



2012 Conference

# **The UN Global Compact: A New Framework for Global Corporate Responsibility in Higher Education**

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# UN Global Compact's Ten Universal Principles For Responsible Business

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## **HUMAN RIGHTS**

- 1: Support and respect the protection of internationally proclaimed human rights.
- 2: Ensure the company is not complicit in human rights abuses.

## **LABOUR STANDARDS**

- 3: Uphold the freedom of association and the effective recognition of the right to collective bargaining.
- 4: Eliminate all forms of forced and compulsory labour.
- 5: Seek the effective abolition of child labour.
- 6: Eliminate discrimination with respect to employment and occupation.

## **ENVIRONMENT**

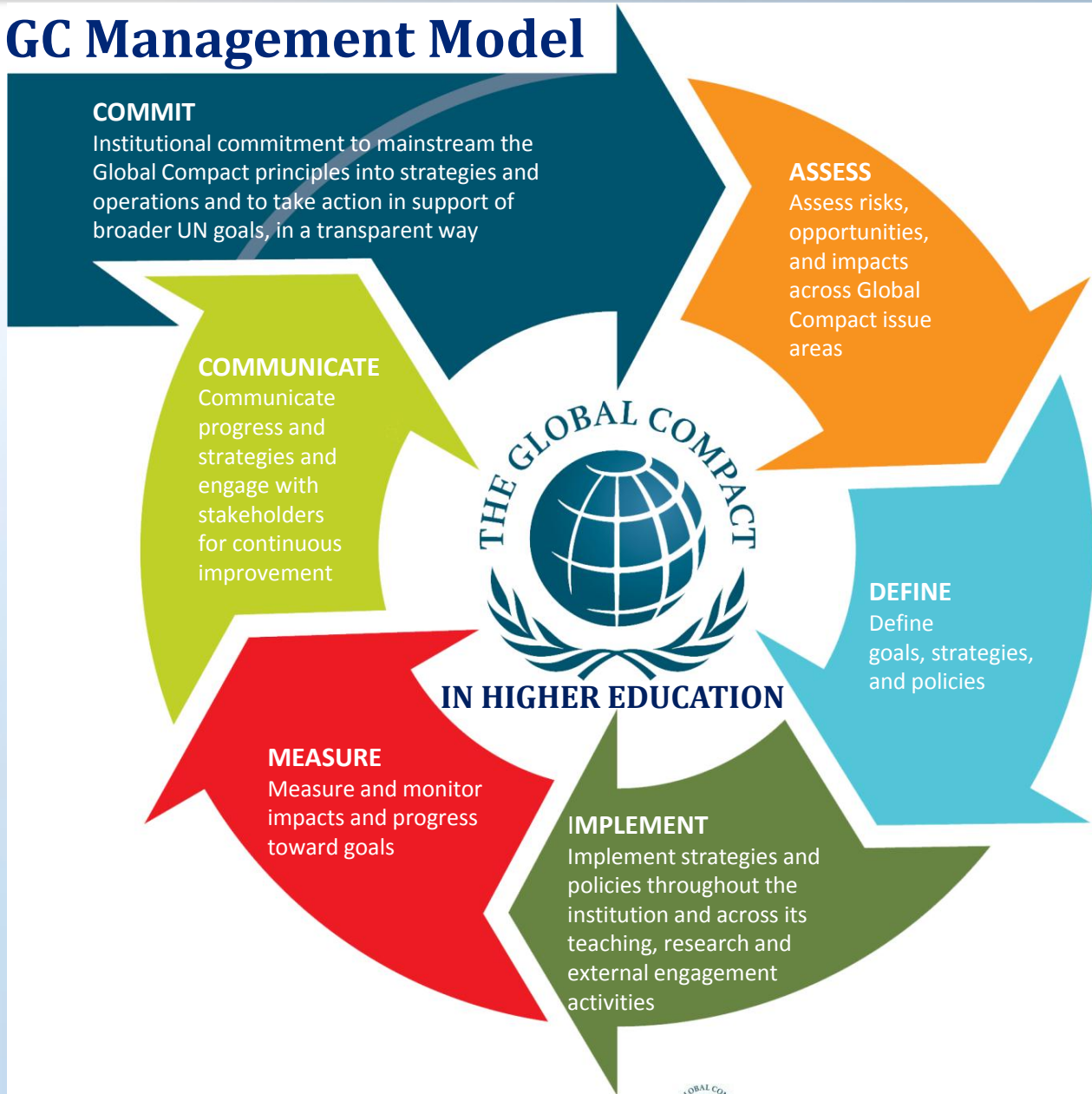
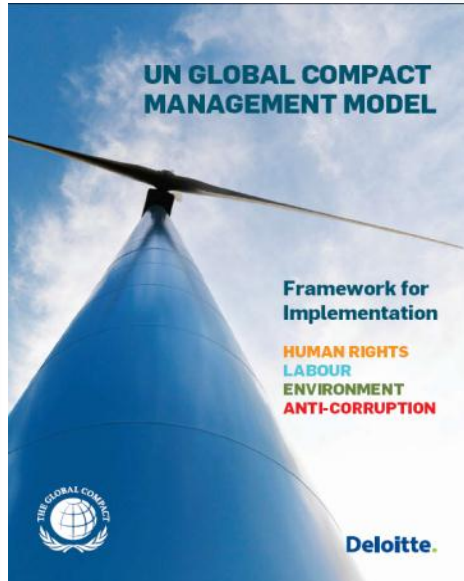
- 7: Support a precautionary approach to environmental challenges.
- 8: Undertake initiatives to promote greater environmental responsibility.
- 9: Encourage the development and diffusion of environmentally friendly technologies.

## **ANTI-CORRUPTION**

- 10: Work against all forms of corruption, including extortion and bribery.

# UN GC Management Model

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# UNGC Management Model in Higher Education

## The Implementation Challenge: Continuous Improvement



**Phase III: Sustainability:** Develop & recognize best practices, academic/UNGC conference

**Phase II: Pilot Test – Volunteer** institutions test framework & report

**Phase I: Conceptualization & Initial** Roll-out



# UNGC Academic Working Group: Mission, Vision & Objectives

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## **Mission:**

To promote the adoption and implementation of the UNGC's Ten Principles *holistically* by higher education institutions, through the creation and dissemination of applicable tools.

