Sheffield Business School

Principles for Responsible Management Education

SIP Report 2017

Co-authored by

Dr Christine Gilligan and Professor Rory Ridley-Duff,

with contributions from Dr Pallavi Singh, Janette Hurst, Michelle Davey,
Dr David Laughton and Dr Christine O'Leary

SBS PRME Group

Welcome

Statement from Prof Kevin Kerrigan
Pro-Vice Chancellor and Dean

In the 18 months since I took up the post of Pro Vice-Chancellor and Dean of Sheffield Business School I have been struck by the breadth and depth of my colleagues' commitment to the PRME agenda. In terms of breadth, it is reflected right across the curriculum and also in the dominant learning methodologies which seek to connect the students meaningfully to the communities in which they live and learn and inculcate a passion for learning through service. It appears also in our research endeavours as reflected in our research groups, published outputs, papers and conference organisation and also in our business engagement through the sustainable partnerships we develop.

In terms of depth, it is remarkable how fully embedded are the principles of PRME and the personal commitment of Sheffield Business School academics and professional services colleagues to making the principles come to life for students, staff and other stakeholders. A great example of this is the Fairshares Institute project summarised at pages 30-34. This is an ambitious collaborative initiative that explores in depth the potential for innovation in business ownership models to tackle poverty and promote social justice. It exemplifies how PRME can promote an immersive approach to large scale problem solving. There are many other examples in this report.

I am proud to lead a School that takes PRME so seriously and seeks to make it an enduring part of who we are and what we do.

Statement from Dr David Laughton
Assistant Dean, Academic Development

Since our last SIP report in 2015, Sheffield Business School has made considerable progress in engaging more widely and deeply with the PRME agenda, ensuring the imprint of PRME in the key activities of curriculum development, teaching, research and engagement with external stakeholders. Recent global events have underscored the important role that universities and business schools need to play in facilitating the understanding and skills required of 21st century global managers to deliver a better, sustainable, economically viable and just approach to wealth creation for all citizens, and it is this ethos that the Sheffield Business School is committed to engaging with and promoting.

In this vein, since our last SIP report, we have: implemented a process to ensure ethical and sustainable learning outcomes are part of all our programmes, are developing measures of student achievement in this context, have organised events to bring together educators to share their pedagogy, continue to focus on this agenda in various research projects and

activities, and have interacted, networked with and brought together the business community and third sector to exchange ideas and briefings on latest thinking. We are proud of the role that our academic and professional services staff are playing in these various activities, using their creativity, energy and commitment to make practical and concrete the PRME aspirations and agenda through their agency and their work. This being said, as always, there is more to do, and we are happy to challenge ourselves to continue to think of further and future innovations to ensure the Sheffield Business School is an important partner in the global Business School alliance dedicated to creating a better world through business education.

Table of Contents

PART 1 - Foundations

The Structure of this Report

- **In Part 1** of this report, we start by providing an executive summary of our progress in this reporting period against the six PRME principles together with our recommendations for the next reporting period. We then introduce readers to Sheffield Business School, its three departments, the approach it took to embedding PRME and the way we are reporting on our progress. The rest of this report is structured as follows:

- **In Part 2**, we present the high-level review of how successful we have been in securing recognition of PRME amongst our staff. In 2017 we conducted a survey amongst our staff, the SBS 2017 PRME Survey, to collect information on levels of engagement with PRME principles in research, knowledge transfer and teaching activities.

- **In Part 3**, we report in more detail against each of the goals we set in our previous SIP report.

- **In Part 4**, we provide further information on how individual staff have developed their academic courses and research activities.

- **In Part 5**, we highlights the FUSE project that brings together professional services staff to support charity projects.

- **In Part 6**, we conclude the report with recommendations for the next PRME reporting period (Dec 2017 - Nov 2019).

Executive Summary

In 2014, Sheffield Business School (SBS) established a PRME Group to advance our PRME agenda. It undertook a 3-year project (2014 to 2017) to embed PRME values and principles in working practices and academic development. Our first SIP report occurred one year into this project. This, our second SIP report, is a timely review of both our approach to PRME, and the progress we have made over the last two years.

The highlights of this review, in terms of advancing our PRME principles, are:

Principle 1 *We will develop students as generators of sustainable value for business and society.*

- Our students now have a wide range of opportunities (within and beyond course curricula) to learn about and practice PRME. Our student societies and Students Union also offer volunteering and social innovation projects.

- Our new employability strategy is piloting a new option of three different work placements to give students a diversified learning experience and build their understanding of both the private and social economy.

- Through our Venture Matrix, staff and students have an effective way to engage local organisations in our courses and give students exposure to charitable, social and private enterprise management practices.

Principle 2   *We will embed the concept of responsible business into all educational curricula.*

- SBS now has a robust Assurance of Learning (AoL) process that ensures PRME is embedded in all our courses.
- All programmes now have learning outcomes related to business ethics, social responsibility and sustainability.
- Course and module leaders report extensive engagement with PRME in changes to teaching materials and assessment strategies.

Principle 3   *We will create educational experiences that develop responsible leadership.*

- Over 80% of our staff report active engagement with PRME principles 1-3, and are actively reshaping courses, assessments and educational experiences to build student capacity.
- Our Service Sector Management course leaders have made extensive changes that offer opportunities for leadership development and responsible management with local businesses and charities.
- Our applied research on the FairShares Model is advancing knowledge of social entrepreneurship through two EU Projects (one on social innovation education and the other on multi-stakeholder co-operation) and course curricula.

