Durham
University
Business School

PRME Sharing Information on Progress Report 2020

SHARING INFORMATION ON PROGRESS REPORT 2020

PRME | This is our **Sharing Information on Progress** (SIP) Report on the Implementation of the **Principles for Responsible Management Education**

**Renewal of commitment to PRME**

I am pleased to confirm that Durham University Business School continues to support the objectives of the UN Principles for Responsible Management Education.

Professor Stuart Corbridge
Vice-Chancellor of Durham University

Executive Dean's introduction

Our commitment to UN-PRME continues, and is embedded within the strategic transversal theme which we have chosen to call 'Ethics, Responsibility and Sustainability' or ERS for short.
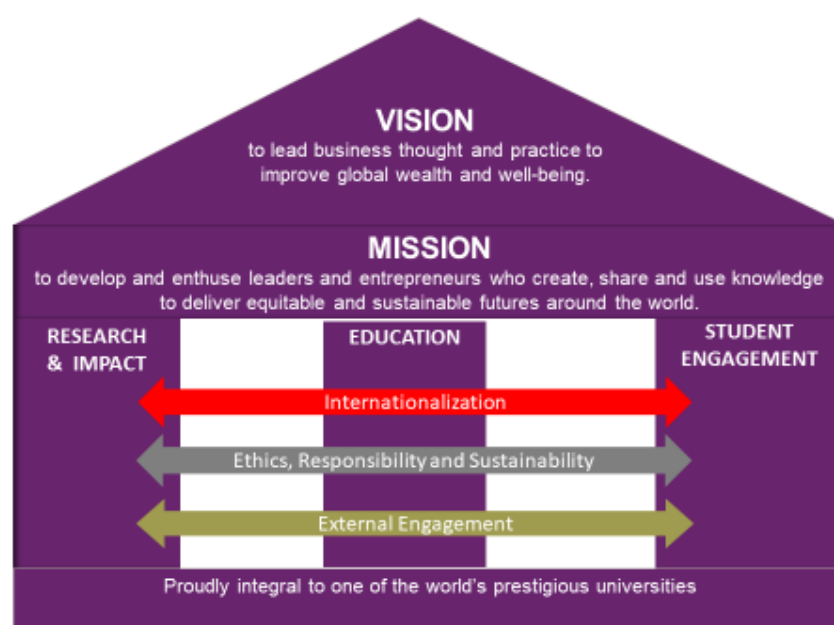
We believe that our Vision, Mission and Strategic Framework are entirely consistent with the Principles for Responsible Management Education. Membership of UN-PRME and the development of our work in relation to the six principles will, therefore, continue to be an essential component of who we are as a School.

As you will see from the detailed report which follows, we have not only maintained our commitment to the six principles through practical actions in relation to education, research, partnership and dialogue, but we have also made some significant developments in particular areas. Perhaps the highlight amongst these is the introduction of a Carbon Management Plan and a commitment to a 45% absolute reduction across all of our activities in emissions of carbon dioxide by 2030, and the achievement of net zero emissions by 2040. We know that these will be challenging goals to achieve, but we are determined to do so. A further highlight was the achievement of the Bronze level award in the Athena SWAN gender equality mark. In ways such as these, we seek to set an example to our students and partners.

Professor Susan Hart
Executive Dean

Executive Summary

This is our fourth bi-annual Sharing Information Progress report and, consistent with previous reports, we report here on the academic years 2017/18 and 2018/19. We do, however, compare where appropriate with data from the previous report, and provide an update on significant events that have occurred since the end of academic year 2018/19.

During the period of this report, the School's new Strategic Framework, as outlined in the Dean's introduction, was formalised. This resulted in the formation of an 'Ethics, Responsibility and Sustainability Steering Group' (ERSSG) to take forward the work in this area, and which replaced the PRME Steering Committee which previously had responsibility for driving forward the PRME agenda within the School. The remit of the ERSSG encompasses all PRME activities but is broader than the PRME Steering Committee, having oversight, for example, of research ethics in the School.

During the period, the ERSSG developed an ERS Strategy alongside and in support of the School's Strategic Framework. This Strategy was approved by the School's Board of Studies (the senior academic committee in the School whose membership includes all faculty) in July 2018, and so 2018/19 saw the first year of implementation. We report further on this in the section below on the overview of Durham University Business School's approach to PRME.

The main areas of activity in relation to PRME since the last report have revolved around: the School's educational provision; its research base; and engagement in partnership and dialogue. We have also continued to develop our own organisational practice, particularly, as noted above, in relation to carbon management and gender equality. In relation to:

- educational provision, we have made progress in embedding ERS issues into the curriculum, and have redeveloped a bespoke extra-curricular 'Sustainability, Ethics and Responsibility Open Course';
- research, we have maintained the number of Research Centres which have a focus on ERS-related activities, and almost a quarter of our research is focused on this area;
- partnership and dialogue, we have expanded our engagement with both public and private sector organisations on sustainability and responsibility issues;
- own organisational practice, we have continued to monitor our direct environmental impact, have engaged a consultant to provide an audit of our carbon emissions, and have, since the end of this SIP reporting period, put in place a Carbon Management Plan;
- gender equality, we have been awarded the Athena Swan Bronze level charter on gender diversity;
- staff volunteering, we have maintained our commitment to this area and seen an increase in the number of staff volunteering hours.

Further details are provided in the commentary on practical actions we have taken in the last 24 months below. The School was also involved in the establishment of the UK and Ireland Chapter of PRME, and continues to engage with PRME itself primarily via this mechanism.

Durham University

Durham University Business School is situated within Durham University, located in the north east of England. Durham is the third oldest university in England, having been established in 1832. Durham University is a globally outstanding centre of teaching and research excellence, a collegiate community of extraordinary people, in a unique and historic setting. The University is committed to delivering excellence across the board in research, education and the wider student experience.

In relation to research, the goals set out in the University's Strategy 2017-2027 are to:
- Deliver a critical mass of world-leading research across all academic departments;
- Produce and disseminate research that has a positive impact on global, national and regional challenges and which benefits culture, society, health, the economy and the physical environment;
- Offer a rewarding research environment and an exceptional research-led learning experience.