## **Vision:**

To create a context in which higher educational institutions are able to build upon their awareness of their social responsibilities and have the necessary tools to fulfill these obligations.

## **Objectives:**

- Develop guidelines for academic institutions to implement the UNGC Principles in their goals, strategies, and operations.
- Build upon awareness within the global academic community regarding its social responsibility and available tools for implementation and self-assessment.
- Evaluate the sustainability of the guidelines and highlight best practices.





# CSR In Higher Education: The Scope of Our Responsibility



## AS AN ORGANISATION

<ul style="list-style-type: none"> <li>- Personal well-being</li> <li>- Personal development</li> <li>- Health &amp; safety</li> <li>- Human rights</li> <li>- Social &amp; cultural diversity</li> <li>- Employability</li> </ul>	<ul style="list-style-type: none"> <li>- Waste and pollution</li> <li>- Natural resource preservation</li> <li>- Energy</li> <li>- Climate change</li> <li>- Biodiversity preservation</li> </ul>	<ul style="list-style-type: none"> <li>- Financial transparency</li> <li>- Short &amp; long-term financial sustainability</li> <li>- Value creation</li> <li>- Community benefit</li> <li>- Development</li> <li>- Anti-corruption</li> <li>- Governance</li> </ul>
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## AS A SCHOOL

<ul style="list-style-type: none"> <li>- Socially responsible behaviour of graduates and partners</li> <li>- Personal and professional well-being of graduates</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion of environmental sustainability issues in the managerial decisions made by graduates and partners</li> </ul>	<ul style="list-style-type: none"> <li>- Long-term vision of graduates and partners</li> <li>- Participation of graduates in the economic and ethical development of society and of companies</li> </ul>
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Euromed Management 2009

# CSR In Higher Education: The Scope of Our Responsibility



**IN THE ORGANISATION**

**SOCIAL CAPITAL**

Working and learning conditions, diversity policy, access to knowledge, intellectual development, social dialogue, stakeholder engagement...

**ENVIRONMENTAL CAPITAL**

Transportation policy, building solutions, management of GHG emissions, sustainable purchasing and consumer behaviour...

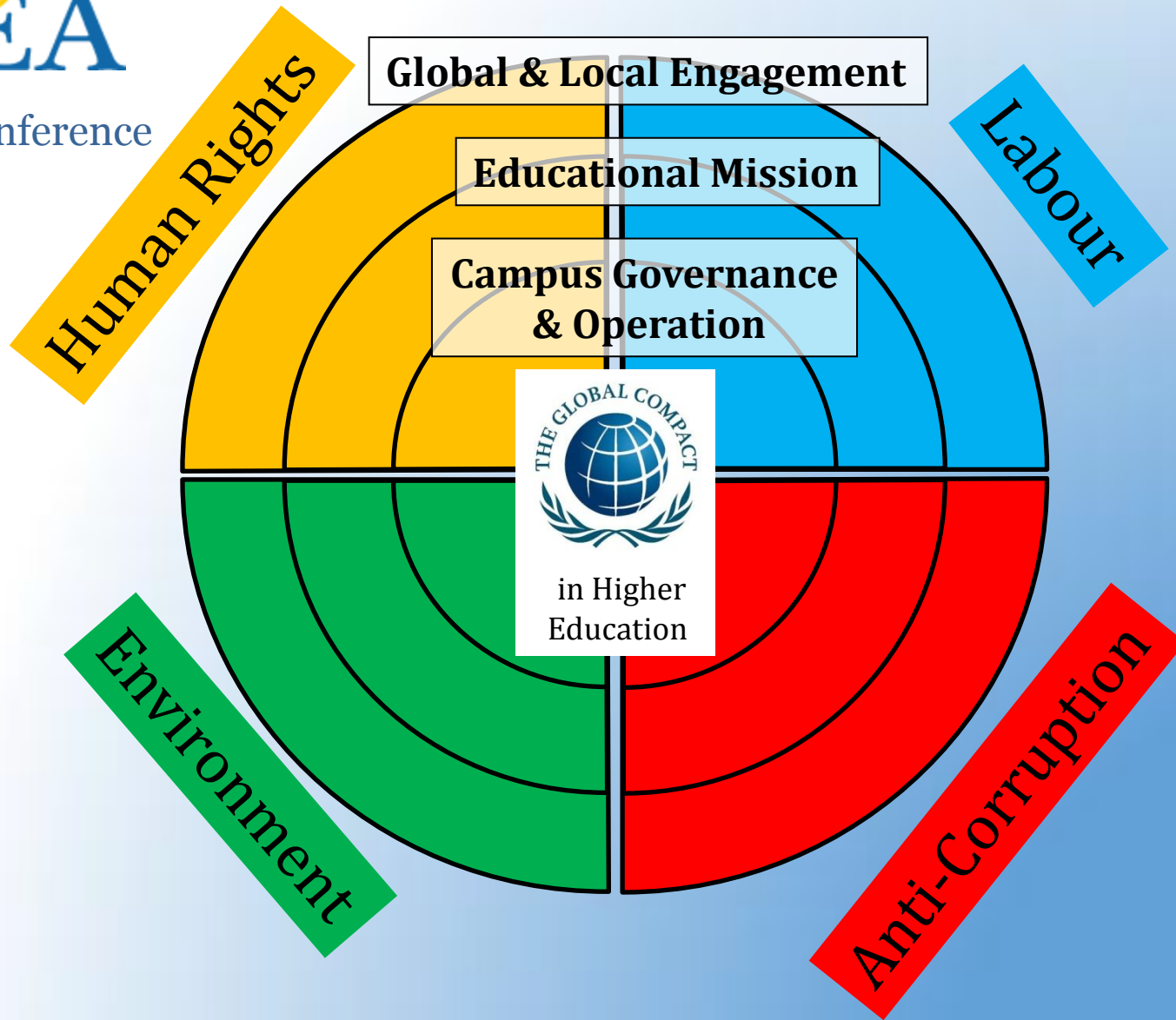
**ECONOMIC CAPITAL**

International strategy, contribution to local community, investment policy, remuneration policy, green business and functionality economy, quality and efficiency management, risk management, sustainable performance indicators, governance...