Principle 4   *We will underpin education programmes with research on responsible management.*

- In this report, we list 21 doctoral studies across all departments that contribute to our understanding of PRME in this reporting period.
- Our Service Sector Management staff are highly engaged in writing publications and undertaking research projects on responsible management in hospitality, tourism, events and food nutrition.
- Department of Management staff in a pilot 'FairShares Institute for Cooperative Social Entrepreneurship' and established 'Centre for Economic and Social Research' achieved Centre of Excellence status for Third Sector Research as institutional members of the EMES Network.

Principle 5   *We will create corporate/community partnerships to advance responsible business.*

- Numerous education partnerships (with universities in China, Botswana, Canada and Spain) are creating opportunities to develop and disseminate PRME principles internationally.
- Over 40% of SBS staff report that they have taken up leadership (board) roles in professional bodies, charities, academic networks and conference organising committees that have a connection to PRME principles.

Principle 6   *We will facilitate critical debate on social responsibility amongst multiple stakeholders.*

- SBS has secured membership of 10 organisations that meet our criteria for PRME, and we are developing projects with them that advance critical debate about social responsibility and PRME principles.
- Our Service Sector Management courses systematically involve students in projects that raise ethical and moral dilemmas in local and international development, and proactively raise funds for related charitable projects.
- SBS researchers hold editorial positions at Voluntary Sector Review (VSR), Nonprofit and Voluntary Sector Quarterly (NVSQ), Social Enterprise Journal (SEJ) and Journal of Social Entrepreneurship (JSE) to facilitate critical debate on PRME-linked issues.

Recommendations for the next two years

Goal 1 – Seek recognition for our contribution to PRME across all departments

Through the integration of PRME with our Venture Matrix, student societies and applied research projects, we will secure local and national recognition for our contribution to sustainable development. By maintaining our EPAS accreditation and achieving AACSB accreditation, we will establish the university's international reputation as a business school contributing to PRME.

Goal 2 – Establish leadership in social, cooperative and voluntary sector research

Researchers in SBS will create the Centre for Social, Cooperative and Voluntary Action to engage in research, teaching and knowledge transfer activities that support our signature interest in third sector research and sustainable development. We will focus on organisation and management research that contributes to knowledge of the social economy and voluntary action.

Within this centre, we will embed the FairShares Institute for Co-operative Social Entrepreneurship (FSI) to support our work with Social Enterprise International Ltd, FairShares Association Ltd, European FairShares Labs and early adopters of the FairShares Model. In particular, we will prioritise support for FairShares Labs and LocoSoco Group plc to facilitate their efforts to create many hundreds of FairShares enterprises over the next 10 years and track how these redistribute financial assets and power to people who have been marginalised by the processes of globalisation.

Goal 3 – Establish leadership in third sector and social economy education

We will build on existing work to create a course on cooperative leadership and social entrepreneurship by introducing new post-graduate offers on third sector policy and practice

(MBA Third Sector Studies) and an under-graduate offer on charitable enterprise, employee-owned business, co-operative and social business development (BA Social Economy).

These new courses will establish SHU as a local and global leader in the field of social economy education, with a strong focus on educating students on the contribution of social, cooperative and voluntary action to the achievement of the United Nations' sustainable development goals.

Goal 4 – Develop relationship with local, national and international organisations to promote sustainable development

We will work with PRME networks and selected partners on:

a) The promotion of sustainable business;
b) The promotion of business ethics;
c) The promotion of businesses that are responsible to their stakeholders;
d) The promotion of inclusive (democratic) governance processes.

Our partners for local issues will be Social Enterprise Yorkshire and Humber, Employee Ownership Association (North) and Business in the Community. Our partners for national issues will be PRME UK & Ireland, Co-operatives UK, Social Enterprise UK and the Institute of Business Ethics. Our partners for international issues will be the United Nations, Co-operative College and EMES International Research Network.

Through these partnerships, we will contribute to building awareness of sustainable development goals in policy and practice.

Introduction to Sheffield Business School (SBS)

SBS is one of the four faculties that comprise Sheffield Hallam University. It is the largest modern business school in one of the UK's largest universities. SBS is located in the university's City Centre Campus next to Sheffield's theatres and within walking distance of the city's train and bus stations. Sheffield Hallam also has Collegiate Campus, located in the more leafy area of Ecclesall, where the Faculties of Health and Wellbeing, and Development and Society are located.

SBS has just over 300 staff and 8000 students. One third of our students come from overseas, spread across 100 different countries. We have three departments:

• Management
• Service Sector Management (SSM)
• Finance, Accounting and Business Systems (FABS)

Our mission is to deliver a broad range of education and research that is informed, influenced and enriched by our relationships with industry, businesses, the social economy and civil society. We pride ourselves on the relevance of our work and we place employability and social responsibility at the strategic core of all that we do.

We aim to be known for:

• supportive, challenging and professional student experiences;

- an international network of active and productive partnerships;
- practice-based education that produces socially responsible innovators and entrepreneurial leaders;
- practice-based research with a global reach that helps improve business performance demonstrating sustainable responsibility to business, society and the environment.