In relation to Education, the goals are to:
- Ensure that all programmes offer intellectual challenge, cohesiveness and a strong sense of progression;
- Offer a first-rate digital learning environment on a par with the best in the UK;
- Significantly improve access from under-represented groups;
- Equip students to transition successfully to the next stage of their lives, as alumni and citizens.

And in relation to the wider student experience, the goals are to:
- Develop the educational mission of our Colleges;
- Ensure that Durham University is top in the UK for sport, music and theatre;
- Ensure that Durham University is top in the UK in volunteering and leadership;
- Learn from and match best practice in Wider Student Experience around the world.

Durham is one of the world's leading Universities as shown by its World Top 100 position in the QS World University Rankings 2020, with a ranking of 78th. A record 18 Durham subjects are also in the World Top 100 of the QS World University Rankings by Subject 2019, including 10 in the World Top 50. Three subjects are in the World Top 10 - Theology and Religion (fifth), Archaeology (sixth) and Geography (ninth).

Excellence in teaching and research

Durham is ranked amongst the world Top 100 universities in the Times Higher Education (THE) World Reputation Rankings 2019. In addition, five subjects are ranked in the Top 100 of the 2020 Times Higher Education (THE) World University Rankings by Subject, including two in the Top 50 (Law and Arts and Humanities). Nationally, Durham is consistently a top 10 UK university, ranked fifth in the Guardian University Guide 2020, sixth in The Complete University Guide 2020 and seventh in the Times and Sunday Times Good University Guide 2020.

The rankings signal excellence in teaching and research, combined with all-round student experience. This makes Durham's graduates highly sought after by employers around the world.

Values and sustainability

Durham University has five values:

Inspiring By stimulating an instinct to challenge, encouraging innovative thinking and taking our responsibilities seriously, we foster a culture that inspires the extraordinary.

Challenging Always curious, we challenge ourselves and each other to answer the big questions and create a positive impact in the world.

Innovative From creative teaching practices and cutting edge research to new ways of working, innovation is at the heart of what we do.

Responsible We take our duties as a centre of learning, neighbour and employer seriously, embracing all of our different communities and celebrating the differences that make us stronger together.

Enabling We create the opportunities, support and freedom for everyone at Durham to become the best they can be now, and for the future.

The overarching goal of the University Strategy is to secure academic success and a world-leading position on a sustainable basis. As part of the requirement to be sustainable, the University is committed to making Durham one of the most environmentally sustainable universities in the UK. To achieve this goal will require the active commitment of every member of the University community.

Durham is already doing well by providing environmental policies and procedures, promoting awareness with the award-winning Greenspace icons (see further below) and enabling behavioural change, actively reducing CO_2 emissions and working with the academic and student environmental champions. But there is so much more to do: introduce more environmental sustainability into the research agenda, the teaching curriculum and the Durham Award scheme; improve governance regarding environmental compliance; reduce waste, energy and water consumption proportionally against the growth in staff and student numbers; better monitor and improve on the biodiversity of the estate; reduce both local and national emissions and pollutants from travel; creating a smart,

sustainable approach to the University Strategy and Estates Masterplan. For further details see our Environmental Sustainability Vision, Policy and Strategy.

Greenspace

In order to bring all of the University's environmental initiatives and activities together, Greenspace was devised as the name and concept. The University's Energy and Sustainability Team deliver Greenspace, which promotes all of the University's Environmental Policies, Plans and Procedures. Environmental initiatives are coordinated across the University with the help of Environment Champions, Student Representatives and Steering Groups.

Greenspace communications centre on a group of icons that represent sections of the Environment Strategy. There are nine icons in total, including the overall Greenspace icon. These are Biodiversity, Energy, Fairtrade, Low Carbon Technologies, Travel, Procurement, Waste, and Water.

Greenspace have a regular slot at every staff induction event and Freshers Fair, and there is a comprehensive information pack which goes to Colleges for Fresher inductions.

Greenspace	**Biodiversity**	**Energy**	**Fairtrade**	**Water**

Procurement	**Travel**	**Waste**	**Low Carbon Technologies**

 In addition there is a 'Reduce Carbon Emissions' logo which relates to all activities contained within the Carbon Management Plan.

The University has recently won a number of awards for Environmental Sustainability:

➢ **Northumbria in Bloom 2018 -** Gold Award for the Botanic Garden for the Best Tourist or Visitor Attraction, or Country Estate
➢ **EAUC International Green Gown Award 2017** - Finalist of Community Category for Van Mildert College Outreach
➢ **Durham County Environment Awards 2017** - Climate Change 'Category Winner' for The Ogden Centre for Fundamental Physics

- ➤ **EAUC Green Gown Awards 2017** - Winner of the Community Category for Van Mildert College Outreach
- ➤ **EAUC Green Gown Awards 2017** - Finalist in the Community Category for the Green Move Out Scheme

Overview of Durham University Business School's approach to PRME

Durham University Business School is triple-accredited by EQUIS, AACSB and AMBA and first joined PRME in May 2012. We have previously submitted SIP reports in 2014, 2016 and 2018. This is, therefore, our fourth SIP report.

As noted above, our approach to PRME is set within the context of our Strategic Framework, incorporating our Vision and Mission, and is delivered through the strategic transversal theme of 'Ethics, Responsibility and Sustainability' (ERS). The ERS Strategy which was approved in July 2018 commits us to:

- ➤ support the Education and Student Experience strategy in general, and to further develop the resources to support the embedding of ERS within the curriculum in particular, linking this to the Sustainable Development Goals where appropriate;
- ➤ continue to encourage and monitor ERS-related research and impact;
- ➤ engage with the Internationalisation and External Engagement & Connection strategies to promote ERS-related activities;
- ➤ develop our engagement with the University, including Greenspace, DSU, and Colleges around ERS activities, and to monitor and improve our own ERS-related activities;
- ➤ maintain and develop our memberships of UN-PRME, the Academy of Business in Society, and the North East Initiative on Business Ethics;
- ➤ partner with at least one business organisation and at least one leading international business school to undertake a 'sustainability journey' together, and in order to continue to benchmark ourselves against best-in-class;
- ➤ create an equitable, diverse and inclusive learning and working environment, in which staff and students can reach their full potential;
- ➤ establish a self-evaluation template to monitor the effectiveness of ERS integration.