**IN PROGRAMMES & RESEARCH**

**INTELLECTUAL CAPITAL**

Pedagogical approach, curriculum content, learning by doing, research themes, transversal research, exemplary behaviour, evolving information sources, provident of standards...





# Human Rights (Illustrative Issues)

- Student admissions: Relative tuition costs & practices
- Safe & healthy work & study conditions
  - Well-being of all organizational members: students, staff, administrators, faculty
- Non-discrimination
  - Urban v. rural access
  - Indigenous v. non-indigenous
  - Elections
  - Women v. Men
  - Equal pay for equal work
- Freedom of expression & association
  - Inclusive governance
  - Contributions to public debate
  - International operations
  - Freedom of ideas & opinion across stakeholders
- Diversity: Accommodation (allowance) of differences
  - Gender, religion, cultural, disabilities, dress
- Fair Decision-making practices
  - Merit-based allocation of faculty/staff development opportunities
  - Transparency in elections
  - Due process with respect to accusations
- Respect of local cultures / Intercultural learning

# Labour (Illustrative Issues)

- Freedom of association for staff & students
- Forced/Compulsory Labour Controversies
  - Adjunct Profs & Exploitative Contracts
  - Holding Passports of Labourers
- Commitment to Fair Trade
- (Sub-)Contracted Labour Policies
  - Abroad (international campus operations)
  - Domestic (Outsourcing)
- Disability Issues & Compliance
- Student Labour Policies
  - Work Study & Assistantships
  - Internships
- Hiring & Advancement Practices/Policies
- Discrimination
  - Design of Programs (day/evening)
  - Hiring & promotion practices
- Work/Life Balance
  - Virtual Teams & Use/Abuse of Technology
  - Meeting times/expectations
- Workplace Health & Safety Issues
  - Communication of Hazards
  - Global Assignments
  - Medical Waste Removal
  - Computer/Technology Disposal

# Environment (Illustrative Issues)

- Environmental Footprint: Programs & Policies
  - Operations
  - Recycling
  - Food services
  - Transportation & Travel
  - Campus Usage
  - On-line education /less paper use
- Green/responsible purchasing practices
- Waste Removal & Treatment
- Pollution
- Natural Resources/Energy Preservation
  - Water preservation
  - Oil, electricity
- Climate Change Issues
- Biodiversity (On and off campus)
  - Preserving, planting
- Compare to Existing Tools for Higher Education:
  - AASHE (US)
  - HEFCE (UK)
  - Green Campus Report Card (US)

# Anti-Corruption (Illustrative Issues)

- Financial Transparency & Accountability
  - Gifts & Donations
  - Student Fees
- Responsible purchasing practices
- Recruitment & Admissions/Selection
  - Students & Faculty
- Contracting & Policy
  - Extortion & Bribery
  - Faculty-Student Bribery
- Research & Human Subject-related Issues
  - Falsification of results
  - Plagiarism
  - Funding Applications
- Assessment Challenges- for students, faculty, researchers, etc.
  - Exams
- Intellectual Property Issues
- Fraud Prevention Practices
- Transparency in Promotion and Tenure
- Fair/Due Process



# Global Compact Expectations

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## ❑ Leadership Commitment

⇒ Letter from Chief Executive to UN Secretary-General  
Ban Ki-moon

## ❑ Commitment to Continuous Improvement

⇒ Setting strategic and operational goals, measuring results,  
communicating internally and externally