All of our academics engage in a range of knowledge creation and dissemination activities:

- Preparing case studies
- Engaging in consultancy work
- Initiating PhD research and supervision
- Writing journal articles
- Producing textbooks and book chapters

Department of Management

The department of management offers a wide range of undergraduate and postgraduate courses to over 3,700 students with specialist knowledge in:

- marketing
- international business
- human resource management and organisational behaviour
- social, cooperative and voluntary action
- strategic management
- languages

One of our main priorities is to create highly employable graduates with the latest knowledge and real-world skills to maximise their future potential. We are constantly seeking new ways to keep our curriculum relevant to students, employers and entrepreneurs by engaging in a range of knowledge creating activities.

Management research is clustered around research themes which provide important mentoring spaces for our newer academics, and – because of their collaborative structures – allow significant cross–fertilisation across the following research areas:

- applied linguistics and intercultural communication
- business information systems
- change management
- charity and third sector
- coaching and mentoring
- cooperative and social enterprise management
- leadership and leadership development
- mindfulness and the workplace
- people, work and organisations
- place, internationalisation, networks, knowledge, innovation and entrepreneurship
- responsible and ethical organisations
- SME entrepreneurship and management innovation
- strategic marketing

- strategic management

Our researchers investigating social, cooperative and voluntary action were recognised for their excellent third sector research in the 2014 Research Excellence Framework (REF). In 2017, they used this record to make a successful application to become a recognised research centre within the EMES International Research Network.

Department of Service Sector Management (SSE)

The Department of Service Sector Management (SSM) has four subject groups:

- Hospitality
- Tourism
- Events
- Facilities Management
- Food and Nutrition

It has more than 2,000 students, including a large percentage of international students. We pride ourselves on the applied nature of our courses and the focus we have on employability. We deliver our undergraduate provision here in the UK but also overseas. Recent developments in our undergraduate portfolio include:

- Higher degree apprenticeships
- Global mobility opportunities
- Integration of language options for students
- Student societies

Our undergraduate hospitality and tourism provision was recently awarded five years accreditation from EPAS - one of only three universities in the world to achieve this.

There are 12 postgraduate courses operating with intakes in September and January encompassing over 300 students. Our facilities management portfolio engages with part time in-work students, including a specialist MBA in conjunction with the Department of Management. We also have an active doctoral community - with over 25 doctoral students - alongside an active research and scholarly community focusing on REF outputs, case study development, books, conference papers, industry reports and consultancy.

Department of Finance, Accounting and Business Systems (FABS)

Our FABS department offers a wide range of undergraduate and postgraduate courses to over 700 students, with specialist courses in accounting, banking and business systems that provide excellent links with leading professional bodies and industry to give our students the best start to their career and provide our staff with research and knowledge exchange opportunities. Our Accounting and Business Education research group aims to enhance the educational base of accounting and business practice through studies of:

- cooperative learning
- approaches to learning
- professional competence
- vocational skills

- communication apprehension

SBS's Approach to PRME

In 2014, SBS agreed six work streams to embed PRME principles into its overall strategy. These work streams enabled staff in each area to understand their contribution to embedding PRME principles[1] that support our commitment to AACSB[2] core values.

SBS Interpretation of PRME Principles

1. Develop students as generators of sustainable value for business and society
2. Embed the concept of responsible business into all educational curricula
3. Create educational experiences that develop responsible leadership
4. Underpin education programmes with research on responsible management
5. Create corporate/community partnerships to advance responsible business
6. Facilitate critical debate on social responsibility amongst multiple stakeholders

By acting on the above, we aimed to: 1) encourage and support a dialogue about ethics in all areas of SBS work; 2) actively support collaborative learning, scholarship and engagement activities; 3) demonstrate commitment to engaging and responding to current and emerging cross-cultural issues (such as diversity, sustainable development and globalisation).

These principles and their application were agreed as the Terms of Reference for the PRME Group[3] and we reported against each PRME principle in our SIP Report 2015. In that report, we set out new goals for the current reporting period (Dec 2015 – Nov 2017).

- **Goal 1:** Establish an Assurance of Learning (AoL) process to benchmark student's progression in the area of responsible business and sustainable development.

- **Goal 2:** Complete our review of post-graduate curricula and achieve access to all subject groups/research groups for dialogue and discussion on PRME.

- **Goal 3:** Collect information on (and report more effectively on) our international partnerships and research programmes.

- **Goal 4:** Establish the *Responsible and Ethical Organisation Studies* group to:
  - organise seminars across the faculty
  - support and mentor staff to attend conferences
  - co-author research outputs
  - *consciously* embed our PRME research in our teaching materials

- **Goal 5:** Consolidate, build and deepen our engagement with partner organisations to realise a strategic goal of engaging organisations across all sectors (private, social, voluntary and public) to advance responsible management and employability.

- **Goal 6:** Contribute to the building of a better staff directory that identifies their external contributions to responsible management.

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[1]   Working Paper, 'PRME Group Role', 27th October 2014.
[2]   American Association of Collegiate Schools of Business
[3]   PRME Group – ToR, 11th November 2014.

PART 2 – Gathering Information

In Part 2 of this report, we provide an overview of staff interpretations and perceptions of PRME, then report on their levels of engagement applying PRME principles in their work.