Not all of these strategic aims had immediate priorities associated with them, and in practice we have deliberately prioritised some over others. We report on these both in the next section on practical actions we have taken in relation to the implementation of the PRME principles, and in relation to our own organisational practices.

In our previous report, we noted that we were at the beginning of a journey to integrate the UN's Sustainable Development Goals (SDGs) into our ERS agenda. While this remains both a commitment and an aspiration, and there are a number of specific initiatives to which we can point in this regard including the development of assessment aligned to ERS learning outcomes which we report on below, we acknowledge that we have not made as much progress as we had hoped. For the purposes of this report, therefore, in the main we simply link our activities below to the relevant SDG.

Overview of practical actions in relation to the implementation of PRME during the last 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.

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.

In relation to the three Principles which are to do with educational provision, the Education Strategy which is part of the School's Strategic Framework has as its aim:

"To enrich students' engagement with a more equitable and sustainable world by embedding ethics, responsibility and sustainability (ERS) in a deep and relevant manner into all programmes."

The outcome of this aim is to produce "graduates who are equipped to become architects of a more equitable and sustainable world". Thus, at a strategic level, the PRME principles are embedded in the Education Strategy of the School. In taking this forward, the School has now implemented a rolling curriculum review of programmes in which the ERS content is a formal consideration.

A number of programmes already integrate ERS concerns or offer specific modules related to this agenda:

- two MSc degrees in Islamic Finance;

- the Full-time MBA programme which has included a core module on 'Sustainability and Ethics' since 2013/14, and the joint MBA programme with the European Business School which introduced the same module from 2018/19;

- the BA Marketing, BSc Accounting, BA Business & Management, and BA Accounting & Finance programmes which offer a specific final year elective module entitled 'Corporate Responsibility';

- the MSc Management degree which offers an optional module taught by the Philosophy Department on Ethical Leadership. The Supply Chain Logistics route on this programme includes a core module on Green Supply Chain and Logistics Systems, with this module also being an option on other routes;

- the full-time MBA has a Consultancy Pathway in which students in groups complete a project with an outside organisation. The example below is from a project undertaken in 2018/19.

In 2019, students on the School's Durham MBA (Full-time) Consultancy Pathway completed a project with Auckland Youth and Community Centre.

The Centre based in the market town of Bishop Auckland, located 12 miles southwest of Durham City and with a population of around 25,000, is a welcoming community hub. Situated in a large multi-functional building with a very spacious sports hall the Centre is an accessible and familiar space with friendly staff and volunteers helping local people to achieve their true potential with a diverse range of sessions and activities throughout the week. Beneficiaries include children, young people and their families. The Centre also works with a wide range of partners to improve people's health and wellbeing; with additional schemes to help combat social isolation or to help people become more financially resilient.

The team of six students worked throughout the summer in small teams, each looking at a different area of the Centre's financial planning strategy. The idea stemmed from a successful project in 2018 when students from the previous cohort were invited to review the organisation's marketing strategy.

The students' findings from the 2019 finance project will help the organisation to keep its income generation strategy fit for purpose and consistent with its business plan, vision and values. The findings will also help to refine strategies for assessing future risk and to prepare a new financial plan.

As part of the School's accreditation with AACSB, we have, since the time of our last report, developed our 'Assurance of Learning' system to monitor the achievement of overall programme goals. 'Ethics, Responsibility and Sustainability' is one of these programme goals for all programmes, and the figure below shows how this is being incorporated into most of our programmes:
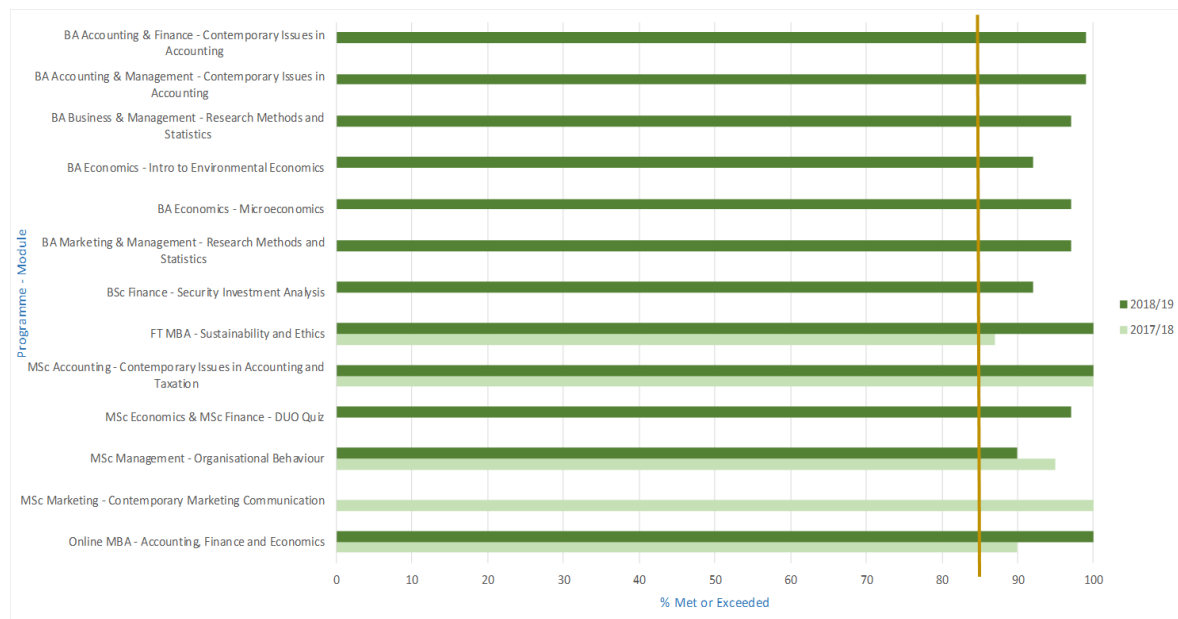
This shows, for the two academic years 2017/18 and 2018/19 which are the subject of this SIP report, the percentage of students who have successfully met or exceeded the programme goal related to ERS – with all programmes exceeding the target figure of 85%. Also encouraging is that, compared with the five programmes which had metrics for 2017/18, there were 13 programmes which had metrics for 2018/19, and the only programmes which did not complete this formal evaluation (an MBA joint programme with the European Business School, and two MSc Islamic Finance programmes), clearly also embed ERS into core modules, as noted above. Overall, then, progress on the embedding of ERS in the curriculum has been good over the past two years.

