



# United Nations Global Compact **Communication on Progress 2015**

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|  <p>COMMUNICATION ON<br/>PROGRESS</p> | <p>This is our <b>Communication on Progress</b> in implementing the principles of the <b>United Nations Global Compact</b> and supporting broader UN goals.</p> <p>We welcome feedback on its contents.</p> |
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University for the Common Good



# Principal's Letter to Renew Ongoing Commitment to the United Nations Global Compact and its principles



I am delighted to have this opportunity to express continued support for the United Nations Global Compact (UNGC) and renew the commitment of Glasgow Caledonian University (GCU) to the initiative and its principles.

GCU's motto is for 'For the Common Weal' and, in doing so, to harness our intellectual and social capital to deliver real benefits to the communities, businesses and students we serve in Scotland and beyond. Reflecting this, the University was honoured to install Professor Muhammad Yunus, Nobel Prize Winner and global anti-poverty campaigner, as Chancellor in 2012, the same year that GCU made a commitment to the UN Principles for Management Education (PRME). Professor Yunus has dedicated his life to developing innovative solutions to alleviate poverty and transform the lives of those in deprived and disadvantaged communities. His appointment as GCU Chancellor is a public statement of the importance GCU attaches to our social mission and of our commitment to apply our research and teaching to benefit the communities we serve in Scotland and internationally.

GCU was the first University in Scotland to join the UN Global Compact and I was pleased to attend the UN Global Leaders' summit on 'Architects of a Better World' in New York in September 2013. The values promoted by the Global Compact reflect those long held by GCU: responsible management; global citizenship; promoting equality, accessibility and widening opportunities; and working in partnership towards sustainable development. GCU is also the first university in Scotland, and one of only 29 globally, to achieve, in August 2014, the prestigious 'Changemaker Campus' status from AshokaU, providing further evidence, and recognition, of the University's initiatives relating to social innovation in the fulfilment of its mission.

Our first Communication on Engagement (CoE) report to the UNGC comes in the form of our 2nd PRME Sharing Information on Progress Report (SIP), which covers the period from March 2013 to the summer of 2014. We believe that this report builds further on the achievements reported in our 1st PRME SIP, which was recognised by the PRME community with an award for 'Recognition of Excellence in Reporting' at the 2013 Global Summit<sup>0</sup>. Both reports demonstrate our commitment not only to the PRME, but also to the ten universal principles of the United Nations Global compact.

The international outlook and impact of our work has been significantly extended in the last year with the launch of our GCU New York campus to accompany our GCU

London campus and our home in Glasgow. As Professor Yunus stated at the reception which launched GCU New York, 'GCU is a very bold university... it's not just one campus - it's a campus which has an orientation for the whole world.'<sup>1</sup> Scotland's First Minister, the Rt. Hon. Alex Salmond MSP, delivered the inaugural Caledonian Lecture at GCU New York in April 2014 and this marked the first in a series of 'Town Hall' events in which the University will discuss with our international stakeholders the challenges involved in fulfilling the six Principles for Responsible Management Education.

Participation in PRME is central to GCU's commitment to ensure that the future leaders and managers we educate are equipped to deal with the complex challenges faced by business and society in the 21st century. Our involvement in PRME and the UNGC exemplifies GCU's defining characteristics: excellence in teaching and research; encouraging responsible leadership; and making a positive social impact through engagement beyond the campus. Through sharing our experiences with and learning alongside the PRME and UNGC communities, GCU commits itself to continue to contribute to the common good not only of Scotland and the UK but the world.

**Professor Pamela Gillies CBE**  
Principal and Vice-Chancellor  
Glasgow Caledonian University

<sup>0</sup> <http://www.gcu.ac.uk/newsroom/news/article/index.php?id=64399>  
<sup>1</sup> <http://www.gcu.ac.uk/newsroom/news/article/index.php?id=64270>

## Executive Summary

Glasgow Caledonian University (GCU) is pleased to reaffirm its commitment to advancing the Principles for Responsible Management Education and to share our second report on our progress in teaching, research and stakeholder engagement activities contributing to responsible leadership and sustainable development.

Our first *Sharing Information on Progress* (SIP) report covered the period from January 2012, when GCU first joined PRME, to February 2013. We were pleased and proud that our initial report was recognised by the PRME community by the award for 'Recognition of Excellence in Reporting' at the 2013 Global Summit'.<sup>2</sup> Our second SIP report covers the period from March 2013 to the summer of 2014. We believe that this report documents considerable achievements and demonstrates our commitment to PRME, but we are aware that GCU is still only near the beginning of a process which requires continuous improvement.

The UK Prime Minister, David Cameron, has described GCU as a 'fantastic, forward-looking University'<sup>3</sup> and we aim to enhance that reputation by participating fully in PRME. As our Research and Community

Communications Officer noted in an interview with Jonas Haertle, Head of the PRME Secretariat, in *The Caledonian*: 'It's easy to see why PRME is such a neat fit for the University: PRME has developed educational resources in three areas - poverty reduction, gender equality and anti-corruption, all specialisms where GCU is particularly strong.'<sup>4</sup>

In our 2013 SIP report we explained how, as part of our internal PRME Communications Strategy, we had developed our own versions of the six Principles which we hoped would be more easily understood by staff and stakeholders relatively unfamiliar with PRME. Our rephrasing of the six Principles is as follows -

- #1: Purpose:** to develop graduates able and willing to contribute to an inclusive and sustainable future
- #2: Values:** to develop graduates who care about the global environment and social responsibility
- #3: Method:** to develop learning and teaching which enables students to become responsible managers and leaders
- #4: Research:** to advance understanding of the creation of sustainable social, environmental and economic value

**#5: Partnership:** to work with businesses and other stakeholders to explore mutually beneficial responses to social and environmental challenges

**#6: Dialogue:** to promote dialogue and debate among stakeholders on global social responsibility and sustainability issues.

Some of the most important ways in which we have made progress in fulfilling these Principles since our last SIP report include the following:

### Purpose

Glasgow School for Business and Society (GSBS) revised and revalidated our suite of undergraduate and postgraduate business and management programmes to ensure that responsible management, ethics, equalities issues and sustainability are central features of Masters and Bachelors education.

The University also established a new MSc in Social Business and Microfinance'.<sup>5</sup>

### Values

GCU was honoured to be invited to join the PRME Champions group and work with universities from across the world and with the PRME Secretariat to develop and extend the impact of PRME. Members of GCU's

<sup>2</sup> <http://www.gcu.ac.uk/newsevents/news/article.php?id=64399>

<sup>3</sup> <http://www.gcu.ac.uk/newsevents/news/article.php?id=69916>

<sup>4</sup> [http://www.gcu.ac.uk/media/gcalwebv2/pressoffice/publications/Caledonian\\_Magazine\\_Winter\\_2013-14.pdf](http://www.gcu.ac.uk/media/gcalwebv2/pressoffice/publications/Caledonian_Magazine_Winter_2013-14.pdf)

<sup>5</sup> <http://www.gcu.ac.uk/campaigns/2014/postgraduate/socialbusinessandmicrofinance/international/>

PRME Leadership Team have participated in the webinars of the Research, Curriculum Development, and Faculty Development thematic sub-groups and also attended the Champions meeting in New York in July 2014.

#### Method

GCU staff contributed two chapters to the second PRME *Inspirational Guide for the Implementation of PRME: Learning to go Beyond*, and also contributed six inspirational case stories for inclusion in the 2013 PRME Summit 5th Annual Assembly in Bled. Francesca Calo of GCU has contributed a chapter in the first book to be published by the PRME Working Group on Poverty, a Challenge for Management Education: *Socially Responsive Organizations and the Challenge of Poverty*.

GCU has also been an active contributor to and shared best practice with fellow members of the UK and Ireland PRME Chapter and Dr. Alec Wersun was elected Vice-Chair of the Chapter in April 2014.

#### Research

GCU continues to be a world leader in analysing social business and social innovation. In January 2014 the Yunus Centre for Social Business and Health was awarded £2 million

for a five year research project examining the potential of various social enterprise models to improve public health and well-being.

Dr. Simone Baglioni of the GSBS Department of Social Sciences, Media and Journalism is part of an international consortium awarded €2.4 million by the European Commission to undertake a three year study of the evolution and social inclusion impact of social entrepreneurship and innovation.

The work of the Women in Scotland's Economy research centre (WiSE), especially that of the late Professor Ailsa McKay, has contributed significantly to an improved understanding of women's economic contribution and informed the policies of both the Scottish Government and Scottish Parliament.

Researchers in GCU's Institute for Sustainable Engineering and Technology Research have created a Climate Change Hub, which serves as one of the world's most accessible databases of environmental and climate justice research.

#### Partnership

GCU was recognised in both the 2014 Scottish and UK Responsible Business awards by winning the Unilever International Award,

sponsored by 'Business Fights Poverty', for our contribution to the success of the Grameen Caledonian College of Nursing in Dhaka (GCCN), Bangladesh. The College trains young women from some of the most deprived communities in the world to become professional medical staff serving their communities.

GCU's award winning Caledonian Club and GCU London Club continue to introduce children and young people from disadvantaged backgrounds to the opportunities which higher education provides and help break down some of the barriers which have inhibited their aspirations and impeded their participation. GCU intends to extend this successful model in the future to its New York campus.

#### Dialogue

In August 2013 GCU became the first Scottish university to join the United Nations Global Compact, and GCU's Principal and Vice-Chancellor, Professor Pamela Gillies CBE, attended the Global Leaders' summit in New York in September 2013.

GCU, through GSBS, has been an active member of Business in the Community (BITC), the UK's largest business-led organisation

promoting responsible leadership, since 2012 and also joined Scottish BITC in January 2014. We hosted a Responsible Business Week event at our London campus in April, which was attended by senior figures from the academic and commercial sectors, the media and politics. Professor John Wilson, Executive Dean and Pro Vice-Chancellor of Glasgow School for Business and Society outlined how universities could nurture innovation and economic competitiveness in the leaders of the future, while remaining true to the principles for responsible management.



