.1 **The New Business School, Research and Education**

One of the exciting changes taking place is the creation of the new La Trobe Business School (LBS). The LBS merges the Graduate School of Management, School of Management, and School of Accounting and Finance under the same roof, creating additional value for students and new possibilities to expand the operational scope of the PRME. This will allow the PRME to be embedded across the whole suite of business programs in the LBS and for the PRME to be more broadly used as a framework for change.

Research has also been strengthened in the domain of the PRME, with publications and conferences as well as the partnership with PRME partners in hosting the CR3+ conference. This has reinforced and supported the research functions related to PRME, sustainability and responsibility.

In regard to education, students have also engaged in Community Development internships as well as taking up ambassadorial opportunities that have been provided by the Globally Responsible Leadership Initiative (GRLI). These have proven good ways of educating students within the field and have provided students with new platforms for future careers where the challenges related to responsibility and sustainability are becoming an increasing trend.

1.2 **Where we are at**

The process of embedding the PRME is still very much in the beginning. It has been an exciting time, with many new opportunities and developments, as well as challenges. The process and impact of the PRME is becoming larger, and we consider the PRME to be a key future strength of LBS and La Trobe as a whole. We recognise that many of the discussions around sustainability and responsibility going on in the world are putting pressure on universities to be a part of this paradigm shift. The focus and attention has increasingly pointed towards education and research for leadership, and we are proud to be a part of this movement, as well as seeing interest in the PRME grow across the University. Much work has been done, but we are still at the beginning of the process of adopting the PRME in a holistic manner.

1.3 **Challenges**

Our future challenges are mainly related to strengthening the collaboration between the new departments as well as building bridges and building on our existing research strengths. This is critical in order to strengthen and broaden the role of PRME in the LBS. In addition, we still need to work on providing students with quality opportunities for networking and learning. We will continue to improve student-teacher exchange while developing the Alumni and student associations. We are also facing challenges in engaging all staff in PRME activities as well as students, organisations and alumni. Our focus going forward is in raising awareness, interest and increasing participation in the many and varied aspects of the PRME.

We are also seeking ways to expand the Community Development Internship into new fields and to strengthen our existing indigenous and not-for-profit commitments. We have developed strong partnerships with Hanken School of Economics, Finland, and IPADE, Mexico. We have also strengthened existing networks and developed new partnerships. Still, there is much undiscovered potential in these partnerships.
2. The Holistic view

In this year’s report, we are documenting two interesting challenges. The broadening of the PRME’s scope at La Trobe and the dissemination of knowledge of the PRME to the University community, internally and externally.

2.1 Key Contributors to the PRME

Figure 1 explains our approach to the principles from a holistic viewpoint. We have identified the University, staff/faculty, students, alumni, partners, infrastructure, governments, and organisations as key components of the University environment. The six principles support different parts of the University and its activities in various ways, and thus, motivates us to report the activities and engagement of these parts separately and in doing so, clearly illustrate the commitment to the different components of the PRME.

2.2 Challenges

The main challenge we face is the integration of the PRME principles throughout the University. As this approach is fairly recent, the change will take time. Many of the aspects discussed in this report are still from the viewpoint of the Graduate School of Management, and the work being conducted in creating and developing the new business school.

New curricula have been developed in the MBA particularly with the PRME in mind, and thus, the PRME is now more obvious as a key platform for the MBA’s re-development. The merger between departments also provides the PRME with a greater influence on activities and responsibilities across the broad range of the Faculty’s undergraduate and graduate programs.

The benefits may be slow but will eventuate as we steadily develop other fields contributing and benefitting from the work of the PRME and the knowledge of the Graduate School of Management. The challenge is adopting the PRME in suitable ways throughout the University faculties and to develop new ways of approaching sustainability and responsibility that is applicable to each context. One of our main goals will be mapping out the different activities in different fields that already are contributing to the PRME. This has to some extent been done in this report, but we realise that we have only managed to scratch the surface of the impact and possibilities of the PRME in other faculties.
3. University

La Trobe University is guided by overarching Sustainability Policies, which help the University operate and function in a sustainable way. This supports the PRME as sustainability and responsibility become embedded in the way La Trobe functions. It assists in bringing the PRME principles down to a practical level, providing faculty, partners and students with a method that they can use in adopting principles and goals to their everyday working life. This is an important support function to the PRME as it helps demonstrate how the issues can be tackled.