In our previous report we gave details of a bespoke 'Open Course in Sustainability', designed in-house, as an extra-curricular activity promoted to all students at induction. It was an objective in the previous report to review this, and during the period of this report we have completely redeveloped the course partly to update it, and partly to tie it in more directly with the broader ERS agenda. This is now the 'Sustainability, Ethics and Responsibility Open Course', and a trailer for the course is available here. This new course features the Sustainable Development Goals as an overall world agenda, and is being promoted to all new students and staff from the beginning of this academic year (2019/20). We will report further on its uptake and feedback from students in our next SIP report.

Further engagement with PRME Principle 1

In addition to direct curricular and extra-curricular engagement with PRME facilitated through the School, students are also encouraged to involve themselves in Collegiate and University activities that relate most directly to Principle 1, i.e. developing 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.

There is a strong ethos of voluntary community outreach and public service among the student body of the Business School and the wider University. This is organised through the Colleges but also specific student-led groups, including Student Community Action, Team Durham Community Outreach, the award-winning DUCK initiative (Durham University Charity Kommittee), and the University's engagement in the Enactus initiative (see further information below). The School plays a supporting role to these activities by providing resources (for example meeting rooms, conference facilities and support for the facilitation of meetings), and ensuring where possible that students are encouraged and enabled to take part. Many School staff also support students in extracurricular activities through their roles as pastoral tutors in Colleges.

[Durham University Student Volunteering and Outreach](#) was established in 1989. It is a student volunteering organisation at Durham University, running student-led volunteering projects in the local community. It has over 50 projects across the University, working with adults, children, animals and the environment.

DUCK [Durham University Charities Kommittee](#) is Durham's version of a university RAG, which means it exists to support all students and staff in fundraising for charities in the North East, nationally and internationally. It offers extraordinary opportunities to meet new people through events, explore the world through expeditions and tests endurance levels to the limit in its challenges. What makes this all so fantastic is that whilst doing this it raises hundreds of thousands of pounds for charity.

[Enactus Durham](#) is part of the global Enactus programme which inspires students to make positive change through entrepreneurial action throughout the world. It is a student-led organisation that provides the opportunity for students to engage in real-world projects, both locally and internationally. Their projects empower people to improve their own lives and others in their communities through sustainable innovation.

A further opportunity for student volunteering is [Nightline](#) which is a confidential, anonymous, non-advisory, non-judgmental, and non-aligned listening service that is run by students for students. Durham Nightline is a member of the National Association of Nightlines and is accredited for following the organisation's good practice guidelines.

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.

Members of faculty are active in research in the area broadly related to ethics, sustainability and responsibility. In the period under consideration 456 research outputs were produced across the School, of which 106 (23.3%) were ERS-related. This is up from 19.7% in our previous report, and is evidence of the continued embedding of ERS-related concerns in our research. It is encouraging to note that this activity is widely spread across the School. A sample of research papers and other relevant outputs published in 2017/18 and 2018/19 is shown in the Appendix.

There were also 41 PhD / DBA students out of the total registration of 228 students at the end of 2018/19 (18%) researching in the area of ethics, sustainability and responsibility and, as with publications, these were widely spread across the School's subject areas including a number studying Islamic Finance. This is, however, a slight decrease from the 20.6% that was reported in our 2018 SIP report.

In our 2018 report, we gave details of a number of Research Centres which work broadly in the area of ERS: The Centre for Organisations and Society; The Centre for Environmental and Energy Economics; and The El Shaarani Centre for Ethical Finance, Governance and Accountability. These have continued to thrive, and many of the ERS-related publications and doctoral students come from within these Centres. In addition, the Institute for Local Governance has conducted a number of research projects related to the ERS agenda, further details of which are given below. Overall, therefore, the continuation of our commitment to ERS-related research is a notable achievement in the period under consideration.

An example of the kind of research undertaken within the School is shown in the box [below].
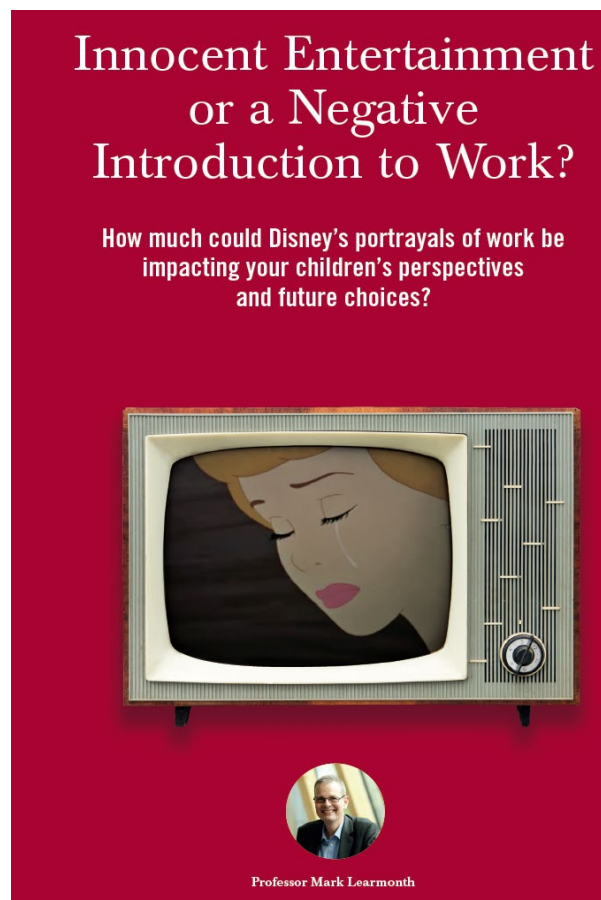
From *Pinocchio* and *Cinderella* to today's *Frozen* and *Moana*, Disney films are familiar to us all. Children welcome characters into their minds and lives from a very young age, soaking up the characters' experiences.