In relation to **Sustainability**, GCU achieved a Gold Award for the Eco Campus environmental system for higher education and is now working towards achieving a Platinum award. GCU was the first university in Scotland to join the Eco Campus scheme and the first to be granted Bronze and then Silver awards. This honour accompanies the Gold award for GCU's Caledonian Court, conferred by the Green Tourism Business Scheme, and our status as a Fairtrade University.

Professor Danica Purg, President of CEEMAN, has called on 'all member schools for a concrete follow-up on how they plan to implement the elements of the 2013 PRME Summit Declaration'.<sup>6</sup> GCU accepts and embraces this challenge. The past year has been one of sustained effort to fulfil GCU's mission to create responsible leaders and global citizens who share our commitment to the common good. Our continuing commitment to PRME is central to realising this vision. This report outlines some of the

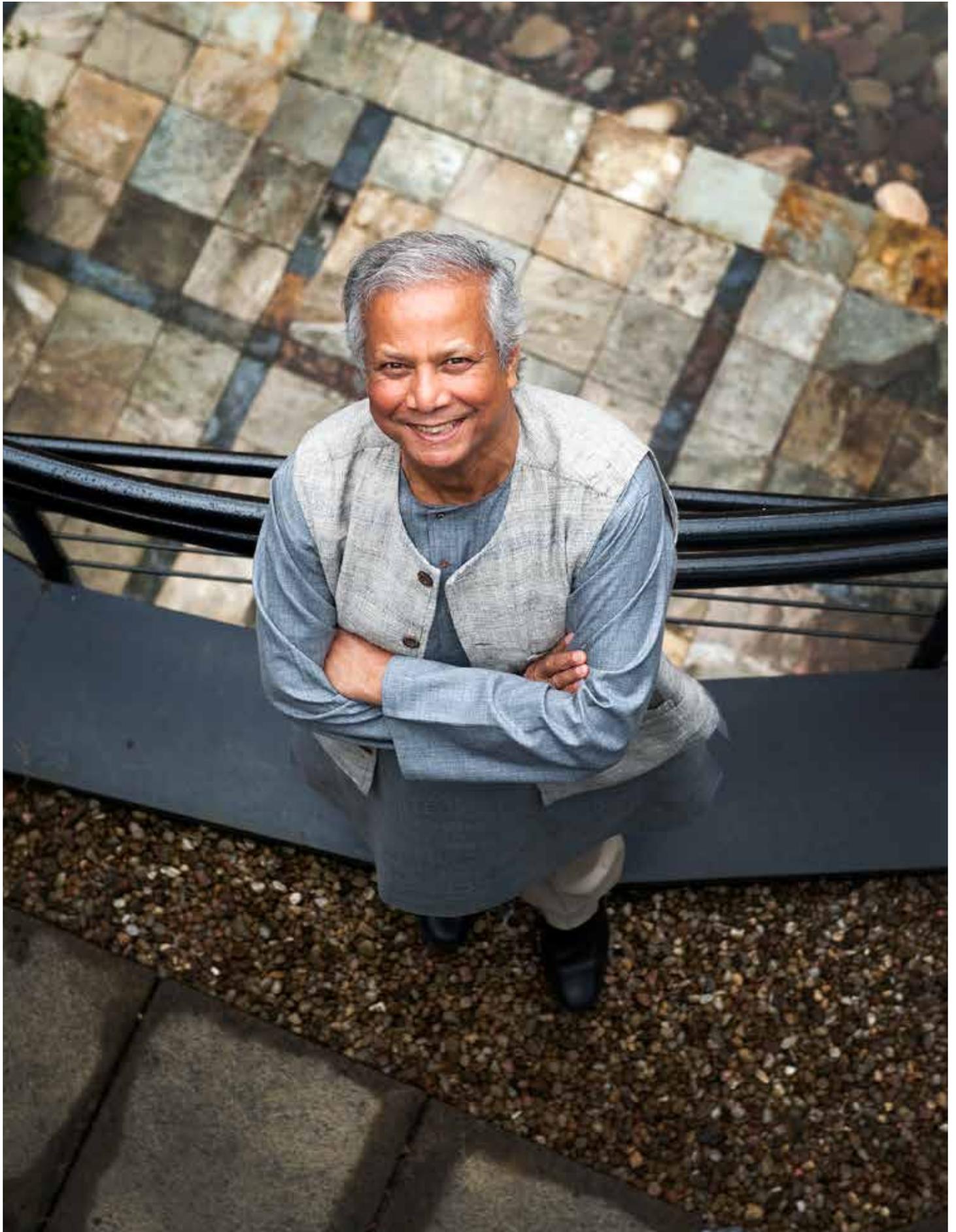
measures we have taken to embed and extend the Principles in our teaching, research and stakeholder engagement activities and the further actions we plan in each of these areas. We appreciate that we are still at the beginning rather than the end of a process, and we look forward to sharing our experiences and learning alongside others equally committed to promoting responsible leadership and sustainability.

**"We are all students, but you are just a little bit luckier than most because you went to the right school. There are no other Universities for the Common Good. And now you will go back home, or maybe to foreign countries, to give service, and all things that you studied will become learning, and you will give that learning to others, because you came to the most unique University in the world."**

**Professor Eva Haller**, Magnusson Fellow, addressing GCU graduates, 25th June 2014.<sup>7</sup>







## Part One

## About Glasgow Caledonian University

Glasgow Caledonian University (GCU) traces its origins to the Glasgow Queen's College, founded in 1875. The University received its Royal Charter in 1993 following the amalgamation of the College with Glasgow Polytechnic. GCU has since become one of the largest higher education institutions in Scotland, with more than 17,000 students, including over 2,000 international students from more than 100 countries, and over 1,500 staff.

GCU has also become an international centre of excellence in higher education, promoting employability and global citizenship in its graduates. The University was ranked 72 (out of 123) and in the top 20 modern UK universities in the *Complete University Guide*. On the basis of the UK's 2008 Research Assessment Exercise, GCU was ranked in the top 10 universities in the UK for allied health research and in the top 20 for research in the built and natural environment.

GCU was also ranked equal first in the UK for student satisfaction in the INTO Exit Survey in 2014<sup>8</sup>, and we are part of a global network with partnerships with other higher education institutions stretching from North and South America, South Africa, India and the Middle

East to several regions of China. Reflecting our international reach, in April 2014 GCU became the first UK university to establish a campus in New York<sup>9</sup>. GCU New York will initially deliver a range of short Executive Education programmes in key areas of academic strength, following the model of our successful GCU London campus, which opened in September 2010 and which hosts the British School of Fashion<sup>10</sup>.

### GCU's Continuing Commitment to PRME

GCU committed to PRME in January 2012. GCU aspires not only to excellence in teaching and research but to make a positive social impact through our students and immediate partners for the benefit of deprived and under-served communities in Scotland, the UK and globally. This is expressed in the University's motto: 'for the common weal' - 'weal' being a Scots word for good or wellbeing. This motto corresponds to the core purpose set out by the Global Forum on Responsible Management Education in the *Rio Declaration on the Contribution of Higher Education Institutions and Management Schools to 'The Future We Want'*<sup>11</sup>.

Our commitment to the common good is also expressed in the installation in October 2012 of Professor Muhammad Yunus as University

Chancellor. Professor Yunus' relationship with GCU dates to 2008 when he was awarded an Honorary Doctorate and delivered the inaugural Magnusson Fellowship Lecture. As founder of the Grameen Bank and a pioneer of microfinance, Professor Yunus is internationally recognised as one of the world's foremost social entrepreneurs and anti-poverty campaigners. He was awarded the Nobel Peace Prize in 2006 for the development of microcredit and his imaginative contributions to economic and social development. GCU's relationship with Professor Yunus is more than merely symbolic, it is embodied in two of our flagship institutions. Firstly, GCU's close collaboration with Professor Yunus inspired the foundation of the Grameen Caledonian College of Nursing in Bangladesh in 2010, which provides an international standard of nursing and midwifery training in one of the poorest countries in the developing world. Secondly, also in 2010, GCU established the Yunus Centre for Social Business and Health, which is undertaking pioneering research into the relationship between social business and health improvement.

Professor Yunus has laid a challenge to all universities, commenting that 'We prepare our students for jobs and careers, but we

<sup>8</sup> <http://www.gcu.ac.uk/newsroom/news/article/index.php?id=93282>

<sup>9</sup> <http://www.gcu.newyork.com/index.php>

<sup>10</sup> <http://www.britishtschooloffashion.com/>

<sup>11</sup> <http://www.unprme.org/resource-docs/3rdPRMEGRioDeclaration.pdf>

don't teach them to think as individuals about what kind of world they would create<sup>12</sup>. GCU's commitment to PRME is part of our endeavour to meet this challenge. This commitment is enshrined in our Outcome Agreement with the Scottish Funding Council and also expressed in our strategic plans.<sup>13</sup> It was further reinforced when GCU became the first University in Scotland to join the United Nations Global Compact.

GCU was proud to be invited by the PRME Secretariat to become one of a small number of PRME Champions in 2013. Dr. Alec Wersun is a member of the PRME Advisory Committee, which is an important channel for members of the PRME community to raise ideas, concerns, and solutions with the PRME Secretariat and Steering Committee and with each other. Dr. Wersun and Cara Smyth, Vice-President of GCU New York, attended the Champions meeting in New York in July 2014. Other members of GCU's PRME Leadership Team have contributed to the discussions of the PRME Champions thematic sub-groups on Research, Curriculum Development, and Faculty Development.

GCU is also a founding and active member of the PRME UK and Ireland Chapter.