2017 SBS PRME Survey

In October 2017, we sent out a survey to our 300 staff to assess levels of awareness and provide them with an opportunity to give structured feedback on their contribution to PRME. Both academic and professional staff were invited to participate. We received 82 usable responses (27% response rate). The profile of the respondents is as follows:[4]

- o 43 module leaders
- o 40 senior lecturers
- o 21 course leaders
- o 15 principal lecturers
- o 5 professors/readers
- o 5 subject group leaders
- o 5 associate lecturers
- o 4 professional services staff
- o 3 faculty executive members
- o 1 portfolio leader
- o 1 business development specialist

Responses came from every department (39% from Management, 38% from SSM and 23% from FABS). The findings show that amongst this group of respondents, we have secured widespread, but not total, recognition for PRME (82% awareness). We found that some staff were teaching students about sustainability, but were not previously aware that this represented a contribution to PRME. Around 20% of staff were not familiar with the term, which – considering staff turnover year on year - is not unexpected. It reinforces that raising awareness of PRME will require continuing efforts to embed it in working practices and could be included in the induction process for new staff.

Understanding of PRME

Staff understood PRME as "a UN initiative" aimed at encouraging "democratic, fairer forms of management". It had an important role to play in "developing responsible business professionals" that contribute to the creation of "sustainable businesses, economies and societies". Staff recognised that it was not a formal accreditation, but a faculty level commitment that is undertaken by many business schools to ensure that CSR, sustainability and alternative models of entrepreneurship (cooperative / social / ecological) diversify course curricula. Staff drew attention to the linkages with the UN Global Compact as well as the need for extra-curricular activities to supplement learning on courses.

One lecturer commented:

> For me, it's about research and teaching activities which get beyond taken for granted assumptions; engaging with important questions about the social, moral, political and

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[4]   N.B. Staff may hold more than one role

environmental sustainability of how we "do business" across many different types/forms of organisation.

For another it was:

A set of universal values related to responsible business with a focus on inspiring and championing responsible management education, research and leadership [that] embeds principles of responsible management in our teaching/learning/research practice [to] contribute through our practice to the achievement of the UN's sustainable development goals.

Staff Engagement with PRME

We asked our staff to assess their engagement with the six PRME principles.

Reported Engagement Against PRME Principles
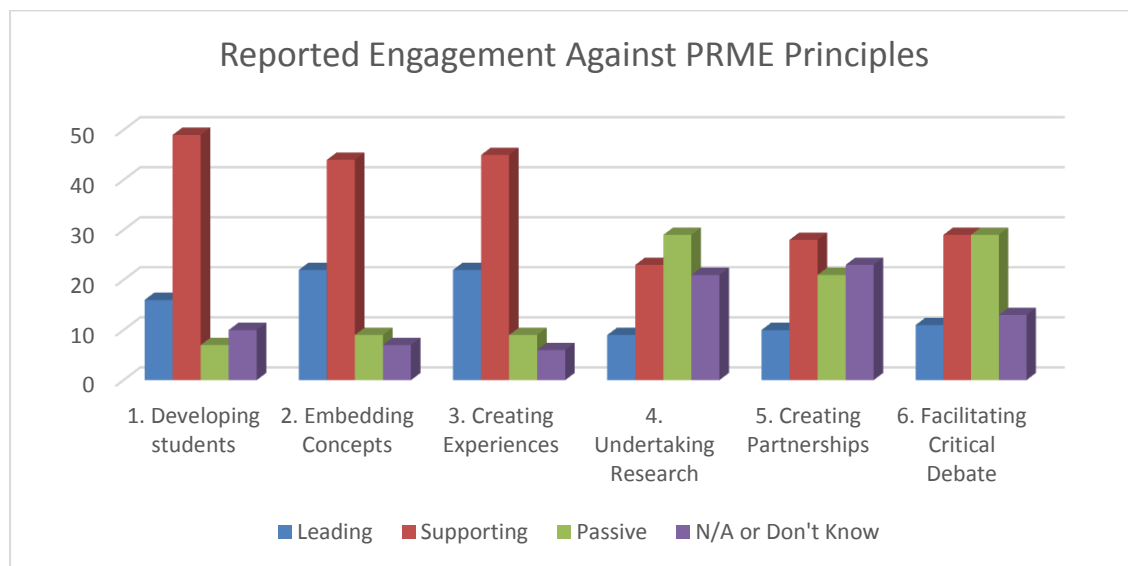
Taking 'leading' and 'supporting' as a proxy for 'active engagement' and 'passive and 'don't know' as 'passive engagement', we found high levels of active engagement (over 75%) for PRME principles 1 – 3 which focussed on student engagement. As more staff become research active, we can improve engagement with principles 4 – 6 (research activity, corporate/community partnerships and critical debate with stakeholders). Currently there is between 40-50% active engagement.