With working life often appearing in a large proportion of scenes in Disney films, Professor of Organisation Studies at Durham University Business School, Mark Learmonth, suggests that the animations significantly influence and shape many children's early ideas of working life.

In a recent study, Professor Learmonth, and fellow researchers Dr Martyn Griffin at Durham University and Dr Nick Piper at the University of Leeds, explored depictions of work within Disney's 56 'classic' films (from *Snow White and the Seven Dwarfs* in 1937 to *Moana* in 2016). Whilst they explained that they cannot make any claims for any direct cause and effect, Disney's regular and consistent portrayals of working life are likely to embed into young minds to some degree, and influence how they make sense of what working life means for them.

Professor Learmonth's analysis finds five broad portrayals of working life in Disney: dangerous, dirty or unfulfilling work; manipulation and deception by managers; accentuating the positives in working life; being rescued to return to a non-working life, and leaving work to have a renewed identity. Summarising the findings, Professor Learmonth and his colleagues said:

"One of the most striking things about Disney's portrayal of managers, employment relations and the everyday experience is how very dark and pessimistic the overall picture generally is."

Professor Learmonth hopes the paper provides stimulation for thought, so that when we settle down for our next dose of animation, we "see it as family entertainment, of course, but we also consider the assumptions around work, and around organisational life that the animations are making".

To explore Professor Learmonth's research, click here.

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 organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We report on these two principles jointly since the School integrates ethics, responsibility and sustainability into its contributions to the business community and wider society through a range of activities including events and communications for alumni and corporates, student projects and placements, and through practically-oriented research. The case study [below] illustrates this, and combines it with our commitment to the Sustainable Development Goals.

Professor
Carol Adams
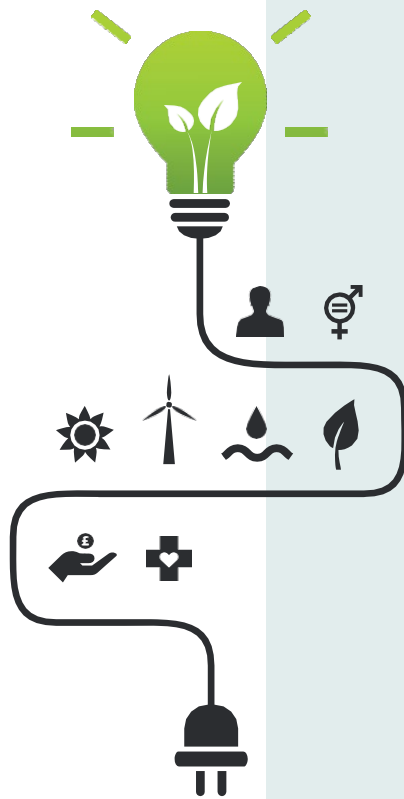
What Does the
Future Hold?

Five steps to help hit
Sustainable Development Goals

Professor Carol Adams' research explores how companies
can align their corporate strategies to better meet the
United Nation's (UN) Sustainable Development Goals (SDGs),
and provides a simple five-step approach for companies to follow.

In 2015 the United Nations introduced the Sustainable
Development Goals to the world. The 17 goals established
to tackle pressing global challenges such as poverty,
climate change, gender equality, healthcare, green energy
and so on by the year 2030, set a benchmark for every
country to meet in the effort to create a more sustainable
future.

01

Understanding
the sustainable
development issues
that are relevant to
the organisation's
external environment.

02

Identifying the
material sustainable
development issues
that can influence
value creation.

03

Developing
a strategy to
contribute to the
SDGs through
the organisation's
business model.

04

Developing
integrated thinking,
connectivity and
governance.

05

Preparing the
integrated report.

Whilst the overall responsibility for achieving the goals lies with national governments, they cannot be achieved without a significant combined effort by businesses and organisations to modernise their practices, innovate and embrace new market opportunities.

The global issues which instigated the development of the SDGs will, in a few short years, pose limitations on the availability of multiple capitals on which businesses rely. However, despite the pressing need for companies to make such changes to their practices, many have been slow to do so.

One reason is the difficulty organisations face in being able to clearly understand exactly how their corporate activities and resources are creating wider value, and being able to define this effectively or their shareholders. To help with this, organisations have been encouraged to use the Integrated Reporting (<IR>) process to think holistically about incorporating SDGs into their business strategies, make better informed decisions and manage any potential risk. <IR> aids companies by influencing how information on sustainability strategies is presented to their boards to help improve awareness of the company's activities and the benefits of them. The use of such reporting has been proven to build investor and stakeholder confidence, as well as enhance future company performance.

To help tackle this, Professor Adams has authored a report which provides a framework for companies to follow. It guides them in identifying the sustainable development issues in their external environment and identifying which of the 17 SDGs they can contribute to. This then influences their business strategies, decision making processes and business models. The report has been published by the International Integrated Reporting Council (IIRC) and the Institute of Chartered Accountants of Scotland (ICAS), in partnership with the Green Economy Coalition.

"Sustainable Development Goals, integrated thinking and the integrated report" takes reporting organisations through a five-step process aligned with the value creation process of the <IR> framework to identify the SDGs they wish to contribute to through their value creation

process and guides them in effective implementation. The process helps organisations to consider the risks and opportunities involved in weaving sustainable development into their corporate strategies.

The report also aids organisations in identifying new opportunities for furthering their contributions – helping businesses to ensure long-term value creation from their efforts.

Professor Adams believes that companies who follow this five-step approach will find themselves better able to contribute to the SDGs and report on their activities, helping to boost their reputations and secure the approval of existing and potential stakeholders – not to mention play an important role in helping their respective industries and countries meet the global 2030 targets.