Dr. Wersun attended the second meeting of the Chapter in Winchester in April 2014 and was elected Vice-Chair. He is also a member of the editorial board of the forthcoming UK and Ireland *PRME Inspirational Guide* to be published by Greenleaf.

GCU staff also remain active members of several PRME Working Groups. Dr. Stephen Sinclair and Dr. Wersun are involved in the PRME Working Group on Poverty, a Challenge for Management Education, and Dr. Peter Duncan is a member of the PRME Working Group on Anti-Corruption in Curriculum Change. We will also look to find a replacement for the late Professor Ailsa McKay to represent GCU on the Working Group on Gender Equality.

Two GCU representatives participated in the PRME Global Summit in Bled in September 2013. GCU collected the award for 'Recognition of Excellence in Reporting' for our first *Sharing Information on Progress* at the Summit and, at the invitation of Giselle Weybrecht, members of our PRME Leadership Team subsequently contributed their reflections on composing this SIP and participating in PRME to the PRIMETime Blog<sup>14</sup>.

The University also contributed six inspirational case stories for consideration at the Bled Summit<sup>15</sup>. Two of these were selected as case studies included in the second edition of the *Inspirational Guide for the Implementation of PRME: Learning to go Beyond*. The first contribution from Professor Cam Donaldson and colleagues from the Yunus Centre for Social Business and Health outlined 'Researching Poverty Alleviation through Third-Sector Initiatives in Scotland'. The second submission was from Dr Liz Frondigoun of the Department of Social Sciences, Media and Journalism on 'Social Science Student Community Engagement'<sup>16</sup>. Francesca Calo of the Yunus Centre for Social Business and Health has also co-authored a chapter on 'Fighting Poverty at the Bottom of the Pyramid' in the forthcoming book to be published by the PRME Poverty Working Group - *Socially Responsive Organizations and the Challenge of Poverty*<sup>17</sup>.

GCU established a PRME Leadership Team in 2012 and its members have been particularly active in promoting the Principles to colleagues and stakeholders within GCU and also working with the international PRME community. The University's initial involvement in PRME was led by staff from GSBS. However,

<sup>12</sup> Yunus, M. (2008) *Creating A World Without Poverty: Social Business and the Future of Capitalism*. New York PublicAffairs.

<sup>13</sup> [http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/policyplanning/GCU\\_OutcomeAgreement\\_2013\\_14.pdf](http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/policyplanning/GCU_OutcomeAgreement_2013_14.pdf)

<sup>14</sup> <http://primetime.unprme.org/2013/12/16/putting-together-your-first-sip-report-glasgow-school-of-business-for-society-part-1-of-2/>

<sup>15</sup> <http://www.unprme.org/news/index.php?newsid=269>

<sup>16</sup> <http://gse.publisher.ingentaconnect.com/content/glbj/igiprme;jsessionid=2skf42pl3rnul.alice>

<sup>17</sup> [http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/policyplanning/GCU\\_OutcomeAgreement\\_2013\\_14.pdf](http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/policyplanning/GCU_OutcomeAgreement_2013_14.pdf)

our next phase in embedding PRME involves extending the membership and activities of the Leadership Team across other Schools and Departments. To this end, in May 2013 GCU LEAD (Learning Enhancement and Academic Development) invited Professor Christian Herzig, Professor of Business and Sustainability at Nottingham Trent University, to present his results and analysis of the experiences of universities in embedding PRME in their curricula. Staff from across GCU discussed the implications and lessons for GCU with Professor Herzig, and these reflections have informed our subsequent actions.

One such action was to survey the level of awareness of PRME among GSBS staff. This found that 64% of respondents were either very or somewhat familiar with PRME.<sup>18</sup> The survey also provided a baseline on how relevant PRME was perceived to be to the wide range of subject specialisms represented within the School. Some of the headline results included:

- 78% of staff felt that 'Developing graduates able and willing to contribute to an inclusive and sustainable future' was relevant to their own teaching; 55% that it was relevant to their own research;

- 78% agreed that 'Developing graduates who care about the global environment and social responsibility' was relevant to their teaching; 54% responded that it was relevant to their research;
- 69% believed that 'Developing learning and teaching which enables students to become responsible managers and leaders' was relevant to their teaching; 55% agreed that it was relevant to their research;
- 70% agreed that 'Advancing understanding of the creation of sustainable social, environmental and economic value' was relevant to their teaching, while 55% of respondents agreed it was relevant to their research;
- 62% stated that 'Working with businesses and other stakeholders to explore mutually beneficial responses to social and environmental challenges' was relevant to their teaching; 55% said it was relevant to their research;
- 62% agreed that 'Promoting dialogue and debate among stakeholders on global social responsibility and sustainability issues' was relevant to their teaching; and 52% that it was relevant to their research.

These findings and the progress which GCU has made in the past year provide a promising foundation upon which to build. We take pride in our accomplishments in embracing PRME since committing to the Principles in January 2012 and are pleased to be able to share our experiences with the members of the PRME community. However, we are also aware that this is still the beginning of a process; we recognise that further progress is possible and that we have as much to learn from the international PRME community, as we have to share with them. We therefore look forward to collaborating with other stakeholders committed to contributing to the common good.

Part Two

## Activities and Achievements, 2012-13

### Principles #1 #2 and #3: Embedding PRME In Our Principles, Values and Methods

**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 curricula 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.'



At GCU we recognise that committing to PRME requires considering what attributes we believe our graduates should possess. We agree with the CEEMAN President Danica Purg who argued that 'Leaders have to be global citizens with high ethical standards, helping to create conditions for the welfare of all. This obliges management schools to revamp their programs, so that they respond on the needs of leaders and society in the future'<sup>19</sup>. This view is increasingly widely shared: results from the 50 + 20 Global Survey found that both executives and business students themselves regarded key leadership skills as including understanding the societal and environmental context of business and an appreciation of ethical issues.<sup>20</sup> Similarly, the Open Letter to Academic Institutions issued jointly by the UN Global Compact and the PRME Secretariat, and endorsed by the UNGC Human Rights and Labour Working Group<sup>21</sup> called upon academic institutions to include human rights teaching in their management education programmes, and to equip their students with the knowledge and skills necessary to manage the human rights impacts of business.

These principles are reflected GCU's Strategy for Learning (SfL), which highlights PRME

as a key design principle and which aims to produce graduates who are global citizens contributing economic and social benefits to the communities they serve.<sup>22</sup> GCU's 2013-2020 SfL has committed that all programmes will be underpinned by PRME, and the Principles are included in all modules delivered in Glasgow School for Business and Society, one of the University's three academic schools. Commitment to PRME is central to GCU's strategy and incorporating the Principles across our teaching portfolio is included in the University' 2014/15 Outcome Agreement with the Scottish Funding Council.<sup>23</sup> Both this and our first SIP have been considered and approved by GCU's Executive Board and Principal, which reflects the importance which senior University staff attach to our commitment to PRME.

The survey of GSBS staff undertaken by the PRME Leadership Team found that 56% of respondents were aware of teaching within the School, other than their own, which related to the six Principles. Particular examples referred to included the following courses:

- *Regulating Financial Services*: second year undergraduate Finance<sup>24</sup>

<sup>19</sup> Interview in CEEMAN News, Autumn 2013, p.4

<sup>20</sup> <http://www.europeanbusinessreview.com/?p=1262>

<sup>21</sup> [http://www.unglobalcompact.org/docs/issues\\_doc/human\\_rights/Human\\_Rights\\_Working\\_Group/Letter\\_to\\_Academia/Open\\_Letter\\_EN.pdf](http://www.unglobalcompact.org/docs/issues_doc/human_rights/Human_Rights_Working_Group/Letter_to_Academia/Open_Letter_EN.pdf)

<sup>22</sup> [http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/supportservices/Strategy\\_for\\_Learning\\_2013-2020.pdf](http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/supportservices/Strategy_for_Learning_2013-2020.pdf)

<sup>23</sup> [http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/policyplanning/GCU\\_OutcomeAgreement\\_2013\\_14.pdf](http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/policyplanning/GCU_OutcomeAgreement_2013_14.pdf)

<sup>24</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=M2N311639>

- *Decision-Making and Ethics for Financial Institutions*: third year undergraduate Finance <sup>25</sup>
- *Ethics and Accountability*: third year undergraduate Accountancy<sup>26</sup>
- *Ethics, Ethical Behaviour and Risk*: third year undergraduate Risk Management<sup>27</sup>
- *Ethical Trade and International Market Entry*: third year undergraduate Economics<sup>28</sup>
- *Entrepreneurship in Developing Organisations*: third year undergraduate Business and Management<sup>29</sup>
- *Sustainability, Corporate Responsibility and Ethics in International Business*: fourth year undergraduate Business and Management<sup>30</sup>
- *Media Ethics*: fourth year undergraduate Media and Journalism<sup>31</sup>
- *Ethics And Corporate Governance Issues*: MSc Accounting and Finance<sup>32</sup>
- *Globalisation and Global Ethics*: MBA<sup>33</sup>

GCU is one the UK's pre-eminent academic centres for research and consultancy in the fashion industry, and the *Strategic Management and Marketing in the Luxury Goods Sector*<sup>34</sup> module in our Luxury Brand Marketing

MBA includes examination of ethical issues, corporate social responsibility and responsible management in global supply chains.

As reported in our last SIP, GSBS undertook a systematic review and refresh of its undergraduate (UG) and postgraduate (PG) business and management teaching portfolio in 2012-13 and 2013-14 and the new suite of programmes successfully validated from this process commenced in September 2013 and September 2014 for PG and UG respectively. Two strategic considerations underpinned this process: (i) incorporating social and environmental issues into business and management education; (ii) reflecting the interdisciplinarity of GSBS in the new suite of UG and PG business and management programmes. To give an illustration, as our *Postgraduate Portfolio Refresh Rationale and Overview* report stated, 'There is a need in business education to move beyond business theory and models and draw upon other disciplines to add rigour and create a more rounded student, who has developed the necessary critical thinking skills to be able to place issues into a wider context. Such a liberal arts approach will be able to create global citizens, through the exposure of rich knowledge outside of their chosen degree'.