Active v Passive Engagement with PRME (as a %)
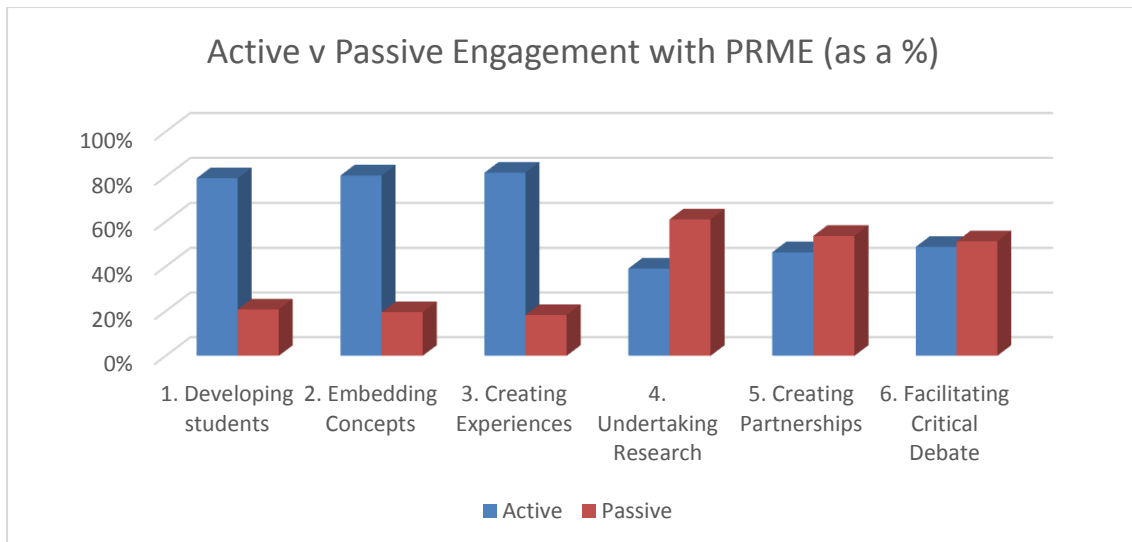
Changes in practice in response to PRME

We asked staff the following question:

> *How have you actively reviewed your course/module guide content so that it comments on the contribution to PRME Principles?*

To check the level of direct support for the 17 UN Sustainable Development Goals (SDGs) we also asked whether staff had made any changes to teaching cases, consulting activities, curricula, public events, exam questions or research projects. Consistent with other findings, 80% reported that they had actively raised awareness through one or more of the methods shown below, while just under 20% had not yet made any changes.

Activities in Support of SDGs (% of responses)
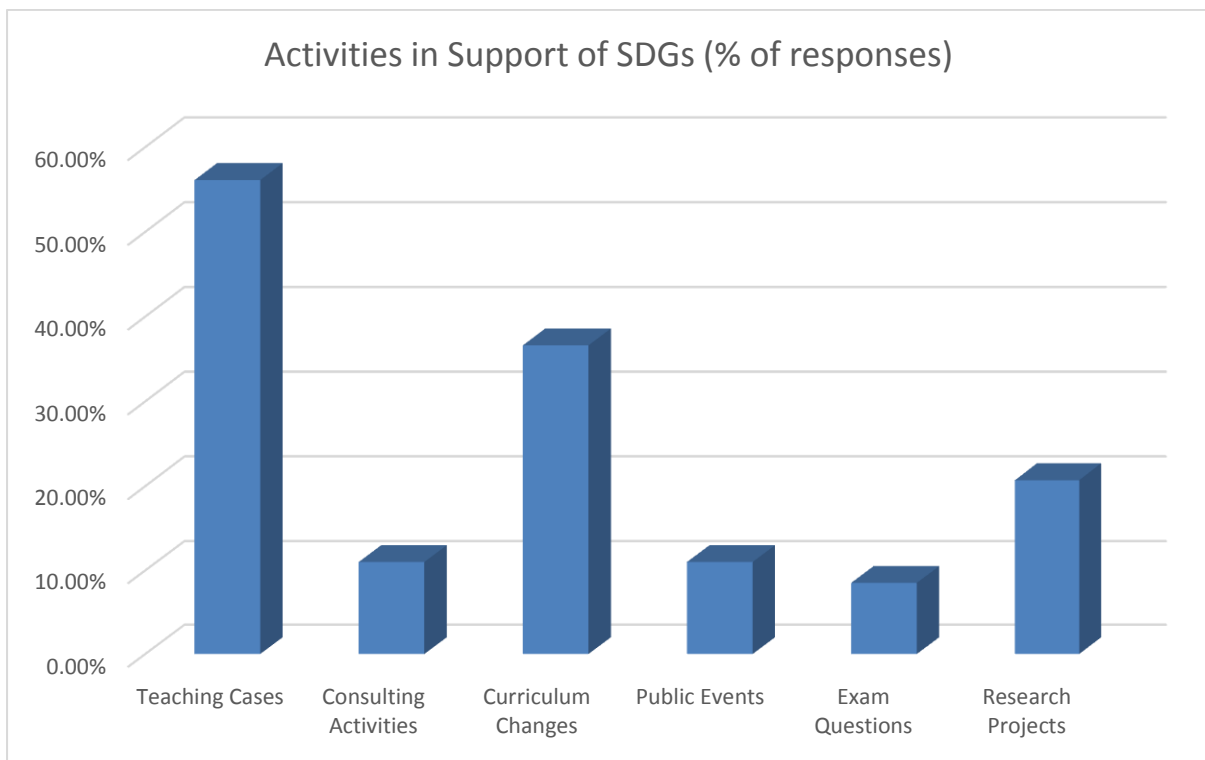
More than one member of staff reported that action had been taken to "include something on PRME" in "all modules", with course content "reviewed and aligned where necessary". Encouragingly, we also had reports of changes being made at levels 4, 5, 6 (Undergraduate), 7 (Masters) and 8 (Doctorates).