The overriding message is that it can make good business sense to integrate SDGs into business strategy and practice, but only if organisations take a considered, holistic approach on how to do this to best effect. Organisations cannot simply engage in greenwashing. The effectiveness of any effort into promoting sustainability is reliant upon how well such initiatives are embedded in daily business practice, and the reporting of these efforts.

Encouraging organisations to integrate sustainable development considerations is challenging and requires a concerted effort led from the top.

🔗 **LINKS**

To read the full report, visit:
http://integratedreporting.org/resource /sdgs-integrated-thinking-and-the-integrated-report

To explore Professor Adams' research, click here.

<u>Events</u>

Two key events illustrate the School's commitment to partnership and dialogue.

In February 2019 we hosted a roundtable discussion on 'The Sustainable Development Goals and organisational responses'. An invited audience consisting mainly of business people heard contributions from Daniel Weston, General Counsel and Global Head of Corporate Communications and Creating Shared Value at Nespresso, Harriet Lamb, CEO of International Alert, and Professor Carol Adams of Durham University Business School.

The floor was then opened for a lively discussion.

Also in February 2019, we hosted Julian Richer, Founder and Managing Director of Richer Sounds, who spoke on 'How to make business work better for society', based on his book *The Ethical Capitalist* (2018) in which he offers views on customer service, employment practices, contributing to the community, and the need for some regulation of free market capitalism.

Julian Richer (centre) with Professor Geoff Moore (left) and Dr Philip Warwick (right)
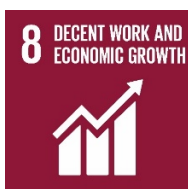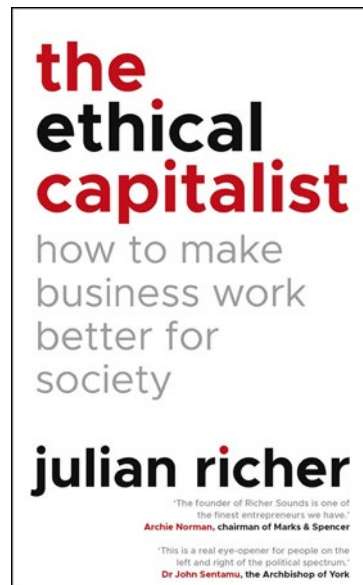
Other examples of the School's wider contribution in the area of ERS are provided by the work of the [Institute for Local Governance](#) (ILG), a research and knowledge exchange partnership comprising North East England's five universities, local authorities, police and fire and rescue services and other key public sector agencies, and funded by membership subscription. These are included here, rather than under 'Research' above, because of the widespread engagement with local partners. Projects delivered through the ILG include:

2017-18

North East Child Poverty Commission: Gateshead Civic Centre	September 2017
Future Transport for Northern Development: Northumbria University	September 2017
Who Runs the north East Now?: In conjunction with Muckle LLP, Newcastle upon Tyne	October 2017
Rethinking Poverty: What Makes a Good Society?: North East Child Poverty Commission. Newcastle upon Tyne	November 2017
The Role of Arts and Heritage in Social and Economic Regeneration: The Dolphin Centre, Darlington	January 2018
North East Child Poverty Commission: North Tyneside Council	February 2018
Sharing the Responsibility: how can public sector organisations work effectively with the third sector?: Teikyo, University of Durham	March 2018
The Power of Arts and Heritage to Deliver Regional Investment: Mea House, Newcastle upon Tyne	April 2018
North East Child Poverty Commission: Youth Focus North East, Gateshead	July 2018
The use and misuse of data in targeting marginalised communities / Procurement policies as a route to better quality work – report back on stage 1 of a Carnegie Trust Funded Project. Northumbria University	July 2018

2018-19

Approaches to the Settlement of Refugees and Migrants in Northern England: Middlesbrough Town Hall.	September 2018
Community Business: Hartlepool Civic Centre, Council Chamber	October 2018
Making Procurement Work for All: with Carnegie Trust, Newcastle	November 2018
Repurposing Town Centres: Teesside University, Darlington Campus	November 2018
Tackling Social Isolation: Mea House, Newcastle upon Tyne	December 2018
Consumption, Recycling and Waste: North Tyneside Council	March 2019
Who Says Young People Lack Aspiration and Ambition? with County Durham Partnership and St. Chad's College, Durham: Bishop Auckland Town Hall	March 2019
The Future for Housing in North East England: Teiyko, University of Durham	June 2019
The Future of Civil Society in Tees Valley: Middlesbrough	July 2019
Strengthening the Wellbeing of Market Towns in the Rural North and Borderlands of England and Scotland with Northumberland County Council: Hexham	July 2019

Business School staff also engage with ERS at an individual level. For example, Professor Habib Ahmed was approached by the United Nations (Financing for Development Office, Department of Economic

and Social Affairs) to write a background study on "Contribution of Islamic Finance to the 2030 Agenda for Sustainable Development" for presentation at the *High-Level Conference on Financing for Development and the Means of Implementation of the 2030 Agenda For Sustainable Development* organised by the United Nations and the State of Qatar in Doha, Qatar in November 2017. After providing the background and status of Islamic finance and infrastructure financing in some selected countries, the study provided nine specific recommendations for member countries to enhance the role of Islamic finance in financing SDGs. The paper may be found here.

Professor Kevin Dowd has been investigating the miss-selling of equity release mortgages for several years, and his work has resulted in both academic articles and commentary in the financial press. The UK's Financial Conduct Authority has recently announced some exploratory work into this area. An example of Professor Dowd's work may be found here.

The School has a long-standing link with the Institute of Business Ethics (IBE), a national business-facing organisation based in London. Professor Geoff Moore was the Lead Academic for the IBE student essay competition in Business Ethics for a number of years, concluding in 2017/18.