The interdisciplinary liberal arts approach taken to business and management education in GSBS develops students' capacity for holistic thinking and their ability to apply the 'deep knowledge'<sup>35</sup> necessary to think independently and critically to enable them to develop innovative practical responses to the challenges they face in a complex, dynamic global business environment, as expressed so eloquently by Ichak Adizes at the 2013 PRME Summit<sup>36</sup>.

Reflecting these principles, and to provide an example at PG level, all of GCU's PG business and management students are required to consider the challenges involved in addressing economic, social and environmental sustainability in a global business context. Two new core modules - *Contemporary Issues for Business and Society*<sup>37</sup> and *Global Strategy: Challenges and Choices*<sup>38</sup> - involve interdisciplinary teaching teams introducing students to such issues as business ethics, consideration of gender and other inequalities, employment rights and working conditions, poverty and exclusion, the sustainability of business processes and outputs, and the challenges of responsible management. For example, all postgraduate business and management students debate the value of an MBA oath<sup>39</sup> and whether

<sup>25</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=M3N313277>

<sup>26</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=M2N206663>

<sup>27</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=M3N320451>

<sup>28</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=M3L122524>

<sup>29</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=M3N106499>

<sup>30</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=MHN222568>

<sup>31</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=MHP308334>

<sup>32</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=MMN422131>

<sup>33</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=MML221695>

<sup>34</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=MMN521141>

<sup>35</sup> Marton, F. and Saljo, R. (1976) 'On Qualitative Differences in Learning# 1: Outcomes and Process', *British Journal of Educational Psychology*, 46 (1)

<sup>36</sup> Adizes, I. (2013) 'Developing Future Leaders' Speech at the 2013 PRME Summit, September 25th, <http://video.ceeman.org/lectures/835/challenge-future-ichak-adizes>

<sup>37</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=MMN222137>

<sup>38</sup> <http://www.gcu.ac.uk/study/modules/info/?Module=MMN222136>

<sup>39</sup> <http://mbaoath.org/>

business management should be regarded as a profession, such as Medicine or Law, with a higher ethical duty beyond the narrow barometer of profit<sup>40</sup>. These issues and debates are developed further in specialist modules in each postgraduate programme.

GCU has also created a new MSc in Social Business and Microfinance<sup>41</sup>. The programme builds upon GCU's long tradition of working in partnership with Scotland's social enterprise and non-profit sectors to offer postgraduate programmes that combine academic excellence with experiential learning. The Social Business and Microfinance MSc was designed for students who, like Professor Yunus, 'want to think as individuals about the kind of world they would like to create'<sup>42</sup>. The programme adopts an international perspective to examine how social business and microfinance could contribute to transforming the lives of those experiencing poverty. GCU has established six Chancellor Yunus Scholarships and fully funded places, each worth up to £10,000, so that students from any background may be able to study this degree.

GCU's School of Health and Life Sciences offers an *Occupational Therapy and Social Enterprise* module, which affords students the opportunity

to investigate and critically evaluate the role of social enterprise in Occupational Therapy through experiential learning.

GCU's Graduate School organised a two-day 'Business Beyond the Bottom Line' course in collaboration with the Universities of Glasgow and Strathclyde in March 2014. This was designed to teach postgraduate students about the distinctive character of social businesses and to introduce them to the work of social enterprises in Glasgow.

GCU's students launched an International Business and Society Network in November 2013<sup>43</sup>. The Network will facilitate interaction between academic staff, students and businesses; promote enterprise and international collaboration; enhance students' experiences and employability, and provide opportunities for members to develop professional networks.

PRME is already a core element of GCU's teaching. We will be looking to enhance and expand this in the future and reporting our progress in doing so in future SIP reports.

**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.'

GCU's substantial research accomplishments are documented in our *Annual Research Review*<sup>44</sup>. Our key research strengths include applied health, sustainable engineering, and business and social policy. GCU's commitment to exploring and extending the potential social value of business through research is reflected in investment in three research institutes: the Institute for Applied Health Research, the Institute for Society and Social Justice Research, and the Institute of Sustainable Engineering and Technology Research<sup>45</sup>.

75% of respondents to our GSBS survey were able to identify examples of current research within the School that was relevant to PRME. This is unsurprising as GCU is a leading authority in Scotland on poverty, social justice and equality issues, on which we have been widely consulted by national and international policy makers.

Another area of research and policy analysis of particular relevance to PRME is GCU's leadership in the emerging multidisciplinary

<sup>40</sup> Holland, K. (2009) 'Is it Time to Retrain B-Schools?' New York Times, 14th March.

<sup>41</sup> <http://www.gcu.ac.uk/campaigns/2014/postgraduate/socialbusinessandmicrofinance/international/>

<sup>42</sup> Yunus, *Creating A World Without Poverty*, 2008

<sup>43</sup> [http://www.caledonianstudent.com/societies/content/929393/a\\_to\\_z\\_of\\_societies/gsbs\\_international\\_business\\_and\\_society\\_network/](http://www.caledonianstudent.com/societies/content/929393/a_to_z_of_societies/gsbs_international_business_and_society_network/)

<sup>44</sup> [http://www.gcu.ac.uk/media/gcalwebv2/research/downloads/research\\_brochure\\_2013.pdf](http://www.gcu.ac.uk/media/gcalwebv2/research/downloads/research_brochure_2013.pdf)

<sup>45</sup> <http://www.gcu.ac.uk/research/researchinstitutes/>

area of Social Innovation<sup>46</sup>. Social Innovation (SI) refers to new ideas or models that meet social challenges by engaging and empowering communities and service users. There are an estimated 2,000 social enterprises in Scotland and the country has a rich tradition in innovative entrepreneurial responses to social problems. For example, New Lanark was established as a social enterprise by Robert Owen in 1800; and the world's first mutual savings bank and friendly society was founded in Scotland in 1810.

Reflecting this innovative and entrepreneurial approach to addressing social issues, GCU established the Yunus Centre for Social Business and Health<sup>47</sup> to analyse the contribution of microfinance and other social business models to improvements in health and well-being. The Yunus Centre is undertaking pioneering inter-disciplinary research to inform understanding of initiatives which could transform the lives of the most deprived and excluded communities in the UK and globally. The importance of this work was recognised by the award to Professor Cam Donaldson and colleagues at the Yunus Centre of a £2 million grant from the Medical Research Council and the Economic and Social Research Council for the five year project 'Evidencing Social

Enterprise as a Public Health and Well-being Intervention'<sup>48</sup>. The award is the largest in the world for a project of this nature, and will establish a world leading multi-disciplinary centre of excellence examining the health and well-being effects of social enterprise and microfinance initiatives.

A small group of staff, led by Dr Simone Baglioni, from the Yunus Centre are members of an international consortium awarded €2.4 million by the European Commission for the project 'Enabling the Flourishing and Evolution of Social Entrepreneurship for Innovative and Inclusive Societies'<sup>49</sup>. This three year project will analyse the economic, social and political conditions which enable or inhibit social innovations to develop and make an impact. The project will develop a theory of the socio-economic eco-systems that nurture social innovations and shape their evolution. Researchers will also explore the outlooks and experiences of a new generation of social innovators and provide advice to national and EU policy makers on how to stimulate social innovation and social enterprise.

The Responsible Leadership and Innovation Research Group within GSBS<sup>50</sup> brings together experts from across the fields of innovation,

strategy, entrepreneurship, Human Resource Management and leadership to contribute new insights to business and management thinking. Dr. Geoff Whittam, Reader in Entrepreneurship in the Department of Business Management, has been undertaking research sponsored by Oxfam investigating the role of employee owned co-operatives and the impact of community asset-based ownership.

GCU hosts the Social Innovation Network, a mechanism through which academics, practitioners, policy makers and other stakeholders access information, collaborate on research projects, and debate and discuss social innovation issues<sup>51</sup>. The dissemination activity of the Network is reinforced by other knowledge exchange activities: our GCU London campus hosted the two day international social innovation conference 'Social Frontiers: The Next Edge of Social Innovation Research' in November 2013<sup>52</sup>. GCU collaborated with NESTA, the Social Innovation Exchange, TEPSIE, the Skoll Centre for Social Entrepreneurship at the University of Oxford and the Rockefeller Foundation to bring together 120 of the leading figures involved in SI research and policy making, including Professor Roberto Magabeira Unger, Geoff Mulgan and Professor Marianna Mazzucato, with the aim

<sup>46</sup> <http://www.gcu.ac.uk/business/socialinnovation/>

<sup>47</sup> [www.gcu.ac.uk/yunuscentre](http://www.gcu.ac.uk/yunuscentre)

<sup>48</sup> <http://www.gcu.ac.uk/yunuscentre/research/publichealthintervention/>

<sup>49</sup> <http://www.fp7-efeseis.eu/>

<sup>50</sup> <http://www.gcu.ac.uk/gpbs/research/researchgroups/responsibleleadershipandinnovation/>

<sup>51</sup> <http://www.socialinnovationnetwork.eu/>

<sup>52</sup> <http://www.nesta.org.uk/event/social-frontiers>

of strengthening the community of social innovation researchers and to develop the SI research agenda.

GCU's Yunus Centre for Social Business and Health was involved in organising the fifth International Social Innovation Research Conference at the University of Oxford in September 2013<sup>53</sup>. The conference involved scholars from around the globe discussing the role of innovation in social businesses, social movements, not-for-profits and the broader social economy, and such themes as measuring social impact, creating shared value and corporate social innovation.