One staff member reported that:

> i) I have incorporated a discrete section in each module handbook on PRME; ii) I make students aware of this at the start of the semester; iii) I reinforce it through case examples of management responsibility as I go. The subjects and topics I teach are conducive to this, so it is not an 'add on', rather integral to the syllabi; iv) I introduced an assessment on social enterprise in one module, which includes a critical discussion of boundaries, ethical practices of responsible enterprise in tourism.

Several tutors reported that they have "restructured [modules] to include ethics as a theme of self-development which was not previously covered" or introduced new module content such as "social and corporate responsibility in France in the twenty-first century", as well as "embedding it into our course employability module handbooks" or introducing 'flagship' modules such as Corporate Governance and Ethics.

One Professor commented that the SSM department creates curricula based on PRME concepts:

> Examples: Responsible leadership: responsible marketing practices embracing social, economic and environmental impact considerations (Module: Tourism Destination Marketing). Responsible strategic management practice - ethical decision making incorporating social and environmental considerations (Module: Business and Management Strategy).

In a few responses, staff mentioned that the review process did not lead to changes that 'make specific reference' to PRME, or that references to PRME have been 'inherited' but not actively reviewed. Where professional bodies accredit curricula, alignment with the professional body rather than PRME was seen as a priority.

Overall, it does seem that a sizeable group of staff, well beyond the PRME Group (approximately 25 people) have been actively leading the review of curricula, and that an even larger group (40 – 50 people) are actively supporting and implementing the changes needed. Whilst there are some reports that staff feel disengaged, or – in a few cases actively questioning the relevance of PRME (and 'ethics' more generally) – the survey strongly suggests that this is now a minority view within the faculty.

When asked whether SBS's own organisational practices served as an example to students (where 1 = little commitment and 5 = total commitment), 76% of our staff gave a score of 3 or higher. At face value, this would appear to be a positive result. However, the low response rate amongst staff (27%) could result in self-selection bias and over-reporting of support for PRME. For this reason, we believe we should check this again in our next staff survey.

PART 3 – Assessing Progress

In Part 3 of this report, we take each of the goals from our previous PRME report and interpret the information gathered from our 2017 PRME Survey. We supplement this with commentaries provided by staff leading areas of PRME to highlight embedding work by specific teams.

Progress Since Our 2015 SIP Report

Goal 1

Establish (and further develop) an Assurance of Learning (AoL) process to benchmark student's progression in the area of responsible business and sustainable development.

Assurance of learning

As part of SBS's preparations for AACSB accreditation, we developed Assurance of Learning (AoL) plans for all programmes. Each programme has specified learning goals and learning objectives, and the AoL plans demonstrate the extent to which students are achieving these learning goals and objectives through the use of assessment and performance data. By way of embedding PRME principles in programme design and delivery all undergraduate and postgraduate programmes now incorporate the following learning goals:

- Ethical Awareness and Understanding;
- Diversity, Multiculturalism and Global Awareness.

Programme teams design curriculum, pedagogy and assessment tasks to facilitate and assess student learning in relation to these in the context of the subject disciplines of their teaching. The assessment data then give rise to discussions focused on enhancing student learning and learning outcomes in an ongoing 'review - action planning – evaluation' cycle. This process has provided a stimulus to programme teams in the design of their curricula and a clear mechanism for both evidencing and deepening engagement with PRME principles. It has allowed SBS to be confident that students have developed as ethical decision-makers with an awareness of diversity and multiculturalism and the global dimensions of their subject disciplines. It has prompted modifications to exam questions, reconfiguration of assessment criteria for student consultancy projects with employers, and the development of scenario-based assessment tasks which emphasise ethical considerations and dilemmas.

2017 PRME Survey (AoL Results)

One of the PRME Staff Survey questions was explicitly about AoL:

> *How are you assuring the learning of students in relation to responsible business and sustainable development?*

Module leaders reported their engagement with AoL processes at levels 4, 5 and 6 through the introduction of specific modules on sustainable development and/or ethics and how they were testing student learning through assessments. One staff member commented:

> There are a number of topical issues which directly link business practices to an ethical and sustainable agenda (mostly public health). In the case of my teaching, I discuss the technical challenges faced by the food industry in their drive to achieve salt reductions in processed food. We also discuss the use of food colorants which have been linked to hyperactivity in children and the sugar tax.

In some cases, tutors reported amending "all modules to include course content and opportunities for reflection for students in relation to responsible business and sustainable development", explicitly covering issues such as multi-stakeholder governance, equity, fairness, and diversity, including changes to assessment activities. In other cases, tutors highlighted a module where ethics was already taught to demonstrate connections to PRME.

Staff also provided 'real life examples of good business practice relating to ethics and social responsibility' and examples of where this is not the case. There was also evidence of a desire to "develop higher-level knowledge, laying the foundations of critical reflexivity" so that students can "consider impacts of decisions on stakeholders as a matter of course" and there were examples of 'critical' modules (notably in marketing, at Level 4) that encourage students to systematically question the practices of their chosen profession, and the assumptions on which it is based.