The School has also continued to engage with the North East Initiative on Business Ethics (NIBE) and has hosted an annual joint event with the intention of raising awareness of the importance of responsible business in the region. In 2017/18 Iain Spittal, Chief Constable of Cleveland Police and the national lead for ethics in policing, spoke on 'Ethics in Policing'; and in 2018/19 Professor Mark Learmonth and Dr Martyn Griffin gave an illustrated talk on their research into Disney and its impact on how it prepared youngsters for the world of work (see the case study of this research above).

The School has also, since 2005, been a member of the Academy of Business in Society (ABIS), and has engaged with various activities / colloquia.
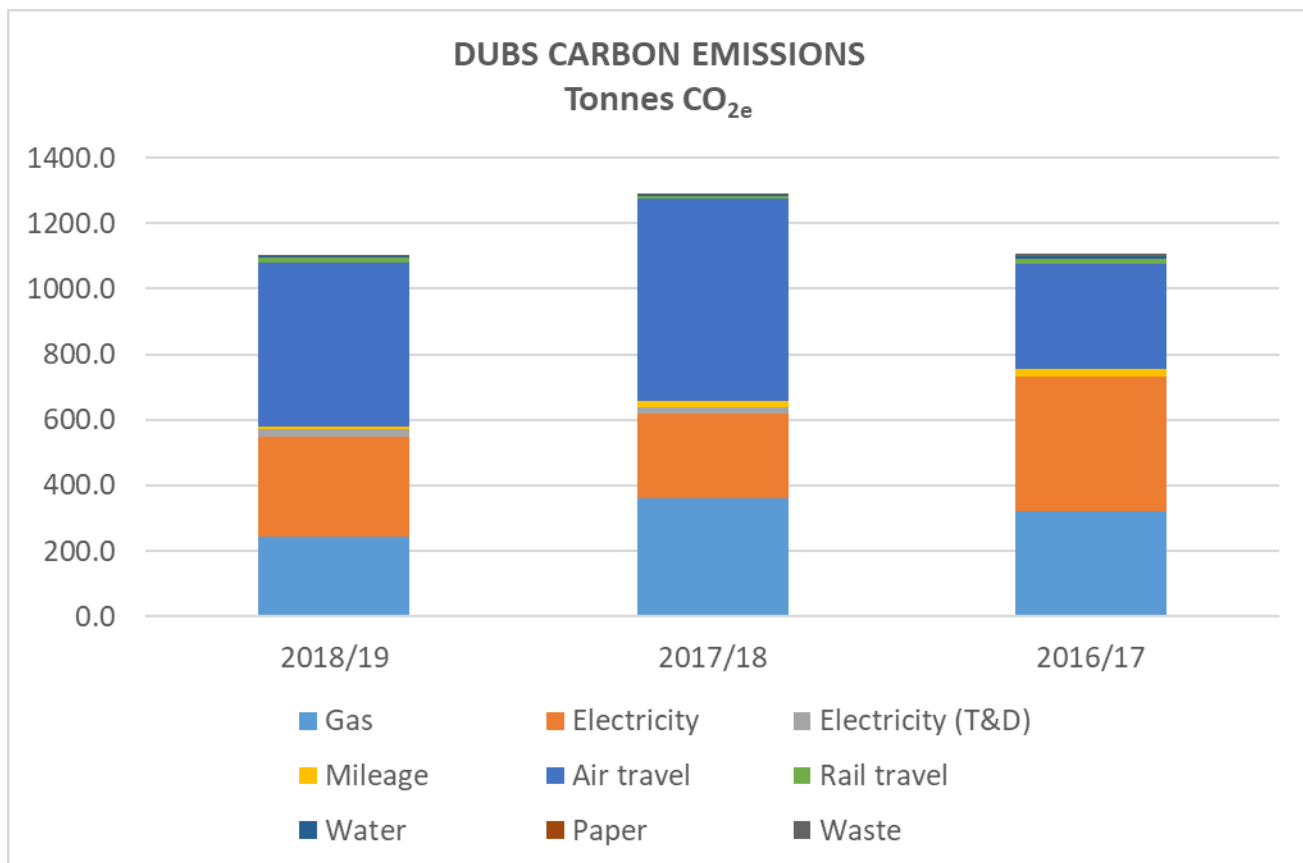

We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.

Carbon emissions

Within its current operations, a particular focus for the School has been its carbon emissions.

We have been monitoring these for a number of years and have reported on them in previous SIP reports. However, in line with the ERS Strategy to monitor and improve our own ERS-related activities, it was decided to engage a consultant to audit more precisely our carbon emissions, and to help us put in place a Carbon Management Plan. This consultancy took place towards the end of 2018/19 and resulted in the following analysis of our carbon emissions for 2017/18 (the latest year for which there were complete figures) compared with our own analysis of the previous year, and the 2018/19 figures which are now available:

DUBS CARBON EMISSIONS
Tonnes CO$_{2e}$

Legend: Gas, Electricity, Electricity (T&D), Mileage, Air travel, Rail travel, Water, Paper, Waste

Up to and including 2016/17, emissions had been reasonably consistent at around 1,000-1,200 tonnes of CO$_{2e}$. The reasons for the apparent increase to 1,291 tonnes of CO$_{2e}$ in 2017/18 are partly that emissions that had previously been excluded were now included (Paper and Electricity (Transport and Distribution)), and that other emissions, notably Air travel, were now being measured more accurately. Thus, the 2016/17 and previous figures almost certainly underestimated our total emissions. On a per capita basis, with 258FTE employees, the 2017/18 figure amounts to 5 tonnes of CO$_{2e}$, an increase on the 4 tonnes of CO$_{2e}$ per capita that we reported in our previous SIP.

Since the end of 2018/19, and hence beyond the period of this SIP, we have developed from this analysis a Carbon Management Plan which, as noted in the Dean's introduction, commits the School to a 45% absolute reduction across all of our activities in emissions of carbon dioxide by 2030, using 2017/18 as the base year, and the achievement of net zero emissions by 2040. These targets are in line with science-based goals for the achievement of global warming of less than 1.5^{o}C from pre-industrial times.