GCU's Women in Scotland's Economy research centre (WiSE) has made a significant contribution to improving understanding of women's economic impact and measures to enhance it<sup>54</sup>. As a result of the centre's analysis of occupational gender segregation, the Scottish Government established a Cross Directorate Working Group to explore policy responses to this issue. Dr. Angela O'Hagan and other members of the WiSE centre collaborated with the Equality Challenge Unit to inform the measures taken by Scottish universities to reduce occupational segregation

and address unequal pay<sup>55</sup>. The WiSE centre has also pioneered the development of Gender Impact Assessments to improve policy outcomes and illustrated the value of this analysis in key policy areas. The late Professor Ailsa McKay was a leading member of the centre and held several important policy advisory roles, including being a member of the Scottish Government's Equality Budget Advisory Group, and its Expert Working Group on Welfare and Constitutional Reform, and an Adviser to the Equal Opportunities Committee of the Scottish Parliament<sup>56</sup>. As a result of Professor McKay's work and that of her colleagues, equality analysis is now included in the annual Budget Statement of the Scottish Government.

Morag Gillespie, Senior Research Fellow in the WiSE Centre, is working with the Westminster Foundation for Democracy and experts in Nigeria on a project supporting Nigerian Members of Parliament in tackling gender inequalities. She is conducting action research including the development, delivery and evaluation of Gender Mainstreaming and Gender Budgeting training for staff in the Nigerian Assembly and Senate as well as civil society organisations.



The late Professor Ailsa McKay

Dr. John H. McKendrick of the GSBS Department of Social Science, Media and Journalism (SSMJ) edited *Poverty In Scotland 2014: The Independence Referendum and Beyond* with contributions from several members of the Institute for Society and Social Justice Research<sup>57</sup>. Scotland's Deputy First Minister Nicola Sturgeon MSP and Jackie Bailey MSP debated the analyses in the book and its implications for Scotland's referendum on independence at its launch in March 2014<sup>58</sup>.

Dr. Kiril Sharapov, also of the SSMJ Department, is undertaking research into

<sup>53</sup> <http://www.gcu.ac.uk/yunuscentre/newsevents/events/article.php?id=61729>

<sup>54</sup> [www.gcu.ac.uk/wise](http://www.gcu.ac.uk/wise)

<sup>55</sup> <http://www.ecu.ac.uk/>

<sup>56</sup> <http://www.gcu.ac.uk/gsbs/staff/professorailsamckay/>

<sup>57</sup> <http://www.cpag.org.uk/bookshop/policyresearch/poverty-scotland-2014>

<sup>58</sup> <http://www.theguardian.com/uk-news/scotland-blog/2014/mar/14/scotland-poverty-referendum>

human trafficking, funded by a European Commission Marie Curie secondment to the Central European University, Budapest. His research was presented at the EU Civil Society Platform Against Human Trafficking in Brussels in May 2013 - a forum for civil society organisations to co-operate in addressing human rights violations and protect victims of trafficking. GCU's contribution to this issue is closely related to the MSc Citizenship and Human Rights which we run in partnership with the Scottish Council for Voluntary Organisations<sup>59</sup>.

A team of GCU researchers, in partnership with the Mary Robinson Foundation, launched the world's most accessible database of climate justice research in October 2013<sup>60</sup>. Dr Mary Robinson (former President of Ireland, and the UN High Commissioner for Human Rights and an Honorary Graduate of GCU) said of the Climate Change Hub: 'I congratulate GCU on taking the lead in creating this repository for reliable information on the complex issues arising from climate change and the need for an ethical approach to its impact on the developing world.' The project was highlighted at the International Conference on Climate Justice in October 2013 by Dr. Tahseen Jafray, of GCU's Sustainable Urban Environments

Research Group in the Institute for Sustainable Engineering and Technology Research (ISETR)<sup>61</sup>.



Dr. Ole Paul and colleagues working in the ISETR are leading the 'noPILLS' project funded by £7 million from the European Union INTEREG programme<sup>62</sup>. This project involves a multidisciplinary team examining public awareness of and consumer behaviour in relation to pharmaceutical residues in waste water, and developing innovative ways to change behaviour to reduce such pollution.

GCU can point to a substantial body of world leading research which addresses core PRME

issues of sustainability, equality and the social responsibilities of business. Much of this work has an impact beyond academia and influences policy makers and contributes to improving the lives of deprived communities and enhancing the common good.

**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.'

As reported in our last SIP, GCU signed the National Coordinating Centre for Public Engagement's 'Engaged University' manifesto in June 2012. This reaffirmed our long-standing commitment to working with stakeholders and communities beyond academia. Our Strategy 2015 explains that 'We believe that we can

**"Glasgow Caledonian University has a wonderful record of Community and Public Engagement. I am hugely impressed by their approach and plans to coordinate their engagement activities and share best practice."**

Dr. Heather Rea, Project Lead, Beltane Public Engagement Network<sup>63</sup>

<sup>59</sup> <http://www.gcu.ac.uk/business/socialinnovation/mscincitizenshipandhumanrights/>

<sup>60</sup> <http://www.gcu.ac.uk/climatejustice/>

<sup>61</sup> <http://www.gcu.ac.uk/newsevents/news/article.php?id=58909>

<sup>62</sup> noPILLS is a follow up to the initial PILLS project - Pharmaceutical Input and Elimination from Local Sources - <http://www.no-pills.eu/>

<sup>63</sup> <http://www.gcu.ac.uk/theuniversity/communityandpublicengagement/>

best deliver access and excellence and make our distinctive impact for the common good through partnership working with a network of international higher and further education institutions, public sector organisations, business partners, foundations and trusts, and the voluntary sector to secure and increase our reach and impact in education and research<sup>64</sup>.

We have focused on strengthening the mechanisms that ensure that our partnership and stakeholder dialogue activities are sustained and extended. Our Community and Public Engagement Steering Group (CPESG) continues to coordinate and drive activity and support the work of GCU's Public Engagement Fellows, who serve as ambassadors and knowledge exchange brokers. The CPESG conducted a mapping exercise of GCU's engagement activity in 2012-13. This resulted in GCU's 'Engagement Wheel' which was launched at the annual conference of the National Coordinating Centre for Public Engagement in April 2013<sup>65</sup>. This online tool provides an overview of the University's many activities in relation to six strands of engagement: public; research; community; business; international; and schools and colleges. The CPESG also held a 'GCU is Getting Engaged' event to publicise

existing engagement activity and identify future collaboration opportunities<sup>66</sup>.

#### Grameen Caledonian College of Nursing



A partnership between GCU and Grameen Healthcare Trust was created in 2010 to establish the Grameen Caledonian College of Nursing (GCCN) in Dhaka, Bangladesh. This visionary institution helps address the desperate shortage of nurses and midwives in Bangladesh where there are only 25,000 nurses for a population of 160 million. 87% of women in Bangladesh deliver without any skilled birth attendant, and maternal mortality in 2010 was 194 per 100,000. The College also provides disadvantaged young women from

rural communities with access to international standards of nursing education and clinical practice and provides them with education and training opportunities which prepare them to be empowered nurses, leaders and decision makers.

The College celebrated its inaugural graduation in December 2013 when 38 graduates were awarded a Bangladesh Nursing Council-approved Diploma in Nursing and Midwifery and took the Florence Nightingale oath to serve as nurses dedicated to health improvement. The second cohort of 40 students graduated in 2014. GCU's Principal and Vice-Chancellor, Professor Pamela Gillies CBE, announced that the top three GCCN students were to be awarded a Principal's Scholarship, offering full financial support, including accommodation fees and a financial stipend, to allow them to continue their studies at GCU.

GCU was recognised for its work in co-founding the GCCN by receiving a 'Big Tick' at the Scottish Responsible Business Awards in June 2014 'for a significant contribution to alleviating poverty, improving maternal health, and tackling high incidences of child mortality'<sup>67</sup>. GCU was one of only two Scottish organisations to receive this award.

<sup>64</sup> [http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/GCU\\_Strategy\\_2015.pdf](http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/GCU_Strategy_2015.pdf)

<sup>65</sup> <http://www.gcu.ac.uk/theuniversity/communityandpublicengagement/gcusengagementwheel/>

<sup>66</sup> <http://www.youtube.com/watch?v=UYrRpuzltwE>

<sup>67</sup> <http://www.sbcscot.com/scottish-awards-success-at-business-in-the-communitys-annual-ceremony/>

GCU also won the prestigious Unilever International Award in the Small Business category at the Business in the Community 'Business Fights Poverty' annual award ceremony in London in July 2014. This award is conferred on members of Business in the Community that make a positive difference to global development<sup>68</sup>.

#### Grameen UK

GCU has been working with the Grameen foundation for several years to introduce a new approach to addressing financial exclusion and poverty in the UK. The Grameen system of microcredit, first developed in Bangladesh by GCU Chancellor Professor Muhammad Yunus, has already helped millions of people worldwide to fight poverty. GCU has been working with several partners to adapt this model to the rather different conditions and environment of deprivation in the UK. These partners include Tesco Bank, the Scottish Government, Glasgow City Council and North Ayrshire Council. The Grameen Scotland Foundation is initially working with communities in the West of Scotland to offer financial support to those currently not served by any financial services<sup>69</sup>. The first loans were issued in June 2014.

#### Business in The Community

As reported in our 2013 SIP, GCU joined Business in The Community (BITC) - the UK's largest business-led organisation promoting responsible leadership - in November 2012. GCU also joined Scottish Business in the Community in January 2014. These affiliations extend our capacity to contribute to positive social outcomes. Dr. Alec Wersun and Professor John Wilson, Executive Dean of GSBS and PVC, participated in the BITC Responsible Leadership Summit in February 2014 where His Royal Highness the Prince of Wales commended GCU for being one of a small number of universities active in and contributing to BITC's work.