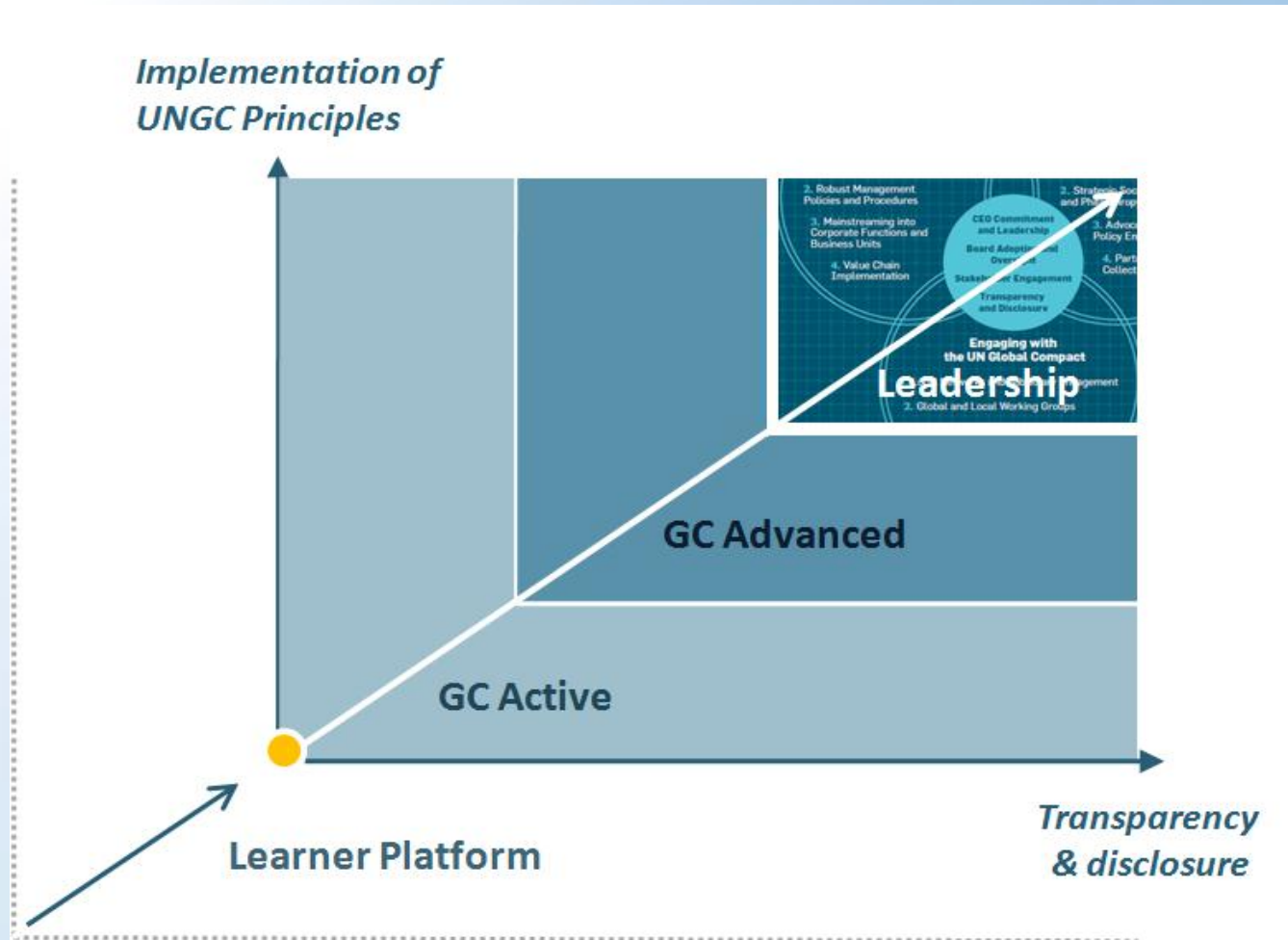
## ❑ Openness to Dialogue and Learning

⇒ Participate in events at local (and global), engage in  
stakeholder dialogue

## ❑ Commitment to Transparency, Accountability & Disclosure

⇒ Communication on Progress (COP), shared with  
stakeholders, publicly available

# Communication on Progress: Differentiation







#### 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.

#### Principle 4

**Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

#### Principle 5

**Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

#### Principle 6

**Dialogue:** We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



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



# Evolution of Bentley's COPs (UNGC & PRME)

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AY 2006-07

AY 2010-11





**BENTLEY COLLEGE**  
UN Global Compact Academic Network

Communication on Progress: Academic Year 2006-2007

Bentley College, as a member of the United Nations Global Compact Academic Network, is committed to the Global Compact's Principles for Responsible Business and Principles for Responsible Management Education. We are in the process of ensuring that these Principles continue to inform our teaching, research, interaction with key stakeholders, and how we operate as an institution.




Since the creation of the Center for Business Ethics (CBE) in 1976, Bentley has continually promoted a sense of ethics and social responsibility through teaching, research, and corporate and community relations. With an international network of practitioners and scholars, the CBE serves as a forum for benchmarking and research in business ethics. Our Service-Learning Center, established in 1991, is committed to providing our students with the guidance and opportunity to develop into engaged citizens and civic leaders. These efforts were given stronger emphasis based on the recommendations of a 2002 Task Force on Ethics, Service and Social Responsibility, convened by Robert Galiers, the College's Provost and Academic Vice President. The Task Force was asked to comprehensively scrutinize the college's status with regard to issues, programs and accomplishments in the areas of ethics, social responsibility and civic engagement, with the goal of enhancing our performance in these areas. This Communication of Progress attempts to capture our efforts to date, with an emphasis on activities through Academic Year 2006-07.



*Gloria C. Larson*  
Gloria Cordes Larson  
President, Bentley College

**The Bentley Alliance for Ethics and Social Responsibility**


In January 2004, the College formally launched the Bentley Alliance for Ethics and Social Responsibility (BAESR), a collective effort dedicated to encourage and promote an institution-wide sense of ethics, civic engagement and social responsibility. The Alliance's mission is to *amplify and extend the work of the*

**BENTLEY**  
UNIVERSITY

Sharing Information on Progress  
Academic Year 2010-11  
United Nations Global Compact Academic Network

**PRME** Principles for Responsible Management Education



15-page report outlining starting points → 60+page report focusing on progress & developments

Building a Secure World Through International Education



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# Reflections on the Bentley Experience

- Management by Talking Around**
- Preaching to the Choir**
- Providing Context, Creating Content**
- Making it Real**