Some staff commented that they "make [students] aware of the realities of business and the ephemeral nature of 'ethics'", whilst others respond to the idea that ethics is 'ephemeral' by redesigning their courses so it becomes central to assessment activities. One tutor commented:

> Students for the FdA and EMBA in Facilities Management are asked to become members of the Built Environment Sustainability Supply Chain School. They complete a learning module on ethical management that is incorporated into class discussions. At FdA and BA levels student assessment included aspects of delivery of sustainability within their organisations. At EMBA level, a visiting speaker addresses the issues of delivery of CSR that feeds into the assessment.

It is notable that AoL related to ethics features strongly in management courses about high risk environments (food, facilities management, event management).

> I teach core ethics within my modules. We have debate about ethical issues at levels 5, 6 and 7. All core content has some level of ethical content.

Overall, SBS has made significant progress in engaging staff through a new AoL process, and we are starting to see the effects in the form of numerous efforts to redesign curricula and student assessment activities.

In addition to course specific AoL plans, we have undertaken pilot work on how to assess student learning on sustainability against global benchmarks at the start and end of a learning programme. In the next section, we share the results of using Sulitest, recommended by the UN PRME Directorate.

Sustainability Literacy Testing

Purpose: We undertook a pilot with Sulitest to establish a possible method for gathering evidence of learning progress in a way that could be tracked for PRME, AACSB and EPAS purposes. We saw potential in Sultitest as an LTA tool for both teaching and assessing sustainability related learning outcomes.

Pilot details and numbers involved

A pilot test was run on one undergraduate and one postgraduate module as part of the PRME Working Group activities for the academic year 2016-17. At Level 5, Christine Gilligan and Michelle Davey used the test with students taking a course on 'Responsible and Ethical Business Practice'. At Level 7, Janette Hurst used the test with MSc students taking a course in 'Organisation and Ethics and CSR'.

Module Level	Numbers taking test at the start of the module
Level 5 (UG)	86 (out of a maximum of 122)
Level 7 (PG)	10 (out of a maximum of 11)

We collected feedback from both students and staff to assess the efficacy and value of the test.

Staff Experiences of SULITEST Content

Staff found that the content of the test was difficult for students and asked questions that were not covered in the taught modules. For students on business degrees, the content was regarded as technical and not always relevant to their courses. Although the content was seen as being at an advanced level, it could be made more relevant if customised to the module materials and teaching. The language of the test questions was also perceived as difficult and needed to be edited to make it more accessible to students.

There are choices when setting up the test so that it can be configured as a module-specific or cohort-wide. There are also choices on whether to choose local (e.g. UK) or global question sets as well as question blocks on knowledge, skills and attributes/attitudes. If this form of testing is to be adopted and applied over 3 years and/or on different modules there are implications for comparability - are the same choices required across the board or could each module elect the most appropriate option for the students?

Student Experiences at Level 5

Staff felt that students broadly enjoyed the test. They were engaged and reported learning new facts. The multiple-choice format was familiar, and they enjoyed seeing the results and assessing their performance on finishing the test, as well as using iPads to do it. Students' confidence with ICT meant that they were generally comfortable technically, and were able

to sign up, login and attempt the test online. Navigation, from a student perspective, was therefore not a problem.

However, students suggested that the wordings of the questions were difficult (e.g. a triple negative question). Two students were interviewed and both found the test interesting, and felt that they learnt a lot from it. However, one student commented that "it was not the most difficult test, however the questions were not of a general level but could be answered if one is aware and watches news." She also suggested "the wordings of the questions were difficult to comprehend" and "the test could improve by making the language moderate".

Other students also reported that the test was "difficult to comprehend" and some felt it was of minimal value.

Staff Experiences of SULITEST Administration

One member of the PRME Group (Janette Hurst) coordinated organisation-wide administration. Module specific tests were carried out by Janette Hurst and/or the leaders of the modules involved in the pilot. The central administration was quite easy, but it added another layer of emails/passwords to those already in use as each implementation of the test required a password for initial and future access. We concluded that there would need to be a central SHU contact for the test, and that this person should be recognised as the test administrator with hours on their work plan to help other staff use the test whilst maintaining module and organisational level datasets and passwords for analysis.

The need for central support was reinforced by seminar tutors who reported that the administration of the test was difficult. They suggested that setting up the sessions, and having to look for codes to run sessions in class, was complicated and confusing, even though there were support materials available. Although there is a comprehensive and useful guidebook, we concluded that training sessions by the test administrator would be desirable before rolling out Sulitest more widely. The test also took longer than expected in class – up to 1 hr for a cohort of international students. The test can be either run on a time-limited basis or take as long as the students require to complete it. If the former, some questions may be left unanswered and if the latter, other learning activities would be needed to keep students who finish quickly productively engaged.

Assessing Pros and Cons

The positive aspects of using Sulitest include being able to generate a certificate for CPD portfolios (although there will be a cost for this from 2017). The fact that the test has cache through links to a UN global initiative is also positive. Furthermore, the basic test is free. Additional fees (around €3000) are incurred only if tailoring the test.