As the Dean of the Faculty of Business, Economics and Law points out, “the PRME principles have been a good way for La Trobe to highlight the things we are good at, for example: environmental accounting, governance and social justice”.

PRME helps the University move towards the goals of responsible education across all faculties, and also helps identify the challenges we face.

The Dean also pointed out, “we have noticed that there is a paradigm shift happening, where students have increasingly shown interest in issues related to responsibility and sustainability.”

In this regard, universities play a key role in formulating the future of societies, businesses, organisations and governments, and the PRME principles help and support in moving towards these goals at an early stage of the paradigm shift. The PRME helps equip students better for the challenges they face post-graduation.

3.1 Principle 1: Purpose

The purpose of the PRME has been focused on ways of implementing itself into the strategy and goals of the University. The support of the Dean as well as the fact that the PRME emphasises some of the University’s existing core strengths, means it is easier to implement the PRME in the University's strategy and planning. In addition to the support from top level management, there has been a push from the lower levels and especially students to focus on these issues. Therefore the top down and bottom up approach to the PRME has also strongly impacted on the purpose and its strategic impact. The PRME provides a suitable tool for developing and planning ways of educating future leaders and managers, as well as scholars. Additionally it focuses on sustainability issues such as climate change, corporate governance, labour and human rights, and focuses less on agency approaches. This is reflected in the curricula as well as the goals of the University in adopting and responding to the challenges of the paradigm shift.

3.2 Principle 2: Value

The value created is mainly in highlighting the things La Trobe is good at, as earlier mentioned. But in addition to this, La Trobe is establishing itself as a University where students gain an understanding of the challenges they will face in their future careers. As sustainability and responsibility are constantly gaining increased attention from both the general public and organisations, students are putting more value and emphasis on the need for applicable skills and knowledge. As the PRME provides a good basis for La Trobe to develop the approach to sustainability and responsibility the University becomes attractive to students and people seeking knowledge in this field. Hence the focus on sustainability is creating value not only for the students, staff and faculty, but for the University more generally, and its community.

- The use of a framework such as the PRME has provided an opportunity to structure the change process.
- The PRME is a framework that provides support for the integration of responsible management into education through partnerships.
- The PRME provides an opportunity to build student and alumni engagement.
- Signing up to the PRME aligned with the wider La Trobe University agenda of creating a sustainability-conscious, social and environmentally responsible tertiary institution.
- The PRME provides the opportunity to embed graduate capabilities into new course offerings- capabilities that make students more employable, graduating with wider and diverse skills required by stakeholders, whilst providing them with a more holistic education.
- PRME is important as a framework for continual improvement.
- PRME provides a forum for discussion of educational values.
- PRME provides an important link to integrate processes to outcomes of responsible management.
- PRME provides a framework to drill down into how responsible management can be achieved.

3.3 Principles 5 and 6: Partnership and Dialogue

La Trobe is constantly working on ways to encourage dialogue and partnerships in the field. La Trobe University organises seminars and conferences in the spirit of PRME. In addition to this, we have information sessions and seminars regarding current activities. La Trobe University is constantly looking for new networks and partners to raise awareness of the trends and changes that are going on elsewhere in Australia, but also in the rest of the world. Still, more work needs to be done in the near future especially regarding internal participation. These will be developing points for the University in years to come.
3.4 Challenges

We are still very much in the beginning of the change process. We believe that the PRME principles provide a good framework that can be adopted to enhance and direct the University although we realise that the adaptation might be harder for some disciplines. We also feel that the progress that has happened since we adopted the principles has provided us with knowledge to support each other in developing better ways of educating our students and to help society and businesses in the challenges they are facing.

We realise that the PRME is a long term commitment, and that we are still in the very beginning of exploring the potential and the power of the PRME principles. Still, we are proud of the developments of our University and we are proud to see, that the influence of the PRME is spreading over the University and providing us with new, interesting opportunities.

