



Lee Kong Chian
School of
Business

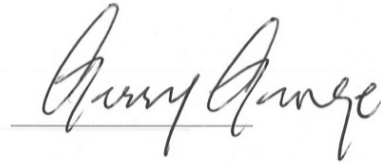
PRME SHARING INFORMATION ON PROGRESS (SIP) REPORT

October 17, 2015

I. Renewal of Commitment to PRME

The Lee Kong Chian School of Business (LKCSB), Singapore Management University (SMU) is committed to the Principles of Responsible Management Education (PRME). We believe that business schools today have an important role to play in moulding students into socially responsible managers and in responding to the social and environmental challenges that the world is confronted with.

This report offers examples of past initiatives as well as ongoing ones that have been undertaken in support of the aforementioned beliefs. We are proud to be a PRME signatory and hereby express our continued commitment to PRME principles.



*Professor Gerry George
Dean and Professor of Innovation and Entrepreneurship
Lee Kong Chian School of Business*

2. Major achievements in relation to the implementation of one or more Principles during the past 24 months

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.

SMU Grow

SMU GROW is a university-wide initiative to (a) create global awareness on environmentalism, food production, consumption and security, (b) promote sustainable urban living, and (c) provide for underprivileged members in our community. Involving students, staff, faculty, alumni and other members of our community, this initiative seeks to advance global citizenship on campus.

As the only local university with a campus integrated into the heart of the city, SMU's pulse connects to multiple stakeholders, who share the vibrant urban centre downtown. Hence, connecting education to sustainability in people's lives, businesses and the environment is vital.

The initiative signals another positive step for the University as it strives to become a leader in transformative education – one of the building blocks of SMU Vision 2025 – by making a difference in the lives of not just students, faculty and staff, but also the community around SMU, through holistic learning and experiences. This cannot take place just inside the classroom, but must also be outside, in the real world classroom.

For a start, the initiative sees down-to-earth activities taking root. The rollout includes conducting workshops for staff and faculty that introduce sustainable living through growing foods in environmentally-friendly ways, having planter boxes up for adoption, serving healthy meals to staff, and running a logo design contest. SMU GROW will be dovetailed with the 80-hour community service required of SMU students, and built into the annual community service project SMU Challenge that delivers food and household needs to residents. It will also be woven into co-curricular activities (CCAs) and classroom modules. Food from each harvest will be brought to the community organised by The Centre for Social Responsibility (C4SR), and GROW welcomes individuals and groups to garden and grow food for a good cause at SMU.

The overall notion includes these aspects: sharing knowledge on eating and living right, sustainable farming and living, urban eco practices that protect the environment, growing food and feeding people, nurturing and build a caring community, contributing back to society, and making meaningful connections in society with no boundaries.

SMU GROW believes that the simple act of planting can inform and shape views on life, society, sustainability, trade and development. Aiming to cultivate change through experiential and reflexive learning, the programme joins a global urban farming movement that seeks to create global awareness on environmentalism, food production, consumption and security. It is also intended to promote sustainable urban living, provide for underprivileged members in the community, and enrich SMU's holistic, broad-based education.¹

Principle 3

Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

SMU LifeLessons

The school has always believed that its responsibility extends beyond producing graduates with good business acumen to producing graduates with heart. This is the chief reason why 80 hours of community service has been built into the programme.

This focus on character building was recently expanded into a broader endeavor called *SMU LifeLessons*. Launched in May 2013, this is a structured programme that encourages students to reflect on values using methods such as experiential workshops, group discussions, and reflection exercises. Out-of-classroom activities, for example, teambuilding camps and community service initiatives, are the primary platform for the delivery of the programme.

The key outcomes of this effort are for students to have:

1. A deeper appreciation of personal and shared values
2. Clarity of purpose and vision in life
3. An understanding of teams and team dynamics
4. A deeper awareness and appreciation of larger community and global issues

Beginning in 2014, all freshmen are given the LifeLessons Pathfinder, a notebook that serves as a resource and a tool for self-relective practice. It contains useful readings on topics such as 'Conflict Resolution', practical tools and methods for managing situations such as team discussions, questions that prompt self-reflective writing, as well as resources for further reading. The intent of the Pathfinder is to build greater introspection and awareness, and to help students discover 'paths' in life.

¹ "SMU Grow Takes Root to Kickstart Green Movement", <http://www.smu.edu.sg/news/2015/01/08/smu-grow-takes-root-to-kickstart-green-movement> (January 8, 2015)

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 MasterCard-SMU Social and Financial Inclusion Programme

In September 2015, MasterCard and SMU announced their partnership in a novel Social and Financial Inclusion Program.

The multi-faceted program will catalyse important research on social entrepreneurship, innovation and financial inclusion. It also features an annual Forum, a seminar series, funding towards student projects, as well as the establishment of the MasterCard Professorship of Social Entrepreneurship and Financial Inclusion, where a designated SMU faculty member will provide academic leadership for the Program alongside Professor Howard Thomas, the Lee Kong Chian School of Business (LKCSB) Distinguished Term Professor of Strategic Management and Director of SMU's Academic Strategy and Management Education Unit.