It is pleasing to see that the 2018/19 figures already show a reduction over 2017/18, even before the Carbon Management Plan came into effect. The reduction of 15% to 1,100 tonnes of CO$_{2e}$ has been caused partly by slightly lower employee and floor space numbers (the latter caused by being able to concentrate staff almost exclusively onto one site), and partly by a warmer winter. But there are also encouraging signs with air travel, the single largest contributor to emissions, being down 19%. The per FTE number has fallen as a result to 4.36 tonnes of CO$_{2e.}$

<u>Human resources and equality</u>

Aside from environmental concerns, the other major area of activity of direct concern to PRME is with the management of human resources. For example, the School operates within legislative and University requirements for the selection, appraisal and management of staff to ensure that equal opportunities are offered to all candidates for vacant positions and for internal promotions to seek to avoid bias, whether conscious or unconscious, in such decisions.

Such activity is set within the broader agenda of Equality, Diversity and Inclusion (EDI), and the School's engagement with this is within the context of the [University's EDI policies and practice](). Gender equality forms one part of this agenda, and we reported in our last SIP that we were in the process of applying for the Athena Swan Charter to advance the careers of women. While this is mainly directed at Academic and Professional Support Staff, we also identified a number of issues associated with our student body (notably in relation to significant gender differences in applications for some programmes, and in academic achievement), and these were included in our application.

It is pleasing to report that we were granted the Bronze level Athena SWAN award in October 2018. Since then, we have been working on the action plan developed as part of the application for the award, with a view to applying for the Silver level of award in the future.

<u>Staff volunteering</u>

There is a [University-wide volunteering scheme]() which enables staff to undertake up to five (5) days per year of volunteering activity within work time. The School has encouraged engagement with this, as well as specific volunteering activities organised by the School itself. The official record of activity for the two years of the previous SIP and those of this report are shown in the table.

	Number of events	Number of volunteers	Number of hours
2015/16	7	39	173
2016/17	12	94	296
2017/18	6	32	172
2018/19	9	56	326

While there was a dip in 2017/18, it is pleasing to see the increase in 2018/19 in terms of total number of hours to the highest-ever figure. This figure, however, underestimates the total in that a major volunteering activity undertaken during 2018/19 was organised internally by the School – see the example in the box. Other examples of volunteering projects include sorting supplies at a foodbank and working to restore the gardens at a former Roman Catholic seminary on the outskirts of Durham which the School had previously used as temporary teaching and office accommodation.

Since the end of this reporting period, we have appointed two new Volunteering Champions, and are in the process of re-launching this activity on a broader basis across the School. We will report further on the development of this activity in our next SIP.

Fighting All Cancers Together (FACT)

In 2018/19 members of the Professional Support Staff of the Business School decided that they would like to support a local charity, Fighting All Cancers Together (FACT) in memory of a colleague who had died from cancer. The target was to raise £2,000 and they set about this with great enthusiasm, holding a series of fund-raising events in the School. Cake sales and 'Wear a Wig Wednesday' were among these, and in the end a total of £3,273 was raised.

Assessment of progress

Two years ago we set out the following objectives. Here we report on the progress we have made against these, summarising the key points from the practical actions set out above.

1. We will seek to implement further changes in the curriculum from 2017/18 to embed ethics, sustainability and responsibility into our programmes. We will review and develop the Open Course on Sustainability and further promote it to our students.

We have seen some developments in the curriculum and, particularly through the Assurance of Learning mechanism, we now have a more informed analysis across the School showing that all students are being exposed to ERS-related issues. We have redeveloped the bespoke Open Course, retitled the Open Course on Sustainability, Ethics and Responsibility, and launched this to all new students at the beginning of 2019/20.

2. We will continue to engage in relevant research principally via the three Research Centres and one Institute which are related to the ERS agenda. We will continue to encourage Doctoral research in this area.

This continues to be an area of strength in the School, with the analysis showing a continued and widespread engagement by faculty and doctoral students.

3. We will continue to engage in and seek to extend partnerships and dialogue related to meeting social and environmental responsibilities and on critical issues related to global social responsibility and sustainability.

This area has been strengthened during the period of this report, with a more structured set of engagement activities, and continued evidence of significant activity related particularly to the work of the Institute for Local Governance.

4. We will continue to monitor our environmental performance and seek to reduce our carbon emissions principally through a more detailed analysis of emissions associated with travel and potentially through the use of carbon budgets to constrain emissions in future.

We employed a consultant to conduct a more detailed analysis of our carbon emissions and, since the end of the period covered by this SIP, have put in place a Carbon Management Plan with ambitious, science-based targets.

5. We will make an application for the Bronze Award of the Athena SWAN Charter on gender equality.

We made the application and achieved the Athena SWAN Bronze level award in October 2018.

6. We will continue to support staff to engage in volunteering activity, seeking to increase the number of events, the number of staff and the number of hours of volunteering.

We maintained our commitment to this area, and have seen an increase in the numbers of hours of volunteering, but not in the number of events or staff.

Future objectives

1. We will implement additional changes in the curriculum from 2019/20 to further embed ethics, sustainability and responsibility into our programmes. We will also review our programme offerings to see whether, for example, an MSc Management (Sustainability Consulting) might be an appropriate programme development, and will explore the possibility of scholarships for PhD students researching on ERS-related topics.

2. We will continue to engage in relevant research principally via the three Research Centres and one Institute which are related to the ERS agenda: The Centre for Organisations and Society; The Centre for Environmental and Energy Economics; The El Shaarani Centre for Ethical Finance, Governance and Accountability; and the Institute for Local Governance. We will continue to encourage Doctoral research in this area.

3. We will continue to engage in and seek to extend partnerships and dialogue related to meeting social and environmental responsibilities and on critical issues related to global social responsibility and sustainability.

4. We will implement the Carbon Management Plan which we have put in place, and report on the effect this has on our carbon emissions.

5. We will make progress on the action plan related to our Bronze Award of the Athena SWAN Charter on gender equality, in anticipation of applying for the Silver level in the future.

6. We will continue to support staff to engage in volunteering activity, seeking to increase the number of events, the number of staff and the number of hours of volunteering.

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Appendix

Sample of research outputs from 2017/18 and 2018/19

Durham Faculty are shown in bold

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