Dean: “as the PRME has proven to be a good approach, the challenge is how to adopt the principles across the University.”
4. Staff and Faculty

4.1 Principle 3: Method

One of the methods to enhance the role of the PRME has been the merger between faculties and departments to create the new La Trobe Business School (LBS). The PRIME principles as well as the knowledge gained from research and teaching has been valuable in developing the new curricula for the revised MBA. The new curricula will provide our students with basic knowledge within ethics and sustainability as a part of their program. Staff and faculty are increasingly adopting ways to support the responsible approach. More generally the increased usage of Moodle and other electronic resources to communicate and provide students with information has, for example, reduced the printing and paper usage. Faculty and staff are committed to the PRME and the sustainability goals of La Trobe. Not only teachers, but also other personnel at La Trobe are realising the importance of functioning and acting as a role model for students.

Future methods of developing the PRME at La Trobe University include looking more closely at the curricula and how they function in educating students. In addition to this, employer demands in regards to knowledge and ‘living by example’ are also being developed. For this purpose, there has been an increase in people appointed to positions at La Trobe that are undertaking research and have knowledge within the responsibility and sustainability space. This has helped develop the capabilities of La Trobe University, and further strengthen our position as a sustainable responsible University.

4.1.1 Community development project as a method

In terms of methods, the LBS is providing the Community Development Project (CDP) as an elective for MBA students. The CDP encourages students to combine their academic knowledge with practical work experience, and in 2011 two students were chosen for the CDP. One of the students worked with Aboriginal Employment Strategy for a two-week period, helping to develop internal processes and teamwork dynamics. The other student worked for Indigenous Leadership Australia, developing a marketing campaign for the organisation. Both of these internships were proven successful, and now we are developing new partnerships and dialogue to provide more opportunities for students to engage with the service learning pedagogy in the not for profit sector.

4.1.2 Integration as a method

For MBA students, the subjects from the Certificate in Corporate Responsibility have now been integrated into the new curricula. There are new core subjects such as Business in Society; Values, Ethics and Diversity; and Corporate Governance. Additional elective subjects include Responsible Leadership, Board Room Simulation, and the Community Development Project. The marketing discipline has developed a method where they educate and challenge their students in a course entitled Marketing for Sustainability. Students are challenged to deal with their own assumptions, create value from green decisions and react to the challenges ahead. In addition to this, the course has developed a simulated conference, with student delegations representing a member state of the United Nations. In this exercise, students need to walk in the shoes of their country and act as an ambassador of the country selected. This way, students will both build a relation with the UN, but also develop inspiration among students to look for solutions for challenging situations, and learn where to search for information and support. This course is offered in the Bachelor of Business degree, and has proven to be successful as there are approximately 100 students currently enrolled.

The finance discipline has developed a method where they offer a subject called Ethics and Professional Practise to postgraduate and undergraduate students. This course introduces finance students to the CFA code of Ethics and Standards of Professional Practice as well as the regulatory environment in Australia. The partnership with CFA has successfully prepared students to deal with ethical issues in the finance world. From 2012 the course will cease to be offered and in its place a new course, Investment Research Challenges that covers the key learning from the Ethics and Professional Practise course will be offered to make the connection between ethical issues, practical tasks and investment research clearer.

Developments in other methods on how to adopt the PRME principles have also been evident in the sports discipline. The sports department has placed greater emphasis on research into sport and its social impact, with a conference on this theme conducted in 2012.

4.2 Principles 4, 5 and 6: Research, Partnership and Dialogue

One of the main future foci is on raising awareness of PRME and its impact. Many of the staff and faculty are not aware of the PRME principles, and thus, are not engaged in the process. Raising awareness through the various practices already in place and the experience from the Graduate School of Management will assist in the process of communicating and engaging staff and faculty. Further, there are plans to conduct more seminars and information sessions directed to the whole University to inform staff about the PRME, to increase interest in the topic and to bring together resources and ideas.
4.2.1 Networks

The PRME encourages dialogue and partnership with other universities and networks. Our staff and faculty are actively participating in different seminars, conferences, and developing new networks and interest groups. La Trobe University was one of the driving powers in establishing the Australasian Business Ethics Network (ABEN) after actively being a part of the European Business Ethics Network (EBEN UK). In December 2010 this group was established, and they arranged their first conference in Auckland in 2011. A special issue of the Journal of Business Ethics Education was written as a result of this conference. Its success has also led to the plans of holding the next ABEN conference in Melbourne in 2012. This society is developing partnerships with EBEN and European Academy of Business in Society (EABIS).

