

E.H.E.
EUROPEAN UNIVERSITY
EURAKA SWITZERLAND



PRiME Report 2017|18

'Sharing Information on Progress'

Preamble

The year 2017 was a year of significant change and development for the E.H.E. European University EurAka Switzerland (EurAka University). Development stands for essential change in structure and the academic delivery.

It was the first year, in which the new strategy of globalisation of the University's academic delivery took place. It also was the year in which the University joined the PRiME Framework, and, in particular, moved from the Swiss Canton Ticino to Basel-Landschaft. According to regulations, this meant re-accreditation with the Higher Education regulating authority of the Sicherheitsdirektion Basel-Landschaft to have reconfirmation of both Degree and Research Degree Awarding Powers. This major step was successfully achieved and all official bodies involved confirmed the status of the E.H.E. Europa Hochschule CH, which is the University's registered name, as fully aligned and complying with Swiss law.

However, this step stressed the University's resources to widest extent and until today the implementation of changes is ongoing for external reasons. Despite resulting operational limitations, which are expected to continue to good extent in the year 2018, significant progress could be achieved as well.

This progress will be outlined in the following chapters of this report, which might be shorter than expected, but is not without progress and achievements.

Prof Dr Klaus Oestreicher
Pro Vice-Chancellor International

1 Purpose

The E.H.E. Europa Hochschule EurAka CH or by her international name, the European University EurAka Switzerland, has always been committed to knowledge exchange and the international delivery of higher education.

After her move from Switzerland's Canton Ticino to the Canton Basel-Landschaft, this commitment has been renewed and became part of the EurAka University's own statutory regulations. For making this promise more than paperwork, the EurAka University has created the new position of the Pro Vice-Chancellor International. Meaning and purpose of this new post, who also owns a seat in the University's Senate is to organise, manage, and monitor and evaluate the University's progress internationally and to assure that the international delivery is according to own and regulated standards.

One major task of the new position is to guide the EurAka University in building an academic framework, which delivers sustainable and responsible higher education. Despite that the EurAka University is not receiving any public funding the University's Board is of the opinion that within her means the purpose of herself is to enable many more students access to her Swiss degrees. For this reason, studies have to become affordable and still maintain the respective level of quality. This means that access to the EurAka University studies has to go beyond those applicants, who can afford to study in a foreign country. The purpose of this effort is to establish a sustainable form of studies allowing those, whose financial situation cannot allow to study abroad, can find opportunities in their country of origin.

While there is no discussion that such offshore delivery is all but new, in this new extent it is new for the EurAka University. It also extends choice and opportunities for students in respective countries. The terms of sustainability and responsibility are taken very seriously. This, e.g., means that the EurAka University seeks official approval in host countries with the respective Ministries regulating higher education. I.e., the EurAka University applies for official approval to operate in each host country and where possible to find 'nostrification' of her degrees. This way, the University acts responsibly herself and creates sustainability. Her operations can always be inspected, controlled, and monitored. In addition, students can be certain of studying for a degree which holds in their own interests, since respecting a main objective for which many have opted to obtain an international degree.

The time of these purposeful international activities has been rather short. Nevertheless, official approval was already received by the Ministry of Education of Nepal, while further

processes in, e.g., Malaysia and Indonesia have started or are in fast progress. Further ones are taking place in countries on the African continent.

Extending the EurAka University's understanding of purpose equally means not to consider those countries of highest profitability first, but those, where her studies can make a small difference. I.e., the primary focus is not on high-income countries. The focus is on regions or countries, where the University can offer her small contribution of support to developments. It is not only the European Union, which has expressed with her Lisbon-Strategy that highly qualified staff supports national developments. E.g., Thailand as other countries outside the EU have recently expressed their need to open more for international higher education. That is where – for the purpose of development – the EurAka University sees her objective to assist.

This also means that the University receives new opportunities of addressing responsible management, corporate and societal responsibilities, but as well global leadership in regions, where such debate is still young. The University is fully aware of her own limited influence. But students studying with the EurAka University in these countries find an additional place, where such important factors are deeply embedded into curricula, coursework or the dissertation. This may help to educate future managers, who reflect more on issues of global importance and will hopefully strengthen the importance of these in countries, where such thoughts and behaviour is needing more and wider development.