**External Relations**

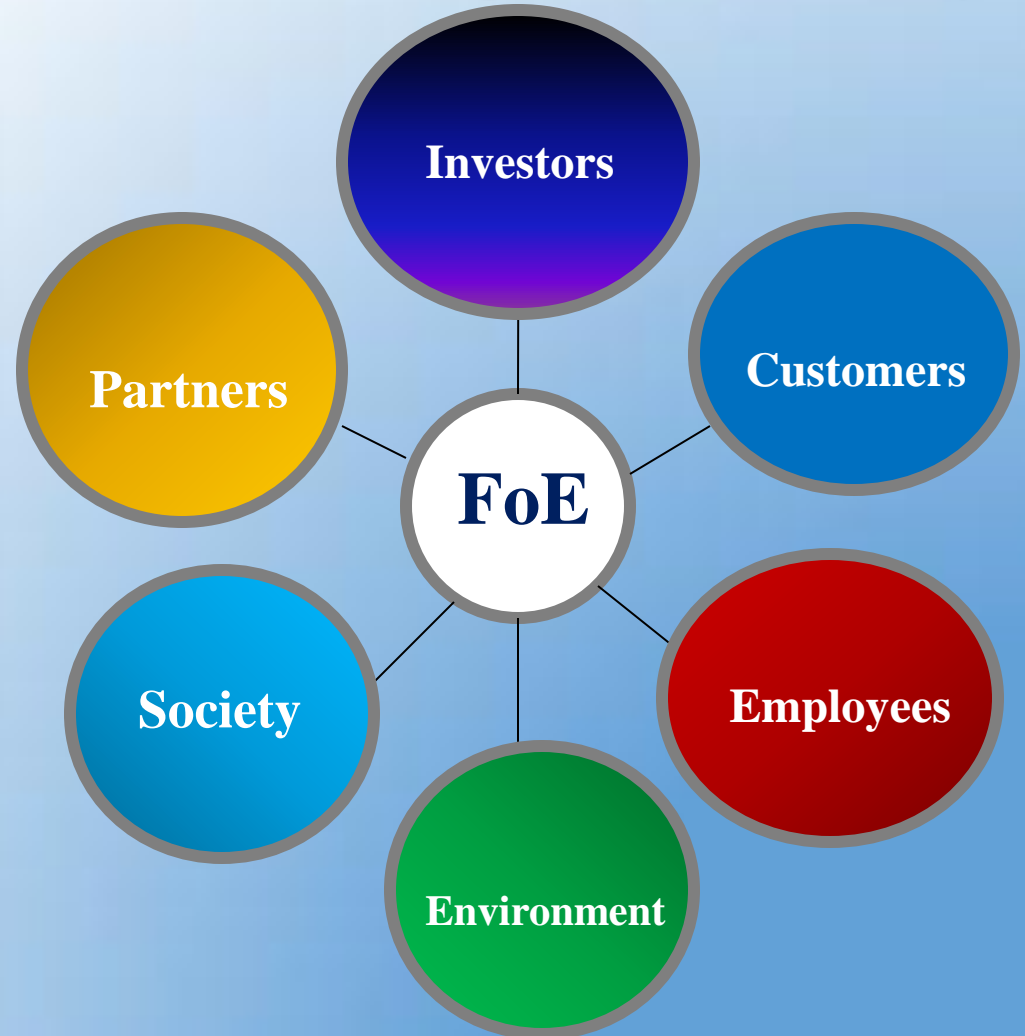
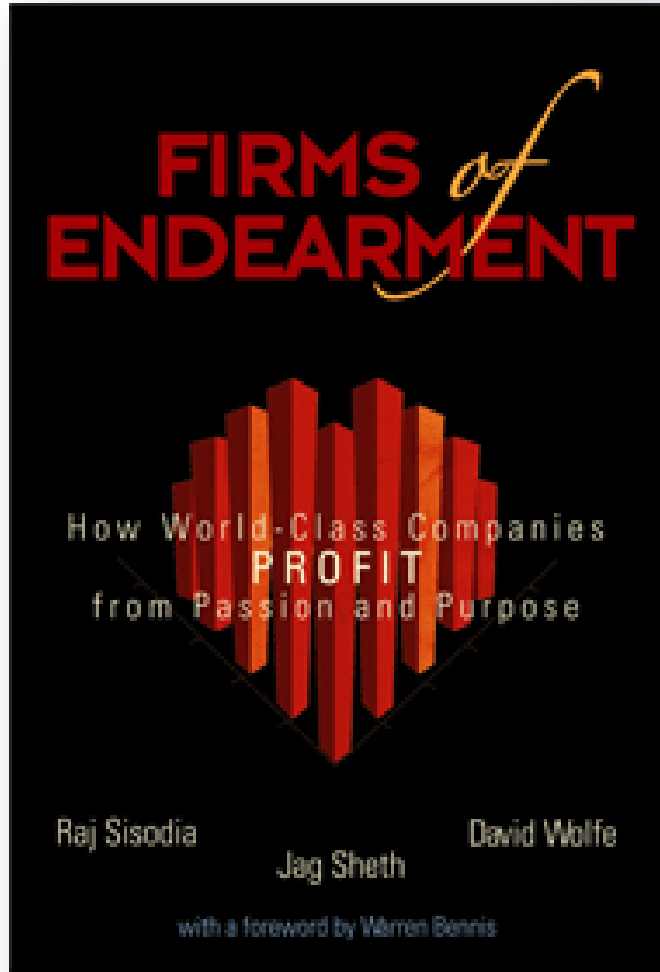
**Campus Life**

**Research & Scholarship**

**Teaching & Academic Life**



## Envisioning a New Way...



# SPICEE



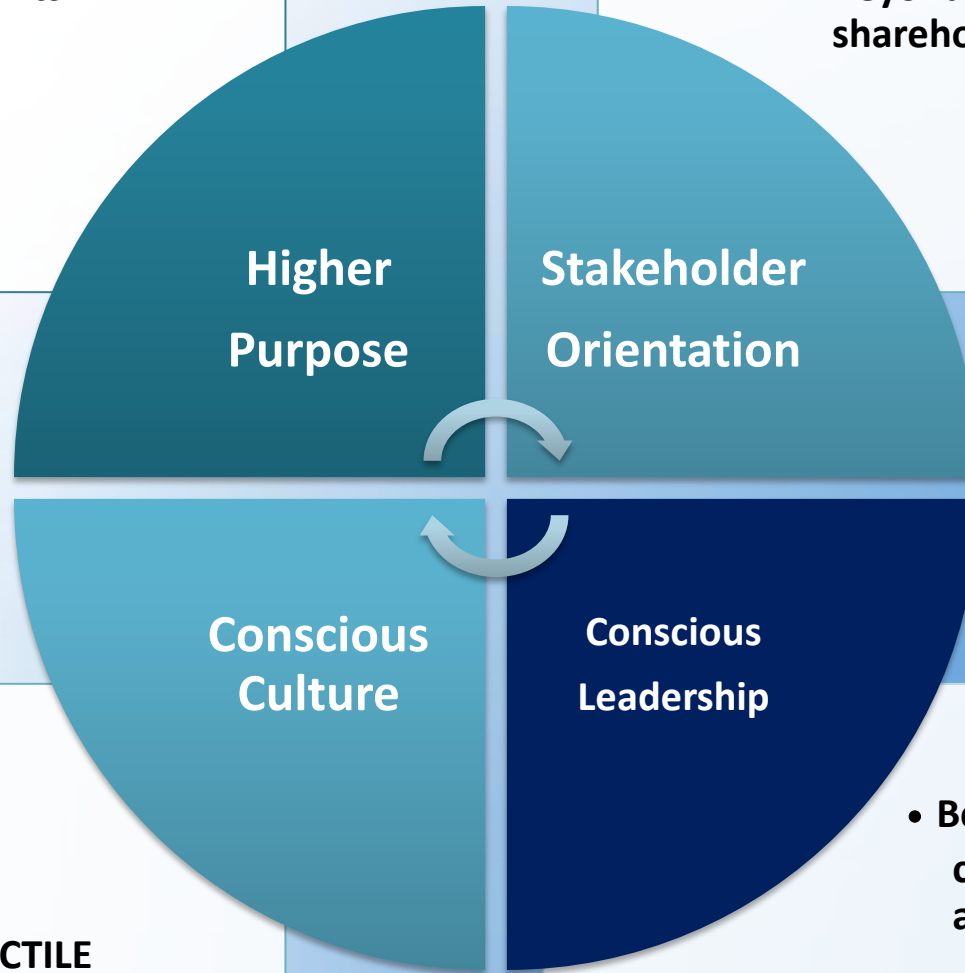
# Conscious Capitalism

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- Beyond profits

- Beyond shareholders

Trust  
Authenticity  
Caring  
Transparency  
Integrity  
Learning  
Empowerment