With an emphasis on the Southeast Asia and South Asia regions, the research focus will include identifying scalable and sustainable social entrepreneurship and innovation business models; advancing financial inclusion for marginalised communities and micro-entrepreneurs; developing innovative financial products and services for those at the base of the pyramid; as well as studying the roles of public-private partnership and philanthropy, the macroeconomic impacts of financial and social inclusion, and the policy and regulatory environments that enable financial inclusion.

The research outcomes will be presented at an annual MasterCard–SMU Forum on social inclusion and economic value creation, the first of which will be held in mid-2016. In addition, a seminar series will provide advanced training on the approaches and best practices of social and financial inclusion for senior government officials, central bankers, regulators and senior business executives in the Asia Pacific.²

² “MasterCard and SMU Establish New Social and Financial Inclusion Programme”, <http://business.smu.edu.sg/news/2015/09/23/mastercard-and-smu-establish-new-social-and-financial-inclusion-programme> (September 23, 2015)

Principle 6

Dialogue: We will facilitate and support dialog 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.

GLUE

Organised by the Diversity and Inclusion team of Office of Global Learning, the *glue* series of talks, workshops, and seminars are held throughout the year and are aimed at tackling sticky issues and strengthening social bonds.

At our inaugural *glue* conference in Feb 2014, we focused on the theme of "Building a Culture of Inclusion within Institutes of Higher Learning", where our distinguished speakers and presenters explored key questions surrounding inclusion and disability within the education system:

- Moving Beyond Open-mindedness: Igniting Individual and Organisational Transformation
- Disability in Meritocracy: Exploring Singapore's Education System
 - SMU students Marcus Leong & Alicia Teng discuss the complexities of integrating students with disability into the mainstream system.
- Including Students with Disabilities within Higher Education Institutes: Lessons from Ireland
- Panel Discussion: When I was in school
 - Four panellists take a look back at their experiences in school while exploring issues surrounding disability inclusion.

Since then, *glue* events have grown from strength to strength as we continue to explore and promote dialogue on relevant issues. The following are some examples of these events:

- Normalisation, Integration, Inclusion
 - Former Belgian minister Wivina Demeester gives a talk on the broad policy and philosophical underpinnings of "diversity", while sharing details of her social enterprise, Monnikenheide, a rehabilitation and residential village for people with disabilities.
- Everyone is Special, We all have Special Needs
 - A facilitated discussion on different types of disability and their implications led by author and therapist, Kim Barthel, a consultant with special-education school Rainbow Centre.
- Diversity within a Different U

- Cross-cultural communication specialist Cara Steenstra leads an interactive workshop focusing on issues such as self-awareness and active listening. Sponsored by Barclays.
- Navigating the Rewarding yet Impossible World of Diversity & Inclusion
 - Organised with support from the British High Commission Singapore, QC and UK civil service diversity champion Sir Paul Jenkins speaks to an audience of 224 people at this first public glue event.³

3. Assessment of outcomes

In our SIP submitted two years ago, we noted the need to revise our undergraduate curriculum to ensure that it stayed relevant and distinctive. More importantly, we believed that for students to become responsible global citizens, it was necessary for them to understand the region and the world in which they live and to have a good appreciation of contextual factors, such as culture.

The curriculum revision was undertaken in 2013 and 2014 and took into account feedback from faculty, students, alumni, employers, and school advisory boards. The final outcome was a curriculum that covered the following themes:

- Contextual knowledge of Asia
- Situated knowledge of South East Asia
- Foundation in ethics and moral standards
- Comprehensive global knowledge and technological challenges in today's world
- Critical knowledge under conditions of ambiguity and change

The new curriculum took effect in the academic year 2015-16.

students need to also understand the region and the world in which they live and to have a good appreciation of contextual factors, such as culture.

³ Office of Global Learning, Singapore Management University, <http://www.smu.edu.sg/global/diversity-and-inclusion/initiatives> (October 15, 2015)

4. Key objectives for the next 24-month period with regard to the implementation of the Principles

- The undergraduate curriculum was recently revised and a new requirement for a minimum of three hours of ethics content within each major was put in place. This requirement is currently being looked into and is expected to be fully implemented by August 2017.
- Launched in 2015, SMU-X is an initiative that is part of a larger vision of transforming students through innovative pedagogy that bridges theory and practice. All SMU-X courses have the following characteristics:
 1. Inter-disciplinary content and activities
 2. Project-based learning through solving an actual problem faced by a partner organisation
 3. Active student mentoring by faculty and industry
 4. Three-way learning by faculty, student, and client that leads up to a tripartite sharing forum at the end of the course

In short, there is a heavy emphasis on tackling real-world problems by drawing on knowledge from multiple disciplines.

To take SMU GROW forward, there are plans to tie it in with an SMU-X course on sustainability. One key objective is to therefore secure the involvement of faculty and industry experts in the development of a curriculum centred on sustainability, eco practices, and green-related issues.