Therefore, the EurAka University is presently entering academic collaborations with national higher education institutes and institutions in addition to other partnerships with local meaning. The purpose of this partnerships is

- lecturer and student mobility within the means of all parties involved,
- the award of double or joint degrees,
- mutual research activities,
- and in addition, the beginning of organising academic conferences.

These academic conferences do not only have the purpose of exchanging academic knowledge, but as well to offer interfaces in which the national international industry community can meet academia. Corporate responsibility and elements of global leadership are significant factors within the planning.

In addition to those partnerships, the EurAka University has appointed established and acknowledged academics at focus points of her global activities. Purpose of this establishment is that these academics take care of the delivered quality, monitor and evaluate student satisfaction and achievements with respect to own internal and external sustainability. But as well, they build a reliable point of contact, for those delivering and those studying, should any questions or issues occur. The task is not about managing studies and students, but leading in future-oriented form. As these appointed professors with the EurAka University fully understand the national cultures involved, speak the relevant languages they can directly communicate with all stakeholders of the respective host country and report then back to the EurAka University for adaptations or amendments, but especially good student care. Such structure is not only solidly tested, it creates trust and proximity first of all. This way, the EurAka builds a framework of stakeholder dialogue and permanent care for all and in the interest of parties involved.

The University's objective is to lead through regional proximity and to offer sustainable development of future managers, who have been exposed to significant elements of moral, ethics, and responsible corporate behaviour during their whole period of studies.

The EurAka University has adopted these strategies driven by full awareness that they are not new. However, the belief is that they add to strengthen already existing opportunities and allow all parties involved to mutually profit from these. The EurAka University makes significant efforts for that foreign students are feeling welcome, respected, and that with graduation all students have received the very same education, hold an equal degree award in their hands, and have experienced a good amount of leadership themselves wherever they have studied.

As a newcomer to all these drivers, the EurAka University had to reflect on how to start, where its available resources and capabilities allow to make a contribution, but also to consider where those for whom these efforts were designed are finding themselves respected and become actively participating parties. That all these efforts have met both sides' expectations so far are a result, which the EurAka University is proud to report. That they are starting points needing much more detail and reflection for increasing their effectiveness and purpose further is well understood.

2 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.

To extend the capabilities of students of the EurAka University as future contributors to responsible management and to deliver sustainable values for both economy and society the EurAka University's Faculty for Economy, Business, and Management has rewritten and actualised all its curricula on Bachelor and Master's level during the year 2017. Despite not being part of the PRiME's focus, the sister faculties of Engineering and Technology and Healthcare and Integral Medicine are adopting this emphasis to the extent their own curricula and study objectives do allow.

Since autumn semester 2017, all curricula of the Faculty for Economy, Business, and Management have embedded Corporate Social Responsibility and managerial ethics and moral in each module and/or teach a specific module on CSR. While rewriting the curricula, emphasis was on adopting latest standards of knowledge and to make sure that set texts addressing responsibility and/or sustainability are of youngest date. During the design, elaboration, and writing of the new programme and individual module outlines it was made sure that potential options to use responsibility and sustainability can be used for window dressing only are avoided. This means that explicit statements can be found in the respective outlines for that students can follow up delivery accordingly and request these elements, if not delivered or have to be intensified. Furthermore, students are informed that these programmes aim to educate managers and professionals being driven by high standards of moral and ethics. I.e., there should be no doubt about the request of the University to internalise these essential components individually and to substantial extent.

A specific highlight within this development is the new postgraduate programme of the Master in Sustainability and Responsible Business Management. This Master's and not MBA programme of studies is exclusively focused on the respective aspects stated in this programme's name. It addresses those, who intend to work as compliance managers, environmental managers, and transparency or equality managers of an organisation, whether by full or part-responsibility. All modules were most carefully chosen by a specific view on the respective principles of the PRiME Framework. The programme consists of the following modules:

1. Organisational Behaviour and Corporate Social Responsibility
2. Responsible Corporate Communication

3. Sustainable Supply Chain and Logistics Management
4. Stakeholder Management and Responsibilities
5. Environmental Management
6. Sustainable Strategic Management
7. Responsible Marketing Management
8. Business Research Methods
9. Master's Thesis

To extend this subject area further, work has started for the Master in Compliance Management (MCM). Based on industry demand and interest the Master programme will offer eight modules, which include business ethics and corporate social responsibility, but as well risk management and corporate compliance regarding data, financial implications, and more. Industry and NGO advice forms part of the development of the programme. The then two sophisticated postgraduate courses offer a small but focused own centre of specialisation.