Additionally, La Trobe University has had visiting scholars and research seminars in the area of sustainability and responsibility. Subjects have guest lecturers from organisations and other universities sharing their knowledge and experience.

4.2.2 Conferences

Dialogue and partnership have also developed through participation in conferences such as the Corporate Responsibility conference in Helsinki 2011 (CR3). La Trobe University became the fourth member of the CR3+ conference together with Hanken School of Economics (Finland, host 2011), Audencia Nantes School of Management (France, host 2012), and ISAE/FGV (Brazil, host 2013). La Trobe University has agreed to host the CR3+ conference in 2014. The CR3 conference has provided an opportunity to present developing ideas and interaction with people conducting research in the space of responsibility. It has created a network for people working with the PRME and advocating for change.

Dr Suzanne Young,
Associate Professor,
Department of Management,
La Trobe Business School

Writing opinion pieces for the media and web sites has drawn attention to the need for responsible management practices and demonstrated the watchful eye that academics have over these practices and their willingness to speak out. It has also created a wider discourse across social media spaces. Opinion pieces have been written by many staff on Sustainability, the GFC, Water Management, Diversity on Boards, Corporate Governance, Responsible Management Education, Corporate Profits and the Social Impact of Sport.

4.3 Challenges

In an increasingly frugal fiscal environment the challenge will be to resource these events and networks.

Dr Suzanne Young,
Associate Professor,
Department of Management,
La Trobe Business School

“The CR3 and ABEN conferences have provided an opportunity to present and develop ideas and interact with people in the space of responsibility. It has created a network for people working with the PRME and advocating for change.”
4.4 Principle 4: Research

4.4.1 Articles in Journals and Book Chapters


Young, S. and Graetz, F (2010) Transaction costs and beyond to duality approaches in evaluating public sector outsourcing in Australia, European Academy of Management (EURAM), 19-22 May, Rome, Italy.


4.4.2 Conference proceedings


McDonald, S. and Young, S. 2011, ‘Mapping the Path of a Sustainable Cross-sector Partnership’, ANZAM 2011, New Zealand, CD.


Young, S. and Graetz, F (2010) Transaction costs and beyond to duality approaches in evaluating public sector outsourcing in Australia, European Academy of Management (EURAM), 19-22 May, Rome, Italy.


5. Students and Alumni

1.1. **Principle 2: Value**

Our students are actively involved in developing our teaching to fit the challenges they will face in today's world through providing feedback and being involved in active learning. This will add value to their education and support the work they will do in the future. The feedback from students is handled with respect, and provides understanding for further points of development in both subjects and curricula. By doing this, we hope to develop subjects and curricula to match both company expectations and students' expectations, providing our students with knowledge and tools for their future. Additionally, we aim to inspire, motivate and build knowledge in an enjoyable way, because we know that students become more passionate about study topics when they are engaged.

The value created for students has much to do with the fact that students are experiencing the paradigm shift. They are the ones who feel empowered to impact and change the way organisations and society are working. Therefore, they seek knowledge from these fields which they feel are important. This has also led to a bottom-up approach in adopting the PRME principles. As the students are requesting information, education and support in issues related to ethics, responsibility and sustainability, the University feels a pressure to adopt and answer these requests and match students' expectations. The new curricula and the subjects presented in the previous section, show a trend where we are creating value for the students by providing them with critical skills and vision so that they are able to act on changes in the external environment. This has led us to use an approach that integrates aspects of corporate responsibility across all subjects, rather than offering a specific subject in the field.

5.1 **Principle 3: Method**

One of the methods for both encouraging students to be active but also participate in PRME activities has been the student association, partnerships, programs (such as the GRLI), exchange studies and internships. In addition to these, we conduct surveys to 'feel the pulse' of our students and track their interests, in order to better adapt to our role as educators, researchers and supporters for future business leaders.

