

## PRME Australia



The Principles for Responsible Management Education (PRME) is a UN Global Compact-backed initiative with the vision to realise the sustainable development goals (SDGs) through responsible management education. The Six Principles of PRME are based on internationally-accepted values endorsed by UN Member States and provide an engagement framework for higher education institutions to embed responsibility and sustainability in education, research, and campus practices through a process of continuous improvement. Higher education institutions that become signatory to PRME

make a public commitment to knowledge creation and education that supports and develops leaders who are capable of managing the complex challenges faced by business and society in the 21st century. PRME is multi-stakeholder platform with a dynamic network of local and global learning communities, including thematic Working Groups and regional Chapters, which collaborate on projects and events. With PRME signatories since 2008, the Australia and New Zealand (AUSNZ) PRME Chapter was officially endorsed in 2013 and has grown in Australia with 25 Australian of universities currently PRME signatories.

Amidst vast land distances between signatories, PRME members communicate on bi-monthly conference calls, virtual state based gatherings and via more formal annual forums. We communicate regularly via email sharing topics of interest, latest articles, student engagement trial outcomes and have a strong commitment to sharing resources and knowledge. Although smaller in population to our global PRME partner chapters our courses reach a large sector of the Australian population. Recent statistics reveal that of all Australian higher education courses completed in 2016, the field of management and commerce accounts for 19% for domestic students and 55% for our international students. With high international student numbers it comes as no surprise that international education is Australia's largest service export. These large numbers and percentage of diverse cultures offers us rich exploration for teaching and learning but also numerous challenges in the way to tackle all 17 SDGs in curriculum, research and partnerships.

Since the SDGs were introduced, Australian PRME signatories have been mapping goals against curriculum learning outcomes, introducing assessments that align with particular SDGs, instigating citizenship days, instilling these values in their vision and mission statements, modifying position employment descriptions to include awareness of responsible and sustainable education, trialling student engagement projects such as WikiRate, Aim2Flourish and the Sustainability Literacy Test in classroom activities. Larger projects include SDG workshops in regional areas (Wollongong and Albury), creation of sustainability majors and research centres, activating communities of practice for responsible and sustainable topic conversations. As PRME signatories, we report on our commitment activities via a Sharing in Progress report. In 2017 these stories were largely narrated via the global goals and our initiatives surrounding the SDGs in higher education is regularly published on the international PRIMEtime Blog <https://primetime.unprme.org/>.

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