As two small, but hopefully further contributing additions, the outline for Bachelor dissertations and Master's theses now explicitly suggest topics on sustainability, ethics, moral management, environmental protection, and corporate sustainability when it comes to the dissertation or thesis.

To make these studies in business, management, and economics much more than an exercise and deliver content being in the centre of what sustainability and responsibility are standing for. The EurAka University has liaised with Prof Dr Joop Remmé advising the University in these fields.

Prof Remmé counts as an expert in these fields. He is a Board Member of the Dutch section of Transparency International and also a Director of the Netherlands Centre of Governance. The EurAka University considers this close relationship as essential to assure that these programmes of studies are really delivering what sustainability and responsibility means. In addition, a reliable resource exists, which makes sure that the University meets her own expectations in this field to wider extent and has a permanent cycle of improvement implemented.

Furthermore, beyond those specific programmes of studies stated above, consequentially all existing curricula on Bachelor and Master's level were revisited. Most of these curricula have received the new module of Organisational Behaviour & Corporate Social Responsibility as

compulsory module. It has replaced a module of lesser importance. In addition, corporate social responsibility has been explicitly embedded in undergraduate and postgraduate student handbooks and the official handbook by which all business, management, and economics studies of the University are regulated. Intended Learning Outcomes now frequently have this point as one of the objectives and coursework outlines frequently require that a discussion on these issues is part of submitted papers.

That all professors and lecturers were informed accordingly, advised to read and extend their own understanding for that they can deliver and also answer respective questions or lead discussions in class and beyond is little more than natural consequence.

This was the EurAka University's first essential step to adjust her programmes of studies. Not that these elements were not taught or part of programmes of studies in the past. The difference now is that they are emphasised in explicit form.

In 2017, the University was fully approved by the Nepalese Government (see other sections of this report as well). The Nepalese approval has also significant meaning for several hundred students, which were stranded during the conflicting situation between India and Nepal. Those students have studied with an Indian university, but could not graduate after India withdrew the country's higher education from Nepal. Consequentially these students were left without their needed degree. Upon request, the EurAka University has declared her preparedness to recognise the studies these students have made as equal to her own ones and graduate these students through credit transfer. The whole process is operated as charitable, i.e., as a non-profit operation.

The reason to state this is that this substantial effort is evaluated as the University's own example to practice her own form of global leadership and demonstrates corporate social responsibility. Students are personally experiencing that a foreign University cares for their future and through her own openness demonstrates which difference leadership can make for beneficiaries, which have never been in contact with the university before.

With reference to progress and to develop future-oriented values, the University has accepted the process of validation of external curricula. Validation comprises foreign curricula, which are delivered through national institutes. This supports national developments and explicitly allows to guide foreign institutes towards higher levels of quality. In addition, the adoption and/or more emphasis on those factors being important for this and other sections of this report can be added and embedded. They are taught then and enhance students' awareness and will hopefully lead to respective consciousness, actions, and respect of these.

This global effort to provide more elements of global leadership through cooperation was not limited to Nepal alone. Through her official representation in Malaysia, the EurAka University is in dialogue with the Malaysian regulating authority of the MQA for full accreditation in Malaysia and the same with DIKTI in Indonesia. These two additional dialogues serve the purpose of official national accreditation in both countries in connection with academic partnerships respective Universities in these countries. This effort offers the possibility to improve the own quality, develop the own openness and inclusiveness further, and to deliver examples of practice for sustainability and responsible leadership through global higher education by partnerships.

The keyword here is for the University global inclusiveness. Knowledge has no borders anymore and mutual collaboration on equal level delivers more than the sum of the contributing parties.

This way it is the belief of the EurAka University as a newcomer to the PRiME Framework that she has created a solid foundation on which she can build up further next steps. It is the University's firm belief that this will help to provide industries and societies with graduates, whose mindset has been sharpened beyond profitability and that sustainability is a hand-in-hand effort of both the economy and society especially in and for the world of globalisation.

Speaking about results, the EurAka University can confirm that all curricula are amended accordingly and disseminated to all respective parties. I.e., the new actualised curricula have become active. For the next future, the University will closely monitor, how students are performing in these respective fields and will adjust accordingly, if necessary. The further processes stated here are either completed or according to plan, which allows to expect successful completion in due time.