5.1.1 **GRLI, Internship and exchange as a Method**

GRLI ambassadorships and the first Community Development Project (CDP) course was organised during 2011. This experience provides a double loop learning opportunity for the student and the organisation. In addition, the students get hands on experience in dealing with ethical issues. The GRLI experience provides a networking opportunity for selected students. In addition, the students gain international and collective practical experience on the issues organisations are dealing with. One of our students was selected and sponsored to attend the GRLI Daimler Chrysler conference in Germany, where she was challenged to picture the automobile industry in 50 years' time. This opportunity provided the chance to connect with interesting people from all over the world, and it encouraged discussions around issues, problems and possible solutions.

In regards to the CDP, a similar internship opportunity is to be developed at Hanken School of Economics, and in future, we hope to be able to send exchange students to participate in this internship in Helsinki, and to therefore gain experience that is transferable between the two countries. This year, one student from Hanken School of Economics piloted the CDP, and in future we hope to have more students from Hanken participating. We also look for opportunities to expand the CDP beyond the MBA program.

In addition to these partnerships, La Trobe University has a study abroad program with Hanoi & Dijon. The different partnerships provide our students with a variety of approaches to PRME as well as the opportunity to explore different practises around the world.

5.2 **Principle 5 and 6: Partners and Dialogue**

We are constantly encouraging students to pursue ideas related to responsibility as well as dialogue. Students are not only more aware of issues related to sustainability and responsibility, but requiring information and education on how to manage the issues as well as a deeper understanding of the trends and issues discussed globally. La Trobe University takes the global management challenge seriously, and we recognise that we educate future managers. We also recognise our role as a key player in the Asia-Pacific region.

Additionally, we are developing ways to better include our alumni in the process and development of the PRME. We encourage dialogue and better partnership with our alumni seek opportunities for them and encourage participation in seminars and conferences. The alumni has ranked the Graduate School of Management to be ‘the most loved by students’.

5.3 **Challenges**

Our biggest challenge is to develop a better partnership with the student associations and alumni and to keep them actively involved. This partnership has so far encouraged dialogue between staff/faculty and students, and is therefore a valuable asset to the University. The greatest challenge we face is raising awareness of the PRME amongst students and alumni. The PRME provides a platform to distinguish our students from others, and provide them with the alternative, sustainable knowledge, decision-making and options, which create value in their future. We feel that it is our responsibility to communicate this added value to our students, so that they can benchmark themselves as employees and future managers in organisations. The student association will be useful to encourage dialogue on the topic and is a central focus for us to develop further, as well as other partnerships that encourage students to participate and develop the role of the PRME.
6. Organisations

1.2. Principle 2: Value

Many of our partner organisations are excited about the new business school as they recognise that the concepts about the role of business in society has been well integrated in the new curricula. This will hopefully bring a slow but valuable change to the businesses and the mentality of organisations in the business sector. The added value of working closely with organisations is the support and information they provide regarding expectations from their employees and what knowledge and understanding is lacking.

The challenge is the time lag between education and practice with organisations seeing the real outcome or the impact of the PRME many years later.

According to Leeora Black, principal of the Australian Centre for Corporate Social Responsibility (ACCSR) “organisations feel that the issues tackled by PRME make La Trobe focus on one of their most important responsibilities, how they educate future managers and future employees. This is an important contribution and investment in the future, even though the impact and results of this work will be seen years from now.”

6.1 Principles 5 and 6: Partnership and Dialogue

La Trobe is proud of having formed partnerships and engaged in dialogue with many organisations. In addition to NAB, Telstra, IBM, Members Equity, Fosters and Westpac, the biggest and most exciting development has been the new organisations: Aboriginal Employment Strategy and Indigenous Leadership Australia.

6.1.1 ACCSR

Another important organisation that La Trobe has partnered with is ACCSR. This partnership started, when ACCSR noted that organisations were requesting a training system educating employees within the CSR field. The Graduate Certificate was developed between La Trobe’s Graduate School of Management and ACCSR, and has been a successful partnership for the last three years. In this partnership, ACCSR has been delivering one of the subjects, as well as awarding the best graduate certificate. Even though the partnership in the form of the graduate certificate with ACCSR will end in 2012, there are other important activities taking place including public learning programs and workshops. In the future we are hoping to further develop research collaborations with ACCSR. Furthermore, ACCSR are happy to see that La Trobe takes on one of the real sustainability challenge they face, which is educating the students and future leaders through embedding these concepts into all of its programs.