- Beyond traditional business models: TACTILE

- Beyond command and control





# The Ghana Project

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## Partners in Economic Development for Ghana The Mmofra Trom Project

Bentley Alliance for Ethics and Social Responsibility  
and  
HUGS International TLC



**Courses**  
**Internships**  
**NGO Relationships**  
**Partners in Learning**



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## **“The Katrina Project”**

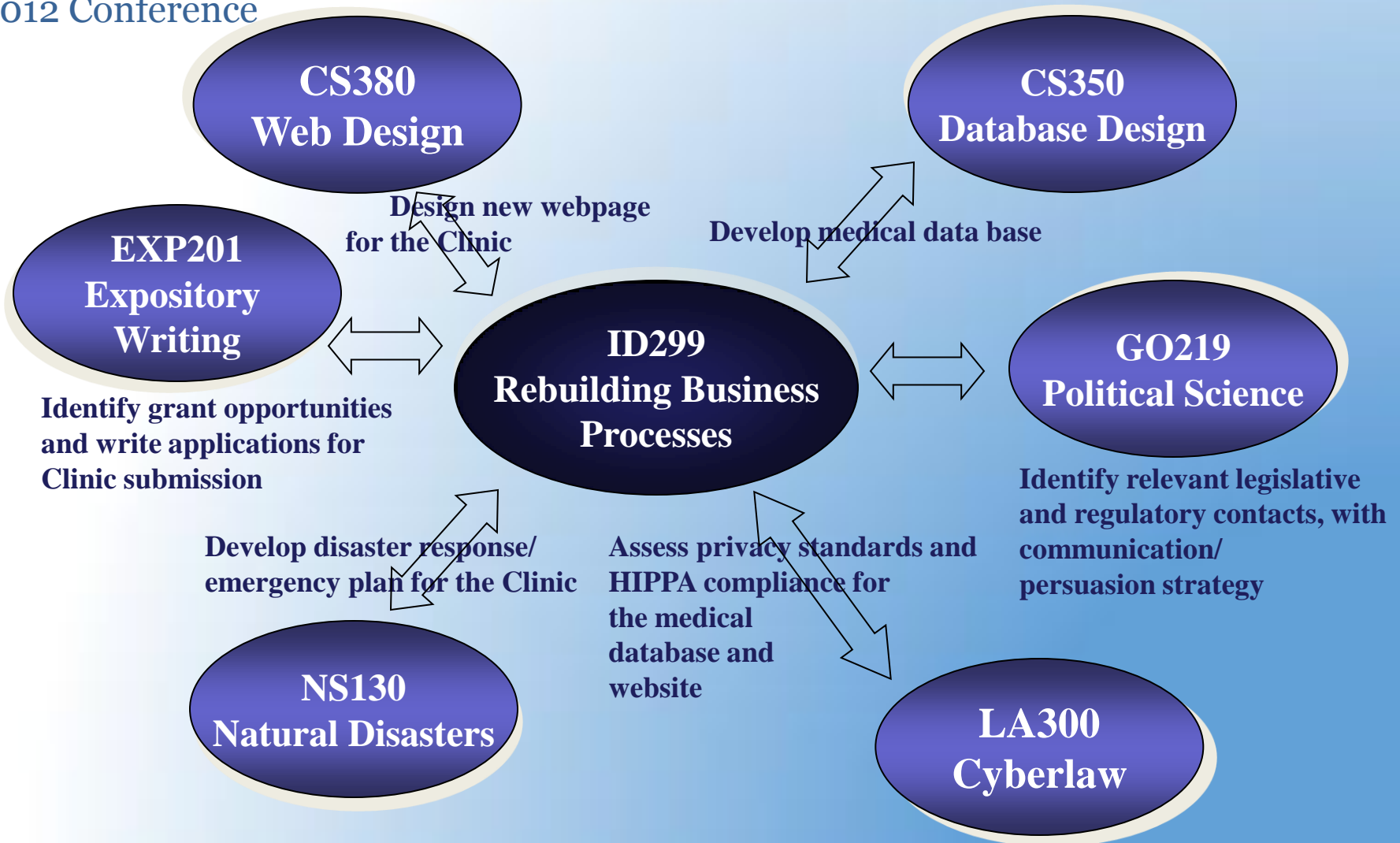
An interdisciplinary S-L class focused on the design, development, and implementation of a series of deliverables for the Bayou La Batre Rural Health Clinic in Bayou La Batre, Alabama.

The Clinic was devastated by Hurricanes Katrina and Rita.

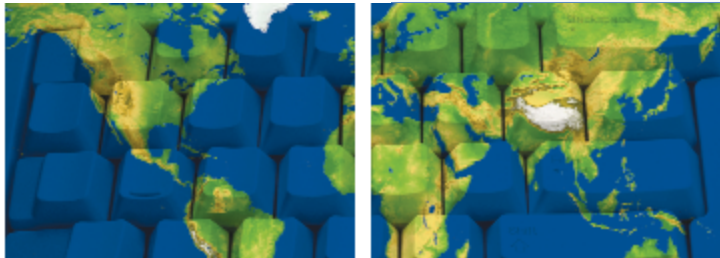


<http://www.bentley.edu/hurricanekatrina/bayoulabatre.cfm>

# The "Katrina" Project







## CAUSE FOR COLLABORATION

When Hurricane Katrina hit the Gulf Coast last August, the world responded with money, food and clothing for victims of the disaster. Bentley students, while helping in these traditional ways, aided rebuilding efforts with a unique donation: their business expertise.

## PEER RESOURCES

*Bentley students in six different courses joined those in ID 299 to support the Bayou La Batre project.*

### **CS 350 Database Management**

*Professor Monica Garfield*

Students created a functioning database model for maintaining and storing medical records. Through the model, clinic staff can gain skills in using a database and develop a framework for selecting the final database product.

### **CS 380 Multi-tiered Application Development**

*Professor Mark Frydenberg*

Working with several students in ID 299, students in this course developed a web site that could be easily managed and updated by clinic staff.

### **EXP 201 Advanced Inquiry and Writing**

*Professor Joan Atlas*

Divided into five groups, students researched and wrote grant proposals to fund technology purchases, employee salaries, medical subcontracting, construction, and community health outreach for the clinic.

### **GO 218 Media and Politics**

*Professor Jeff Gulati*

These students developed a list of governmental resources for the clinic and crafted a public relations plan.