GCU hosted a BITC event at our London campus in April 2014, where Professor John Wilson outlined how GCU is developing future leaders and the emphasis we place on responsible business in higher education<sup>70</sup>. Other speakers at this event included the editor of the Times Higher Education magazine and the Right Honorable Liam Byrne MP, Shadow Minister for Universities, Science & Skills.

As part of the BITC 'Business Class' initiative GSBS has formed a three-year University-

School Partnership with Castlemilk High School and St Margaret Mary's Secondary School in Glasgow. The Business Class programme provides a framework for organisations to develop partnerships providing long-term strategic support to local schools. GSBS will work closely with senior management, teachers and pupils from both schools to design projects with a lasting impact for learners. On behalf of, and with, these two schools, GSBS also developed a Work-Ready Action Programme (WRAP) specifically for around 30 pupils who had not been entered for national examinations. The pupils, and the schools, found the WRAP extremely helpful in improving the pupils' self-confidence and employability skills. GSBS participation in the Business Class initiative has also extended to London where, through GCU London, GSBS has partnered with Eastbrook Comprehensive in Dagenham<sup>71</sup>.

GCU also participated in BITC's 'Give and Gain Day' in May 2013. This is the UK's largest day of employee volunteering. 170 first and second year secondary school pupils from four local schools were invited to GCU's Glasgow campus to learn about higher education and employment opportunities. The event raised the awareness of university education and

<sup>68</sup> <http://www.gcu.ac.uk/newsevents/news/article.php?id=92312>

<sup>69</sup> <http://www.gcu.ac.uk/grameencaledonianpartnership/grameenscotland/grameenmicro-lendinglaunchesinscotland/>

<sup>70</sup> <http://www.bitc.org.uk/programmes/responsible-business-week/2014-event-reports/role-universities-nurturing-future-leaders>

<sup>71</sup> <http://www.gcu.ac.uk/gsbs/newsevents/news/article.php?id=82540>

opportunities for pupils in schools in Scotland with some of the lowest rates of progression to higher education. This event reaffirmed GCU's commitment to widening access to disadvantaged communities exemplified in our award-winning Caledonian Club programme described in the next section of this SIP.

A member of



#### Ashoka U

GCU is currently seeking accreditation as a 'Changemaker Campus' of the Ashoka U initiative<sup>72</sup>. Ashoka U is an initiative of the world's largest network of social entrepreneurs, which collaborates with colleges and universities to foster a campus-wide culture of social innovation. GCU passed the '360° Campus Scan' demonstrating that we have a strong institutional eco-system for social innovation teaching and research. If successful, GCU would be the first Ashoka U university in Scotland.

#### GCU New York 'Town Halls'

GCU New York is hosting a series of Fashion Sharing Progress 'Town Hall' events<sup>73</sup>. These discussions involve teams of academics and professionals collaborating with students and industry experts to bring different perspectives to bear on existing problems and facilitate new learning. The first Town Hall meeting focused on social responsibility, ethics and sustainable fashion. The thought leaders who participated included Creative Director Mark Hogarth and Chairman Brian Wilson from Harris Tweed Hebrides, and Doug Shriver, Senior Fabric Specialist at Brooks Brothers.



They were joined by experts from the GCU British School of Fashion. The second event in July 2014 featured Cara Chacon, Director of Social and Environmental

Responsibility at Patagonia; Kevin Cassidy, Communications and External Relations Officer of the UN International Labour Organisation; and Scott Mackinlay Hahn, Founding Partner of Loomstate & Rogan.

#### Other Stakeholder Engagement Activities

In 2012-13 GCU established an Enterprise Sub-Committee of the Academic Policy Committee (APC) to map our teaching, research and engagement activities in the University. This exercise highlighted numerous relationships and endeavours, including our strong connection with the Scottish Institute for Enterprise. This sub-committee's work will now be taken forward with 'enterprise' as a standing agenda item on the Learning and Teaching Sub-Committee of APC.

GCU's Moffat Centre for Travel and Tourism Business Development is a key partner of the Malawi Institute of Tourism, helping it to develop a sustainable and state-of-the-art education and training facility to supply Malawi's emergent tourism industry.

GCU actively engages with Entrepreneurial-Spark, a not-for-profit social enterprise that helps aspiring entrepreneurs to start and grow business by providing facilities and mentoring

**"GCU is opening its doors and bringing community members in."**

Sandra Stuart, the St Mirren Project

<sup>72</sup> <http://ashokau.org/programs/changemaker-campus/>

<sup>73</sup> <http://www.gcunewyork.com/townhalls/>

support, and by encouraging collaborative and cooperative working. Entrepreneurial-Spark CEO Professor Jim Duffy is a Visiting Fellow of the University and has delivered lectures and seminars to GCU students. GCU welcomed 150 budding entrepreneurs to Entrepreneurial-Spark's five day Bootcamp on our Glasgow campus in August 2013.

GCU invited Rebecca Willey, Project Manager of Enactus to discuss establishing a project involving first year undergraduates<sup>74</sup>. The GCU Enactus society which emerged from this collaboration supports students in team working and delivering projects with a positive community impact<sup>75</sup>.

GCU also encourages its students to work in the voluntary and social enterprise sectors through our partnership with the Scottish Council for Voluntary Organisations (SCVO). We developed an MSc in Citizenship and Human Rights in partnership with SCVO, designed for professionals and volunteers interested in promoting human rights. GCU and SCVO jointly hosted the 'Human Rights in Business' event that explored the role and responsibility of business in relation to labour, the environment and society<sup>76</sup>.

In March 2013 GCU contributed to Scotland's National Action Plan for Human Rights in partnership with the Scottish Human Rights Commission<sup>77</sup>.

GCU London staff have supported UpRising - a youth leadership development organisation dedicated to supporting and building the capability of the next generation of effective and connected leaders across the public, private and voluntary sectors<sup>78</sup>. GCU London hosted an event for UpRising's Emerging Leaders Network, and the MP for Bethnal Green & Bow, Rushanara Ali, who is also Chair of the UpRising board of trustees, said: 'I'd like to extend my thanks to GCU London for allowing us to hold our programme launch on campus. The professors and lecturers are very committed to encouraging talent and I am delighted to have them on board'.

GCU's Law Clinic - referred to in our last SIP - was formally launched in March 2014 by the President of the Law Society of Scotland<sup>79</sup>. The Clinic provides free and confidential advice to individuals who cannot afford to pay for professional legal services. GCU's student volunteers are supervised by fully qualified practitioners.



GCU's Institute for Sustainable Engineering and Technology Research has established a partnership with Strathclyde Passenger Transport to convert water in the Glasgow subway system into a sustainable source of heat, thereby reducing costs and saving energy<sup>80</sup>.

GCU is committed to taking its expertise beyond the campus and working with private, voluntary and public sector partners to address the social and environmental challenges which we can tackle together.

<sup>74</sup> <http://enactus.org/>  
<sup>75</sup> [http://www.caledonianstudent.com/societies/content/933195/a\\_to\\_z\\_of\\_societies/gcu\\_enactus\\_society/](http://www.caledonianstudent.com/societies/content/933195/a_to_z_of_societies/gcu_enactus_society/)  
<sup>76</sup> [www.gcu.ac.uk/newsroom/events/article.php?id=35748](http://www.gcu.ac.uk/newsroom/events/article.php?id=35748)  
<sup>77</sup> <http://www.gcu.ac.uk/gsbs/newsevents/news/article.php?id=56102>  
<sup>78</sup> <http://www.gculondon.ac.uk/news/managed/news/bydate/2013/4/name,53129,en.html>  
<sup>79</sup> <http://www.gcu.ac.uk/lawclinic/>  
<sup>80</sup> <http://www.gcu.ac.uk/Isctr/workingwithus/knowledgetransferpartnerships/>  
<sup>81</sup> <http://www.gcu.ac.uk/theuniversity/universitycourt/peoplestrategy/>

### Organisational Culture and Administrative Systems

"We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students."

GCU's commitment to responsible human resources policies is set out in our *People Strategy*<sup>81</sup>. This includes the People Passport - a three day programme aimed to equip staff with management and leadership responsibilities with the knowledge, tools and confidence to perform their duties effectively. GCU also provides an annual Health and Well-being Day for staff which includes advice sessions, an introduction to health and exercise facilities and provision of samples of healthy eating options.

GCU has also established a unique partnership with the Scottish Association for Mental Health to raise awareness of mental health issues among staff, provide them with easier access to support and offer opportunities to volunteer and help others.

### Equalities Issues

Our first SIP reported on the Equality Outcomes Summit, which we held in February 2013 to

start an ongoing dialogue on equality and diversity within GCU and inform our Equality Outcomes framework. This event included representatives of LGBT Youth Scotland, the Employers Forum for Disability and the Scottish Trade Unions Congress. Our *2013-17 Equality Outcome Framework*<sup>82</sup> has since been approved by the University Court and is being monitored by the Equality & Diversity Implementation Group<sup>83</sup>. This *Framework* outlines our commitment to mainstreaming a culture of equality and diversity within GCU, which was reaffirmed by GCU's second annual Equality Summit in May 2014. The Summit was called 'Afternoon TEA' as it encouraged participants to 'Think, Engage and Apply' equalities issues to help GCU continue to be an inclusive and responsive learning and working environment. Participants were asked to:

- Think about the progress made over the last year and about the priority actions and steps required to meet the Equality Outcomes over the next year;
- Make a commitment to Engage with the University in implementing these actions;
- Apply what they have learned from the event and the agreed actions in their own areas, either within GCU or externally.

The event enabled participants to share their views and experiences of what makes GCU inclusive and responsive, and how equality and diversity are supported in terms of our leadership, environment and knowledge exchange activities.