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

As stated in the section before, through the creation of the Master's programme in Sustainability and Responsible Business Management a first effective step was undertaken. One, directly addressing responsible leadership in a subject area still suffering from the lack of defined clarity. There are many good approaches, but as in many other fields of knowledge, as long as there is no clear and generally accepted framework or taxonomy in place, possible interpretations are leading to misunderstandings.

The Master's programme in Sustainability and Responsible Business Management cannot resolve this situation. There are no illusions in this direction. The objective of this particular postgraduate programme is an in-depth introduction of what can or should make sustainability, (corporate) responsibility, and why it is important for businesses and can improve not only their compliance, but as well their competitiveness.

Out of the Master's programme in Sustainability and Responsible Business Management a new pathway of specialisation developed. As stated before, preparations have started for the Master's Programme in Compliance Management. This development has triggered an interesting discussion. Despite the frequent request to have the programme's design in form of an MBA Degree, the University has withstood these approaches. It is the academic belief that such programme would be watered down by the effort to simply make it 'more popular' or attractive for recruitment. The University's Academic Board is aware that as Master's programme Compliance Management will likely attract less students than as an MBA, but the decisive question is, whether such programme of studies is about quantity or quality.

The decision made was quality first. This decision starts with an MBA's A, administration. Compliance Management as internalised and especially focused studies is not about administering compliance, but really delivering and monitoring it. For many such difference may be small, but correctly analysed it is all, but small. Compliance management is in the University's understanding not a question of business administration, but of responsible leadership. It is not a question of addressing a variety of organisational functions to be managed in compliance with intrinsic and/or extrinsic regulations or expectations. It is all about the design of an in-depth syllabus, which educates the responsible compliance manager advising and leading an entire organisation understanding itself as corporate citizen taking this task seriously and acting transparently.

Therefore, the programme outline focuses on compliance, sustainability, legal requirements and societal expectations only as the effective and interwoven form. The result of this activity will be assessed by the final 'product', the programme of studies of the Master in Compliance Management. Later then assessment can be made through student achievements and satisfaction, but as well how graduates will find employment and for those being already employed can apply their learning in their organisations.

The further activities for effective learning have guided the EurAka University towards distance studies. In autumn 2017, the own faculty of the e-Learning Academy has started her work. It presently offers two programmes of studies only:

- ~ The Master of Business Administration
- ~ The Master of Philosophy

Once more, the idea behind is effectiveness; i.e., quality first. From the beginning of the respective developments it was the University's target to apply blended learning. This way the University wants to offer her studies to those, who cannot afford to study in Europe or are too distant from any of her national delivery centres. We also have taken advice from Christensen's work on the 'disruptive university', i.e., the future developments of learning, which additionally was fuelled by discussions with the Université Paris Ouest Nanterre La Défense. This discussion was on decentralisation of future studies, which may lead to only virtual campuses, and delivered by faculty not being employed anymore, but hired by various universities based on a lecturer's or professor's expertise. In the interest of quality improvements and leading to new sustainable forms of higher education, this approach was assessed as being worth to be tested.

Firstly, this allows to 'confront' students with higher expertise through the selection of real experts in their fields. Secondly, this allows to reduce study fees despite increased lecture or seminar expertise, because expensive infrastructure is less needed. Fourthly, such form then leads to overall quality improvements, when choice of lecturers and professors is fairly balanced regarding study fees. Their calculation provides evidence that study fees can be reduced making these more affordable, while at the same time accessibility is increased. But importantly, there are significant opportunities to increase the programme quality. Of course, quality and speed of the available Internet connection are influencing. As Internet access options are permanently improving and as this is not a short-term project, the expectation is that these developments will be relatively aligned.

The start of the test phase is spring 2018. The first test is made now with the Master of Philosophy as an ideal project for preparing doctoral students for their doctoral research. As all theses of any Master's programme, the respective outline of the Master of Philosophy explicitly invites to either adopt a respective topic on environmental protection, corporate social responsibility, sustainability, and the like, but at least these factors are expected parts of the discussion. Through this initiative the University wants to invite to deeper reflections and academic output, even if its impact is achieved on a lower level. But mostly, students' consciousness and awareness are trained.

A further specialty and novelty is the cycle of the Bachelor, Master, and Doctor of Public Administration, which form a synergetic line embracing Principles 2 and 3 of this report equally.