### **LA 300 Cyberlaw**

*Professor Gerald Ferrera*

Cyberlaw students served as a resource for web site and database development, consulting on issues such as protecting the web site as intellectual property and assuring the privacy of medical records.

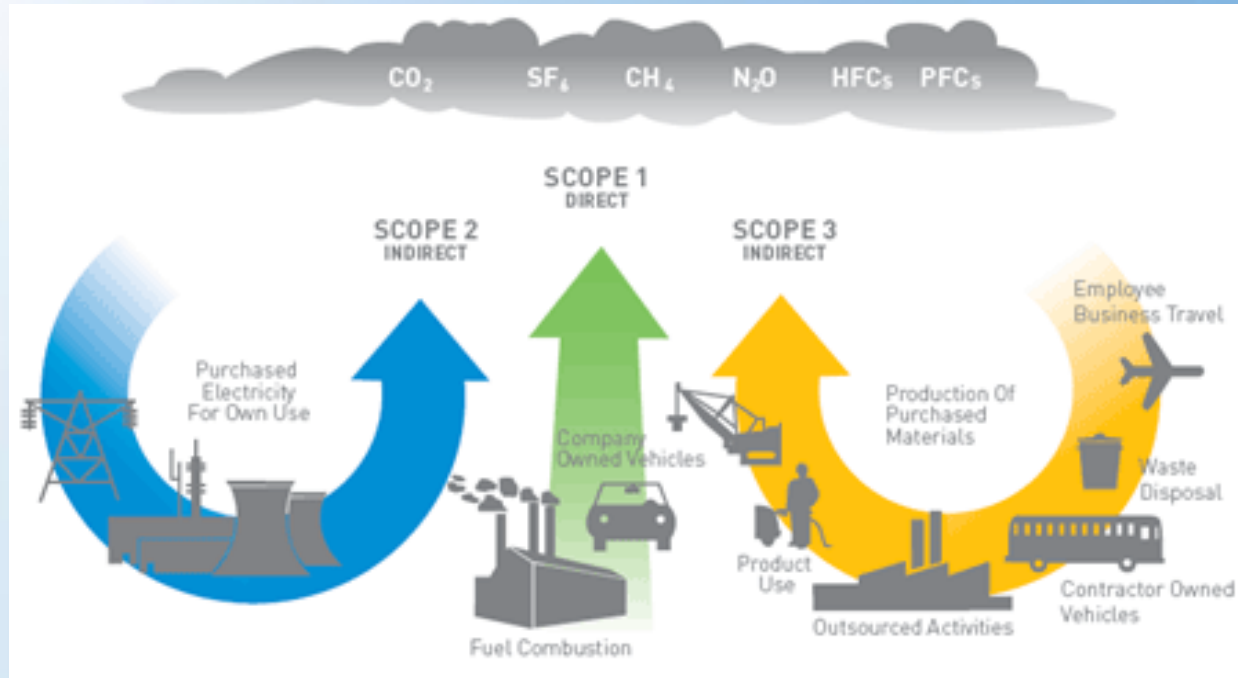
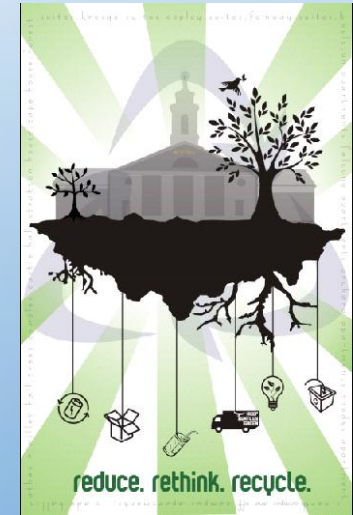
### **NS 130 Natural Disasters**

*Professor Anna Tary*

Class members provided recommendations for alternate energy supplies, solutions for backup water supplies, and ideas on hurricane-proofing the clinic.



Brian Smith Photography





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# **Case Study: The University of New South Wales (UNSW), Australia**

Jennie Lang  
Pro-Vice-Chancellor (International), UNSW



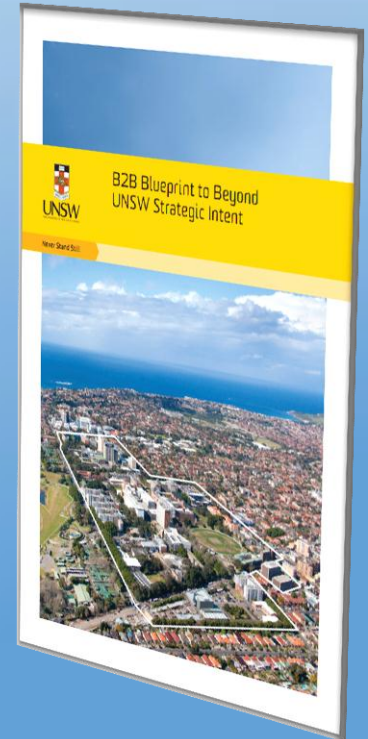
# Commitment to Sustainable Practices of HEIs

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- **Teach sustainable development concepts**
- **Encourage research on sustainable development issues**
- **Green our campuses**
- **Support sustainability efforts in the communities in which we reside**
- **Engage with and share results through international frameworks**

- Appointment of a Director for Sustainability in 2010
- UNSW led the push to ensure that Universities Australia endorse the UNGC Compact on Sustainability because we practice what we preach and want all universities to embrace sustainability
- Environmental Sustainability a guiding principle in UNSW's Strategic Intent (B2B).
- International commitments:
  - Universitas 21 Statement on Sustainability
  - Talloires Declaration
  - UN Global Compact – Universities Australia
- Sustainability a major research strength
- Sustainability teaching & curriculum strength
- Environment Policy + Environmental Management Plan



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- **Understanding + explaining the science**



Professor Andy Pitman and Matt England  
Australian Climate Change Research Centre