Glasgow Caledonian University was also one of the first universities in the UK to voluntarily commit to paying all our employees a Living Wage above the statutory minimum wage<sup>84</sup>. This reflects the value GCU attaches to the contribution of all our staff to the work of the university.

### Widening Access and Opportunities

GCU's goal to provide an outstanding, inclusive learning environment and the fulfilment of its mission in contributing to the common good are reflected in our strenuous efforts to reach students regardless of background, circumstance or age, who might otherwise lose out on the benefits of higher education, and successfully support them throughout the duration of their degree. 97% of GCU's students attended state schools, compared with 88% for Scotland as a whole; 34% of students enrolled in 2012-2013 were from social classes 4-7, compared to a

<sup>82</sup> <http://www.gcu.ac.uk/media/gcalwebv2/equality/Equality%20Outcomes%20Framework%20FINAL%20VERSION%20300413.pdf>

<sup>83</sup> <http://www.gcu.ac.uk/equality/equalitydiversitycommittee/>

<sup>84</sup> [http://scottishlivingwage.org/accrreditation/which\\_employers\\_are\\_paying\\_the\\_living\\_wage](http://scottishlivingwage.org/accrreditation/which_employers_are_paying_the_living_wage)

Scottish sector average of 27%; 73% of our undergraduates are the first in their family to attend university, and one fifth of our Scottish entrants are from the lowest quintile of multiply deprived communities, compared to an average of one eighth for the university sector as a whole. We commit in our *Strategy 2015* to ensure that at least one third of our undergraduate intake comes from the most deprived communities.

GCU devotes considerable resources to maintaining such access and opening opportunities to disadvantaged communities. These efforts were recognised by the award of Team of the Year to GCU's Recruitment and Outreach Team at the Herald Society Awards in November 2013<sup>85</sup>. GCU's Team was recognised for their contribution to widening access, and as the judges said when conferring the award: 'if you are serious about closing the gap on disadvantaged kids this is what a University should be doing'<sup>86</sup>.

One example of the activity recognised by this award is GCU's Advanced Higher Hub - a partnership with Glasgow City Council which supports 150 secondary school students from low participation backgrounds in 19 local

schools. The Hub is funded by a £1 million grant from Scottish Funding Council to enable GCU to support the skill development and foster the self-belief of these young people so that higher education becomes accessible to them<sup>87</sup>.



GCU's Schools and Colleges Engagement and Transition Team (SCETT) provides timely, relevant, and focused interventions and support to ensure that senior secondary school pupils and college students applying to GCU have the resources to gain the maximum benefit from their university studies<sup>88</sup>.

GCU has also created a College Connect Academy, which is designed to ease the transition from further to higher education<sup>89</sup>. Through the Academy, students in local further education colleges are eligible to

become Associate Students of GCU and begin accessing our campus facilities and receive free subject specific support materials.

To follow this up and smooth the transition to university, GCU offers mentoring to new students. The Mentoring and Peer Support at Glasgow Caledonian University (MAPS@GCU) scheme provides a point of contact and informal support for new students as they adapt to the new environment of university study and life<sup>90</sup>.



GCU's flagship long-term initiatives to widen access and increase educational opportunities are the award-winning Caledonian Club<sup>91</sup> and corresponding GCU London Club<sup>92</sup>. Both Clubs engage with children and their families from deprived communities to raise aspirations,

<sup>85</sup> <http://herald-events.com/societyawards/winners-2012/>

<sup>86</sup> <http://www.gcu.ac.uk/newsevents/news/article.php?id=67122>

<sup>87</sup> <http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/centresprojects/advancedhigherhub/A5%20ADVANCED%20HIGHER%20HUB%20booklet%20copy.pdf>

<sup>88</sup> <http://www.gcu.ac.uk/student/mentoring/scett/>

<sup>89</sup> <http://www.gcu.ac.uk/study/collegeconnect/>

<sup>90</sup> <http://www.gcu.ac.uk/student/mentoring/mapsgcu/>

<sup>91</sup> <http://www.gcu.ac.uk/caledonianclub/>

<sup>92</sup> <http://www.gculondon.ac.uk/aboutgculondon/gculondonclub/>

build life skills and transform attitudes to university. GCU works with nurseries, primary and secondary schools, bringing parents and pupils on to our campuses to take part in a range of events to showcase the opportunities which higher education can provide. These initiatives involve GCU full-time professionals, staff volunteers and hundreds of Student Mentors.

In Glasgow, the Caledonian Club works with 5,300 children and over 2,000 parents from disadvantaged and under-represented communities. Among the activities provided have been nursery school children attending classes and events on the GCU campus so that they acquire an early familiarity and greater comfort with a university. For example, for the last four years GCU has hosted a 'graduation' ceremony for children and families from Cloan Nursery in the Drumchapel area of Glasgow. This event marks a milestone on the children's educational journey and reinforces their attachment to continuous learning.

Similarly, the Caledonian Campus Challenge involves teambuilding activities to ease pupils' transition from primary to secondary school.

In years 5 and 6 of Secondary education (ages 16-17) pupils can participate in the Professors Induction Challenge, where they work together in mentor-led teams to develop a product or marketing campaign on a current theme or interest. The Student Shadowing Experience involves pupils in their final year of secondary school attending lectures, tutorials and laboratory exercises in GCU to acquire an early real life experience of higher education.

The GCU London Club's 'Tale of Two Sporting Cities' project offered pupils from Tower Hamlets the opportunity to meet for cultural exchanges in Glasgow, visit sporting venues and take part in sport taster sessions with UK Olympic and Commonwealth Games athletes. Many of these pupils had never had an opportunity to leave their city, and many also came from families with no prior experience of higher education. Lord Sebastian Coe, Chairman of the London 2012 Olympics Organising Committee, paid tribute to GCU for achieving the Inspire Mark<sup>93</sup> and developing a project which he described as exemplifying the Games' commitment to leaving a positive legacy for future generations.



### Sustainability

GCU recognises that our operations inevitably have an impact on the environment and our Environmental Policy ensures that our operations are planned and executed to minimise any adverse impact<sup>94</sup>. Our 2013 SIP reported on the Campus Futures project underway on GCU's main Glasgow campus. A major element of Campus Futures is GCU's £30 million Heart of the Campus redevelopment that aims to enhance the experience of everyone who works and studies at GCU<sup>95</sup>.

GCU is a member of the Environmental Association of Universities and Colleges<sup>96</sup>. The University was awarded 2:1 class in

<sup>93</sup> <http://learninglegacy.independent.gov.uk/index.php>

<sup>94</sup> <http://www.gcu.ac.uk/sustainability/ourcommitments/environmentalpolicy/>

<sup>95</sup> <http://www.gcu.ac.uk/campusfutures/>

<sup>96</sup> <http://www.eauc.org.uk/home>

the People & Planet Green League 2013<sup>97</sup>, and GCU's Caledonian Court student residences was awarded Gold in the Green Tourism Business Scheme, validated by an audit from Visit Britain and the International Centre for Responsible Tourism. The University actively supports an annual Environment 'Go Green Week' - which raises awareness of green issues and showcases solutions for a low-carbon future<sup>98</sup>.



GCU was awarded Gold status in the Eco Campus environmental management system for higher education in August 2013<sup>99</sup>.

GCU was the first university in Scotland to join the scheme and first to be awarded Bronze

and then Silver awards. Achieving Gold status required the support and participation of all section of the University and the award demonstrates that GCU is an organisation that promotes and lives by sustainable principles in our daily operations.

GCU Estates Team was shortlisted for the Outstanding Estates Team category at the *Times Higher Education Supplement* Leadership and Management awards in April 2014. The Estates Team were the driving force behind the installation of GCU's £4.9 million investment in a Combined Heat and Power engine and district heating supply which helps the University reduce its carbon footprint and also acts as a learning and research resource for our Engineering students.

GCU's Carbon Management Plan was approved by the Carbon Trust, and we are committed to a target of reducing CO<sub>2</sub> by 20% by 2014<sup>100</sup>.

The University purchases 100% of its electricity from renewable sources and currently recycles over 60% of its total waste.

GCU is also an accredited Fairtrade University; a status achieved in partnership with our