6.1.2 UN

The partnership with the UN both in regards to the PRME and the course in marketing has provided useful contacts and information on how to develop ideas as well as trends and issues discussed globally. The course in Marketing encourages dialogue between students and the UN and the PRME network provides support in developing ideas. The PRME network also provides information on different solutions and ways of adopting the principles, and different challenges in different stages of the PRME process. This also provides useful information and provides a space to connect and develop with new partnerships.

6.2 Challenges

Our future challenge is to develop a stronger multidimensional partnership with the organisations that encourage different ways of communicating, discussing and working together, raising awareness of not only students and universities, but also organisations with an interest in these issues. One partnership that will require special attention is working closer with government.
7. **Infrastructure**

7.1 **Principle 3: Method**

One of the methods La Trobe University is proud of using in developing the PRME principles is adopting sustainable processes and environmental friendly options. La Trobe University’s Sustainability Report has targeted goals for the University to achieve. These include further developments in sustainable ways of operating and sustainable practices, including a commitment to reducing Green House Gas (GHG) emissions by 30%, energy consumption by 30%, car usage for a single occupant by 30%, water usage by 10%, waste to landfill by 30%, paper usage by 30%, and to increase recycling by 30% by 2020.

7.1.1 **Energy**

The infrastructure of the University plays a role in both adopting a green mentality, but also in achieving the goals set. The University has its own gas-fired co-generation power plant, which generates electricity used by the Melbourne campus and feeds back into the grid at times of low energy usage. In addition, the power station produces high-temperature hot water, used for heating, sterilisation, domestic hot water, and cooling buildings and laboratories. This power supply can back up the University’s power supply if the grid fails. In addition to this La Trobe has solar panels that produce up to 4.8kW of power. The Melbourne campus also has 14 water fountains, where students can refill their water bottles. This is to encourage responsible behaviour and not only do students save money but they also reduce their carbon footprint.

7.1.2 **Recycling**

La Trobe has adopted paper and cardboard recycling. This reduces the University’s carbon footprint, and is one of the easier practices to adopt across the University. This increases the awareness of everyday choices amongst students and staff and draws attention to the impact of sustainability and responsible behaviour that La Trobe is trying to teach. In addition, La Trobe has adopted battery recycling and mobile phone recycling practises, to reduce the hazardous waste these create, and is exploring ‘life after’ options for these products. The campus has also adopted co-mingled recycling, where students and staff can reduce waste by recycling suitable items. Organic waste is collected to Bokashu buckets that use micro-organisms to ferment waste. Once the bucket has fulfilled its job, the fermented waste is used by the new Melbourne community garden. This reduces both landfill and waste.

7.1.3 **Infrastructure**

The infrastructure of La Trobe University and the actions taken create a more sustainable environment and contribute to the PRME principles. The University teaches by example, embedding sustainable ‘ways of living’ into student experiences on campus. By normalising such practices, the University exposes students to sustainable actions which they can take with them and implement the same or similar systems in current or future workplaces.

7.1.4 **Reporting**

Responsible Futures, La Trobe University’s first Sustainability Report won the award for best first-time report at the Association of Chartered Certified Accountants Sustainability Reporting Awards in August 2011. Released in April 2011, La Trobe University was first in the world to publish an externally assured sustainability report on the University’s social, environmental and economic footprint that strictly follows the Global Reporting Initiative’s sustainability reporting guidelines.

La Trobe University Pro Vice-Chancellor, Professor Carol Adams said the award recognised the role sustainability plays in connecting different parts of the University under a common goal. ‘Responsible Futures was a collaborative effort that highlighted University staff working across sustainability at all levels, from the University Council to the La Trobe Wildlife Sanctuary volunteers,’ she said.