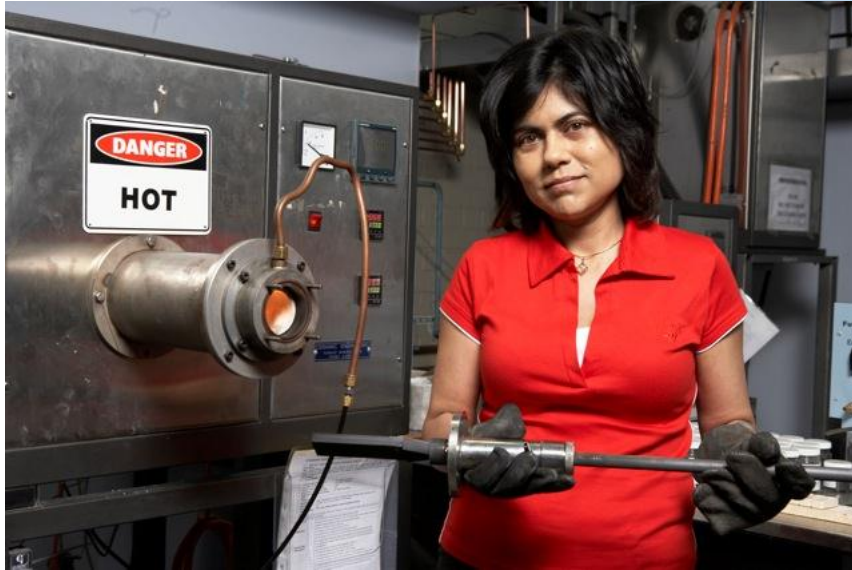


Professor Jill Bennett. UNSW College of Fine Arts  
Sustainable Design, Media and Environment

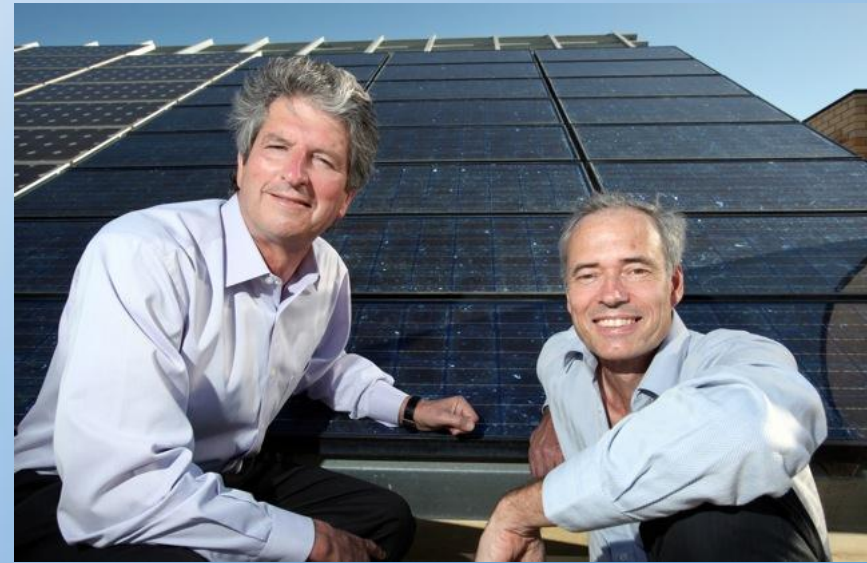
- **Innovating & designing sustainable ways of living**

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- **Developing new scientific knowledge**



Professor Veena Sahajwalla. Centre of Sustainable Materials Research & Technology [SMaRT@UNSW](mailto:SMaRT@UNSW)



Professors Martin Green & Stuart Wenham.  
Centre for Advanced Silicon Photovoltaics & Photonics

- **Developing new energy sources**



## UNSW centers researching sustainability issues

- Australian Centre for Sustainable Mining Practices
- Centre for Materials Research in Energy Conversion
- Australian Climate Change Adaptation Research
- Network for Settlements and Infrastructure
- Australian Human Rights Centre
- Australian Institute for Population Ageing Research
- Australian Tsunami Research Centre
- Australian Wetlands and Rivers Centre
- Centre for a Sustainable Built Environment
- Centre for Energy and Environmental Markets
- Centre for Energy Research and Policy Analysis
- Centre for Environmental Modeling and Prediction
- Centre for Infrastructure and Engineering Safety
- Centre for Marine Bio-Innovation
- Centre for Social Impact
- Centre for Sustainable Materials Research and Technology (SMaRT@UNSW)
- Centre for Water and Waste Technology
- City Futures Research Centre
- Connected Waters Initiative
- Gilbert and Tobin Centre of Public Law
- Institute of Environmental Studies
- Sydney Institute of Marine Science
- UNESCO Centre for Membrane Science and Technology
- UNSW Built Environment - City Futures Research Centre
- UNSW Water Research Centre
- UNSW Climate Change Research Centre
- Institute of Environmental Studies
- Environmental Research Initiative for Art

- More than 100 courses and degree programs with “sustainability” as a key component
- Raising sustainability consciousness in all facets of student life



Regular climate change and sustainability forums are held at UNSW and are open to the public



Sunswift solar car racing team  
UNSW students & staff designed and built the world's fastest solar-powered vehicle



## Leading by Example

UNSW campus: a living laboratory of a sustainable future

- Recycling waste on campus
- Stationery re-use centre run by students
- “Green cleaning” of all buildings
- Sustainable transport: electric vehicles, on-campus car-share facilities
- Water refill stations; reusable cups available on campus



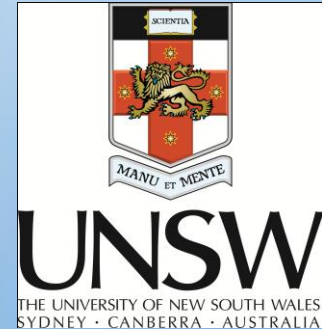
## 2012 Conference

- UNSW Alumni Dr Zhengron Shi, globally recognised solar energy pioneer and founder of Suntech Power
- First Chief Chairman of the Asian Photovoltaic Industry Association (bringing together 670 solar photovoltaic enterprises, 23 industry associations and 15 research institutions)
- Five gigawatts of Suntech's solar panels have been installed worldwide generating electricity to offset around 3.78 million tons of carbon dioxide annually – the equivalent of taking 1.5 million cars off the road
- Dr Shi: “UNSW has played a leading role in shaping the technology for global solar industry.”
- 2010: Suntech Power, UNSW and Silex Solar – joint research project to boost the power conversion efficiencies of crystalline silicon solar cells





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Thank you!



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