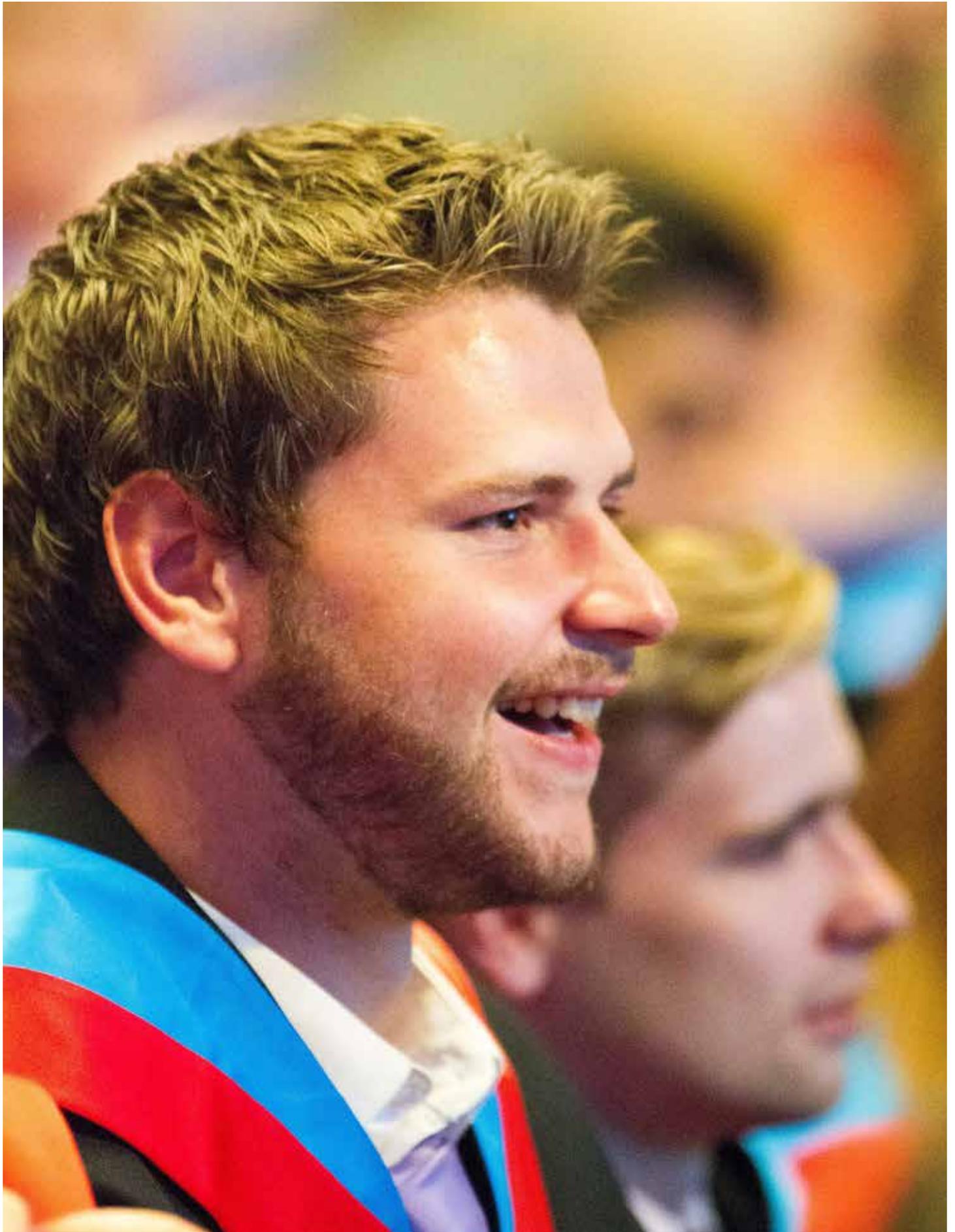
Students' Association. The University also hosted the Annual Fair Trade Nation Lecture in April 2014 organised by the Scottish Fair Trade Forum and delivered by Sophi Tranchell, Managing Director of Divine Chocolate.

<sup>97</sup> <http://peopleandplanet.org/green-league-2013/tables?gg13profile=9941&test=ca9bbd>

<sup>98</sup> <http://www.gcu.ac.uk/sustainability/newsevents/>

<sup>99</sup> <http://www.ecocampus.co.uk/web/Default.aspx>

<sup>100</sup> [http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/centresprojects/economicimpact/GCU\\_Economic\\_Impact\\_Leaflet5.pdf](http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/centresprojects/economicimpact/GCU_Economic_Impact_Leaflet5.pdf)



## Part Three

## Future Objectives and Activities

**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 curricula 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.'**

GCU's 2015 Vision is 'to be a successful international university delivering access and excellence, with a strong commitment to the common good'<sup>102</sup>. Embedding and extending our commitment to PRME is a central feature in realising this Vision and achieving our aim to be internationally renowned for contributing to business and society through public engagement, knowledge exchange and the development of socially

responsible and innovative students capable of operating in different cultures to fulfil business and community leadership roles. We will continue to seek new ways to advance the four "I"s of PRME:

- Inspiration: enthusing our graduates to contribute to an inclusive and sustainable future;
- Innovation: developing methods that enable students to become responsible leaders;
- Implementation: delivering on our mission to work 'for the common weal';
- Impact: making a difference among our stakeholders and within our communities in Glasgow, London and New York

### Sustainability

GCU's aim is to work towards becoming among the greenest universities in Scotland. To help achieve this we aim to expand our Eco-Champions network so that each School or Department in the University has at least two Eco-Champions. Our *Environmental Policy* includes a target to reduce our Carbon emissions by 20% from our 2008-2009 baseline<sup>103</sup>. We also have a target to reduce waste by 2015 (relative to 2011),

sustain recycling above 75%, and reduce or water consumption by 10% over the same time period.

GCU is targeting to achieve a Platinum award in the Eco Campus system. If successful, GCU would be the first university in Scotland to achieve this award.

**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.'**

The results of the 50 + 20 Global Survey, reported in the *European Business Review* found that respondents believed that future business and management research should be interdisciplinary and involve more Action Research and the co-production of knowledge. This reflects some of the key strengths of GCU's Research Institutes, such as involving disadvantaged communities and hard-to-reach groups in applied research and knowledge exchange; as reflected in our work with deprived neighbourhoods and with the

**"GCU's commitment to and involvement in PRME demonstrate its long term mission to deliver economic and social benefits at home and across the world."**

**Professor John Wilson**, Executive Dean and Pro Vice-Chancellor, GCU Glasgow School for Business and Society<sup>101</sup>

<sup>101</sup> <http://www.bitc.org.uk/news-events/news/gcu-joins-un-business-education-champions-group>

<sup>102</sup> <http://www.gcu.ac.uk/theuniversity/aboutglasgowcaledonian/vision/ourmissionvision/>

<sup>103</sup> <http://www.gcu.ac.uk/sustainability/ourcommitments/carbonfootprint/>

victims of sexual crimes and human trafficking.

Our survey of GSBS staff found enthusiastic support for more interdisciplinary research to understand the wider context and impact of business leadership and management. A future GCU priority will be to encourage and develop greater interdisciplinary collaboration on PRME-related issues, along the lines of the noPILLS project and our growing contribution to research on social innovation and social enterprise, and of the sustainability implications and policies of business.

**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.'**

GCU's Centre for Climate Justice is a key member of a 20 month project called 'Scotland Lights Up Malawi' which aims to encourage communities in Malawi to replace dangerous and costly kerosene lamps, batteries and candles with environmentally more friendly solar lighting, which also helps families reduce

expenditure and tackle poverty<sup>104</sup>. The project is part funded by the Scottish Government and involves GCU in partnership with SolarAid to establish a social enterprise in Malawi called SunnyMoney, which will promote and sell solar lighting.

Students and Staff from GCU's Vision Sciences Department in the School of Health and Life Sciences helped deliver optometry care to remote and deprived communities in South Africa as part of the Phelophepa 'train of hope' project<sup>105</sup>. GCU has established a five year partnership with the Phelophepa initiative as part of the University's Business Academy relationship with Transnet - South Africa's largest freight rail company.

**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.'**

GCU is committed to continuous innovation and further measures to improve our positive contribution to social well-being and environmental sustainability.

GCU's ambitious goal is to become a world leader in social innovation teaching and research and to explore distinctive partnerships with social enterprises. We will build upon existing initiatives, such as the Caledonian Club and Grameen Caledonian College of Nursing in Bangladesh, to become globally recognised as a social innovation practitioner. In particular we will look to how the Caledonian Club model can be extended to GCU New York.

**'We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.'**

GCU will continue to take an active role in the future development of PRME. We will contribute to the work of the PRME Champions and Working Groups and share our growing experience and best practices with the PRME community.

We will collaborate with our fellow members of the UK and Ireland PRME Chapter, and look forward to hosting the second meeting of the Chapter in the first half of 2015.

GCU's Learning and Teaching Sub-committee recently endorsed piloting the Sustainability

<sup>104</sup> <http://www.gcu.ac.uk/newsroom/news/article/index.php?id=77811>

<sup>105</sup> <http://www.gcu.ac.uk/newsroom/news/article/index.php?id=82537>

Literacy Test, designed to measure students' familiarity with economic, social and environmental issues, which was approved by PRME signatories at the 2012 PRME Summit in Rio<sup>106</sup>.

Within GCU we will develop more of the activities and opportunities for learning about PRME which were favoured by respondents to our staff survey:

- 86% of respondents supported presentations from and discussions with members of the GCU PRME Leadership Team within Subject Groups or Departments;
- 79% of respondents expressed interest in learning from PRME experts from beyond GCU through invited lectures, seminars or other knowledge exchange events.

All the above will inform the next iteration of the University's strategic plan, i.e. Strategy 2020, which is currently being developed.

Part Four

## PRME Activities and Support Requirements

The Declaration of the 2013 PRME Summit stated that signatories committed to the Principles needed to exchange information on how to make the qualitative shift necessary to 'go beyond' the classroom, campus and education. This requirement is echoed in the results of the *Global Corporate Sustainability* report, including a survey which 'points to a clear gap between the "say" and "do" steps of the Global Compact Management Model'<sup>107</sup>. The survey also found that 'moving into the action steps requires a greater investment of ... resources and time'. On a positive note, it also appears that the longer a company has been committed to the Global Compact, the greater the number and scale of measures they take to enact their commitments.

In some respects, this resembles the situation in relation to PRME: learning about the most effective means to go beyond internal reforms to make an external impact is a challenge for the international PRME community generally and one which the Champions group is seeking to address in our shared role as connectors, catalysts and exemplars. GCU hopes both to contribute to and learn from this experience so that PRME moves from being an activity

and interest of a relatively small and energetic group of leaders to become a mass movement embedded across Business Schools and Universities globally.

For this to happen it might be necessary for PRME to receive support and input from subject areas and disciplines beyond conventional Business and Management studies. However, one potential issue which arises is that some of those who work in these fields do not always appreciate the relevance of PRME to their interests nor see the attraction of contributing to what they perceive to be 'management education'. Learning how to engage the enthusiasm and benefit from the input of experts in other relevant fields is a challenge which the PRME community should address.

GCU will continue to learn from and contribute to the development of PRME. We look forward to working with partners from all sectors across the world who share our commitment to contributing to the common good.





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|  | <p>This is our <b>Communication on Progress</b> in implementing the principles of the <b>United Nations Global Compact</b> and supporting broader UN goals.</p> <p>We welcome feedback on its contents.</p> |
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