“My advice in integrating indicators to evaluate progress is to use a whole of school/university approach to ensure measures reflect actions at many levels. This also enables staff who are working in different areas with varying priorities to engage in the process and feel a sense of achievement when their work is recognised. Moreover using each of the PRME principles and measuring against each ensures both processes and outcomes are used together to drive the PRME.”

Dr Suzanne Young, Associate Professor, Department of Management, La Trobe Business School
8. Partners

8.1 Principle 4, 5 and 6: Research, Partners and Dialogue

The most recent development under the PRME is the partnership with Hanken School of Economics, Audencia School of Management, and ISAE/FGV in developing and organising the CR3+ conference. The four schools are working together on issues related to corporate responsibility / global responsibility. During the first conference that was organised in Helsinki, La Trobe University had one of their scholars acting as a convener for one of the streams at the conference. La Trobe University will organise the conference in Melbourne in 2014. The next conference (in 2012) will be organised by Nantes, and scholars from La Trobe University are planning to participate and submit papers to this conference.

8.1.1 Hanken

La Trobe University and Hanken School of Economics are deepening their partnership in issues concerning PRME. The partnership was piloted in 2011 with an exchange student from Hanken travelling to La Trobe University and participating in the Community Development Project internship. This was the first step in developing a deeper partnership with Hanken School of Economics in exchanging students for the Community Development Project in each country. The pilot was seen as a success, and the added value for the student has been noted at Hanken. The student will engage in developing a similar program back home. This exchange will not only provide the universities with the opportunity to gain experience, research ideas and knowledge from each other, but also allows students to transfer knowledge on issues and topics the countries excel at. This will not only bring the universities closer together, but also bring the countries knowledge and experience to a new level of partnering.

8.1.2 Aboriginal community

The internship has also allowed us to partner with Aboriginal organisations, adding knowledge and collaboration in this field. We are constantly seeking new partners in this field to provide students with more learning opportunities. In addition to this, we are working with NGO’s to develop a good understanding of the issues at hand. These future plans of expanding the Internship to other disciplines as well as new organisations will develop new methods and encourage dialogue between these departments, and thus develop ways of working with the PRME goals and challenges in future.

8.1.3 Conferences

New projects are being developed on how to deliver the message about what PRME is doing and how universities can engage. During the Academy of Management conference, La Trobe University presented their implementation process of the PRME, and this has further been developed to a research partnership with faculty staff at three schools – La Trobe University, Babson College and Bentley University – who will look at the process of change in initiating and implementing the PRME principles. Participation in conferences is seen as a crucial networking activity. Scholars, PhD students and both undergraduate and postgraduate students participate in a variety of workshops, seminars and conferences relating to PRME around the world. The GRLI is one example of a seminar where one of our students travelled to Germany to gain experience, create dialogue and develop networks. We will continue inviting scholars in the field to work with us on research projects and share their knowledge and learning in the space, to generate a wider understanding and develop best practices.

8.1.4 Beyond Grey Pinstripes

A key activity to dialogue has been the Aspen Business School Beyond Grey Pinstripes rankings and workshops. During these workshops, the trends and challenges are discussed, and ideas and solutions are shared and developed. This ranking and activity helps connect the research and academic world with businesses. Knowing the challenges and solutions organisation are developing and facing, help academics develop and work with both research on solutions to issues, and identifying issues in ‘real life’. La Trobe University was proud to receive a reward for being ranked among the 100 universities beyond grey pinstripes. The award was given to the Graduate School of Management, and was received by Associate Professor Suzanne Young in November 2011.

8.2 Challenges

Future challenges in the field are related to the partnerships between different faculties at La Trobe University. In February 2012 La Trobe University is arranging an “Advancing sustainability in education and research” symposium. This symposium will bring together a range of disciplines addressing these issues in different ways. The topics at the conference include: embedding sustainability in business schools, turnaround leadership for higher education, and the science of sustainability, influencing practise and policy. The partners for the symposium are Business for Millennium development, Centre for Sustainability Leadership, Construction & Building Industry Super (cbus), National Australian Bank, and Oxfam Australia. The main aim of these events (as well as the other conferences) are building research, encouraging dialogue, raising awareness of what is being done, building capacity, becoming involved and getting other people involved too.