These programmes of studies have been developed, because students being interested in public services or working in public administration often complained about their problematic that firstly content of MBA studies, which they usually select, does not really cover their specific subject area, because it is private sector-oriented. This secondly results in their uncertainties that they have to translate knowledge gained in MBA studies to public services. Many informed that they are frequently not convinced that they do such translation of knowledge, terms, and the like correctly. In addition, there were student complaints, why there is no specific pathway of specialisation addressing the huge amount of public servants.

To provide leadership and to offer effective quality improvements the EurAka University has developed the full cycle on all academic levels. The result is the Bachelor and Master's programme, which already have found significant interest in various countries, especially those in Africa. The cycle can then be completed by the respective doctoral programme. Start of studies is intended for spring 2018. To highlight this as well, sustainability, moral and professional ethics are deeply embedded in each curriculum. The resulting additional opportunity is that this allows not only to address corporate responsibility but to extend it to public services in their specific form.

Equally, administrative processes and procedures have been adjusted. For the delivery of high quality standards, the new Student handbooks and the handbook for offshore delivery have been reviewed, amended, and actualised. Here, too, essential elements have been added complementing existing standards in the effort of continuous improvement. What all these handbooks have in common is that they raise equal awareness on the side of delivery and the side of students, which student rights do exist – which is seen as common standard – but that full equality regarding ethnicity, religion, and multicultural backgrounds is the University's

policy. I.e., they have become a right now. This avoids that an application, which provides clear evidence of a student's capability and eligibility for being admitted can be easily rejected.

This is not only a contribution to the European Lisbon-Strategy per se, it equally is in the sense of many developing countries opening their countries to foreign higher education for improving qualifications of their workforce. Before the new internal regulations there was a loophole to reject an applicant for reasons the University could less control. Now, if all documentation is submitted, no delivering party can claim that other reasons than academic or evident behavioural considerations or not meeting entry requirements for rejecting such application are given. This consequentially means that minorities of any kind find equal chances to be admitted. However, additional mechanisms of control are in place through the EurAka University's regional headquarters providing an additional level of security and control.

With reference to challenge students more and offer incentives to become better, the EurAka University has implemented additional classes for degree awards. The original three classes of Pass – Merit – Distinction were extended to six classes now. They consist of:

- >91% High Distinction
- 81 to 90% Distinction
- 71to 80% Merit
- 61 to 70% Pass with Satisfaction
- 50 to 60% Pass
- <50% Fail = Retake of assessment

The expectation is that after testing the new finer grid offers more opportunities. For those students for whom the higher classes may be too challenging find now the Pass with satisfaction, which is expected to be an objective to study more. Those in the upper range of marks may find the level of high distinction as incentive for the extra mile. High distinction is distinguishing much further than just distinction. It has to be emphasised that these classes do not only apply to the final degree award, but equally to each work submitted during studies.

It is too early to evaluate the effect this new system bears, but it will be subject to close monitoring and evaluation by measuring, whether average module outcomes will increase. However, this step we take as one means of responsibility to bring our students to the

maximum level being in their reach. We also are of the opinion that this is responsibly leading a way towards better outcomes.

As final self-assessment, the EurAka University being a small University only beliefs that she has made significant progress in this section. There is no reason to consider all as done, but effective starting points in a number of areas have been reached in a short period of time. They will allow to progress further and develop additional quality improvements.

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.

In this field of research, the EurAka University has already a rather solid standing. One, which is cross-disciplinary and continuously developed further. It is not only about the University's faculty of economics, but as well the sister faculty of engineering.

Supported by essential official research funds, the European University Euraka with its Research Institutes (DBIC/EIE) is a member of the project ENPRO, 'Modular Equipment for Energy Efficient Chemical Production' of the German Ministry of Economy. The EurAka University also cooperates with Institutes of other Universities, like Erlangen, Germany. The EurAka's DBIC International was further involved in the project of ENVIROTHERM, based on research funds of Germany's Federal State of Saxony. It is added that these and more such research and resulting projects are in the centre of environmental protection and sustainability with significant impacts on economy and society.

The University's research projects are frequently conducted in cooperation with GAME, the Global Alliance for Management Education representing a global alliance of 35 Institutes und Universities on 5 continents. This alliance links research on technology with management advantageously.

While these research activities already suggest significant research impact, all directly combine elements of sustainability, environmental protection, and economic value. The focus on reducing emissions, producing greener energy, and using less energy creates significant economic, but as well social values in the long-term. This also is a dynamic field in which close collaboration of the EurAka University with first-tier corporations exists. One, which is not static, but subject to permanent research resulting in respective improvements.

The European University EurAka Switzerland is the official cooperation partner of the QS Zurich AG for planning, implementation, and controlling of programmes of studies and training programmes in hospital management, maintenance management, corporate management, and business administration. This cooperation researches improvements in the aforesaid sectors for delivering more value to economy and society.

The EurAka University prepares its first international research conference, which is planned for the end of the year 2018. In the still impacting aftermath of the global financial crisis 2008, financial institutions have expressed their need for discussing banking and risk management and which contribution research may offer to deal with a lack of available data-supported reconnaissance. This was the indicator for the EurAka University to prepare such conference. To extend reach and scope the EurAka University will organise this conference

- In collaboration with a further higher education institution in collaborative partnership
- Offer an equal share of invited guest speakers from academia and the financial industry
- Embed a full day of roundtable discussions 'industry meets academia'
- Offer specific conference sessions for offering doctoral students to present their research for peer feedback and further improvement
- Search for an acknowledged publisher being prepared to publish accepted papers of the conference as means to reach the wider interested public beyond conference attendees

This is a first effort in making a research impact of cross-disciplinary kind and to open an additional research-based window for mutual exchange, which is in the interest of industry, society, and academia.

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.

A first point of impacting interaction with partners addresses quality management. Actually, the EurAka University develops a new and holistic Quality Management Handbook in direct cooperation with a founding member of the IFEC International Forum for the Certification of Educational Services, which is the international organisation for ISO 29990:2010.

In this development and cooperation with a founding member of the IFEC International Forum for the Certification of Educational Services, the EurAka University amends the content of the EduQua and IQNet ISO 9000 Certification for that it respects the newer, hence actual EN/DIN ISO29990 learning service accordingly.

This cooperation will also become part of a doctoral research programme combining sections 4 and 5 of this report, but has further implications with reference to section 3. The progress of the new and holistic quality management handbook is already significant, but as in other sections of this report, quality drives. Therefore, the timeline until this handbook will be finalised remains fully open.

With reference to academia-business cooperation, the EurAka University offers her students, especially on Bachelor and Master's level, the option of enrolling for their personal ISO 17024 Certification. Embedded in the respective programmes of studies, students can additionally become globally recognised experts in their pathway of specialisation.

This way, students are being awarded their academic Certificate and their ISO 17024 Certification at the same time. Effects are multiple and address

- Employability impact,
- Practice-oriented skills and capabilities,
- Which are officially certified,
- Improve quality of graduates,
- And have an effect on economy
- With consequentially expected effects on society

This added value opportunity is the result of the EurAka University's collaboration with the respective ISO Certification party being officially accredited to issue ISO Certifications.

As stated in the sections before a variety of partnerships exists covering research, teaching and learning, and other fields. They are permanent partnerships of long-time establishment on the one hand, while as reported new partnerships are added extending reach and scope. They are based on mutually beneficial exchange and the effort of knowledge and cultural exchange in the effort to create multicultural experiences and or support inter-country developments beyond their academic purpose.

For the period 2018 to 2020, it is the EurAka University's planning to increase partnerships especially with businesses. This has practical reasons, such as securing options of internships, but as well to identify new opportunities in compliance management.

Especially the study of existing consciousness and awareness, but as well knowledge on compliance in organisations, the need for it, whether it is seen in organisations as only a 'must have' or is an intrinsic motivation are considered as forward-leading and of substantial interest.

There are first discussions to constitute the Swiss Research Centre for Organisational Compliance with experts in this field or related areas coming from both academia and industry. These initial discussions are forward-leading and demonstrate the need for wider discussions and research equally. First adjacent inquiries have shown that compliance management still is very neglected, often more embryonic, and that the difference between legal requirements and legitimacy is not internalised in many organisations. Even more, that many organisations of all kind and size have not developed the right awareness and knowledge, what compliance and the need for it means. These indicators have made it evident that this is not only a platform for meaningful and future-oriented discussion, but one, which can have impact and be based on all Six Principles. This also is a centre, where global improvements and leadership can find real outcomes.

The EurAka University evaluates this idea in a high-speed development further and has already invited renowned specialists from both academia and industry to express their thoughts and ideas and asked about their preparedness to join.

Once again, the EurAka University knows that she is at the beginning. However, it is a start, whose challenges have been accepted. Discussion is ongoing and tangible planning is already made. There is dialogue and partnership developing, one, which intends to link industry with

academia once more. There also is a challenge as pre-studies into compliance management demonstrate, as there is a jointly expressed need to deliver improvements.

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.

The EurAka University admits that this section could not be fully developed yet. With regards to the extremely demanding task of the University's move, which resulted in stressed resources until today, there was little or no space to engage here to the expected extent. Priorities had to be made. This is a weakness, which is on the agenda for the next year. In a first year it is not always possible to embed and implement an extensive framework entirely.

However, a good number of dialogues have been started and these globally, which support this initiative in the near future nevertheless. The EurAka University is in actual contact with four Universities being in no specific order the

- University Lucian Blaga din Sibiu, Romania
- University Mercur Buana, Indonesia
- Berjaya University, Malaysia
- International University of Georgia, Republic of Georgia

Purpose of these contacts is the establishment of double degree awards, knowledge exchange, student and lecturer mobility, and research projects. A fifth dialogue with the University Malaysia Kelantan is addressing a bigger research project, which, if it receives the intended funding, is leading to significant impact on all prior sections 1 to 5.

The establishment of mutually agreed curricula will consequentially lead to adoption of degree programmes and parts of these, which own significant elements of business ethics and moral, sustainability, and corporate responsibility and will include leadership. This will at least indirectly offer to emphasise these factors in curricula and their teaching and learning in the partner universities. The idea is to spark debate and raise awareness among students and fellow academics in these fields further and/or beyond the extent to which it may already exist.

With reference to the four main dialogues stated, the EurAka University is pleased to report that three of these are in their final status and it is expected that they will be concluded in the next two months resulting in the intended collaborative partnership as outcome.

In 2017, the EurAka University has engaged in communication with the Ministry of Education of Nepal. The result of this communication is the EurAka University's full accreditation in Nepal. I.e., the EurAka University is approved to officially operate in Nepal and to award her degrees, which are officially recognised. Further such dialogues in other countries are happening in parallel and will embrace Africa soon, too.

As a next step of progress, the University has become an Institutional Member of the European Council of Business Education in January 2018. It is not without proudness that we can report that ECBE's decision to accept our University was made by unanimous decision. Within this stakeholder connection with the ECBE first contacts have been made to accredit individual programmes of studies improving quality and delivering sustainable value to the key stakeholder group of graduates. The communication within the ECBE offers additional opportunities to discuss with other institutional members and stakeholders matters of sustainability and global responsible leadership.

In addition to these activities, the research stated before, which addresses new technologies, environmental protection, reduction of emissions, and so on continues ongoing. This is not only further impacting on a full range of national and global stakeholders, e.g., corporate project participants, and finally on society, it furthers awareness and offers new opportunities in this section 6. Understandably, the confidentiality of these projects does not allow to report details, since the objectives of these academic-industrial research projects involves objectives needing competitive protection.

The new partnership with the Netherlands Center of Governance opens further doors to a dialogue, which is in the centre of this Principle. The EurAka University is not only a partner of this Center, her Pro Vice-Chancellor International has also been appointed as a Member of the Supervisory Board.

'The Netherlands Center of Governance (NCG) is a not-for profit professional body focused on supporting governance practitioners, governance professionals, ethics & compliance officers, researchers and board members who have a responsibility for corporate governance.'

Therefore, this Swiss-Dutch collaboration, which also includes mutual projects in professional education and higher education provides significant opportunities for starting dialogues and offers opportunities for all Six Principles and with those parties this section has in mind.

By self-assessment the opinion is expressed that the initial statement on limitations addresses more quantity, but that the level of quality is promising and has a significant number of interfaces for successful outcomes.

7 Self-Assessment

The first year of the EurAka University as signatory had not been without significant difficulties. A number of intended initiatives had been slowed down or to be postponed for serious reasons. Therefore, the progress was not fully according to plan.

However, it is the belief that this first report demonstrates that the Six Principles of the PRiME Framework are not only taken seriously, but demonstrate progress at the same time. Full awareness exists that this will take more efforts and continuous further improvements. The preparedness for accepting the challenges ahead exists.

8 Conclusion

This report is based on the first year of being a Member of the PRiME Framework of the United Nations Global Compact.

The next report will be submitted in January 2019.