More problematic, however, is the issue of question choice and relevance. Questions on national voting, female MPs and environmental science were beyond the scope of even specialist business studies modules on ethics and CSR. Tailoring questions (e.g. to adjust to workplace democracy, female board/management representation, workplace environmental issues) not only has costs attached, but calls into question whether re-testing across cohorts is either desirable or possible. As a consequence, we see a resource issue if the test is not a compulsory assessment.

Recommendations

We can envisage the use of SULITEST across the faculty if:

- A named SBS person is the administrator of the system.
- The administrator enrols relevant staff as required.
- Enrolled staff set up a (time bound) test for cohorts of students (as module leader, seminar tutor, level leader) with administrator support.
- Staff run the test in seminars, with students enrolling in class (see above) on iPads or in PC labs.
- It is used as a teaching tool so that students can see results in a way that enables them to compare to other cohorts.
- Results are stored on the SULITTEST website for future retrieval by individual students and staff
- Certificates are generated.
- Statistics are generated for each classes and cohort for reporting and development purposes.

In making the recommendation, we also draw attention to the need for the administrator to take joint responsibility with seminar leaders so that the question content aligns with course content. At least part of the test should contain customised questions so that they are contextualised and relevant to the courses chosen by the students. The accessibility of the language also needs attention. The administrator will need sufficient hours to offer training sessions to seminar tutors before using it with students, and to provide support for setting up sessions and generating (recording) access.

Implementation

There now needs to be an executive-level and/or programme-leader decision to address whether:

- all or selected undergraduates should take the test
- all or selected postgraduates should take the test
- the module(s) on which the test(s) should be taken
- resource allocation requirements for an SBS test administrator

Results of Pilot study at PG level

The tables below show results from students taking the Organisational Ethics and CSR module on January 23rd and April 3rd 2017. The test parameters chosen for this cohort were 'core international' questions on 'knowledge' only. It demonstrates how results changed over the ten week period of the course (10 x 2.5 hr lecture/seminars), showing an improvement in four of the five question categories. It also highlights how this cohort of international students falls slightly below the global benchmark for the test, even after completing an Ethics and CSR course.

Pilot: Organisation Ethics and CSR (International Students)

% CORRECT ANSWERS Module / Theme	Start of module % *1	End of Module % *1	Difference % *1	Global Benchmark % *2	Benchmark variance %
CORE International (Basic Test)	36	49	13	54	-5.00
Knowledge - Sustainable humanity and ecosystems	42	56	14	60	-4.00
Knowledge - Global and local human-constructed systems	26	51	25	53	-2.00
Knowledge - Transition towards sustainability	44	46	2	50	-4.00
Knowledge - Role to play, individual & systemic change	25	22	-3	49	-27.00
Total	**173**	**224**	**51**	**266**	
Average	**35**	**45**	**10**	**53**	**-7**

*1 The % represents the percentage of correct answers

*2 Average % of correct answers - Worldwide benchmark data used as students are from an international cohort.

Goal 2

Complete our review of post-graduate curricula and achieve access to all subject groups / research groups for dialogue and discussion on PRME.

2017 PRME Survey (Post Graduate Curricula)

PRME principles have been integrated in the learning outcome(s) in all new programmes of study as well as in any revisions of existing programmes across the Faculty at postgraduate level. This includes MScs and MBAs, but the DBA programme has not yet been revised. A number of PG programme learning outcomes refer to ethical standards such as

"*Recognise, evaluate and forecast the implications of the changing ethical standards required of managers.*"

(MSc Accounting and Finance and MSc Financial Management)

"*To demonstrate an ability to understand and interact with ethical considerations and apply them to current industry issues, developments and products.*"

(MSc Banking and Finance and MSc Finance and Investment).

Other programmes highlight corporate social responsibility explicitly, in addition to ethical considerations, such as

"*Review and critically evaluate key issues and trends that relate to food and nutrition sciences. This includes considering sustainability, corporate social responsibility and ethical business decisions in the food and nutrition sciences sector.*"

(MSc Food and Nutrition services).

In our MBA one of the core modules (Developing Personal and Professional Leadership Practice) has one of its 4 learning outcomes which focuses on both ethics and social responsibility:

"*Critically reflect on your own learning and utilise relevant theories and concepts to explore in a reflexive manner your own professional practice within the wider organisational context, referencing ethics and social responsibility.*"

MBA Programme (multiple routes)

This is evidence that the PRME principles are firmly embedded in our postgraduate provision but that there is some work yet to be completed at doctoral level. However, we note that there are numerous PhDs and DBAs which directly address these issues, and which will provide new knowledge on this area that we can integrate into our programmes going forward.

Goal 3

Support international partnerships and research programmes.

We have a wide range of partnerships with a growing number of institutions across the world. Many of these partnerships allow students to study with us in their home country. The advantage for these students is that they can gain a Sheffield Hallam University award without the expense of travelling to and living in the UK. There are differing models of engagement: students are taught entirely in the student's home country by SHU staff with support from partner institutions, university academics from the home institution teach the courses with support from SHU staff via study blocks or through distance learning.

We also offer a route for students who have studied at some of our partner institutions to apply for entry onto Sheffield Hallam degrees with prior credit or study exemptions. This allows students to complete their degree here in Sheffield and gain the opportunity to study in the UK if they want to.

All of our international partners will be following a programme of study that embeds the PRME principles in programme design that incorporate the following learning goals:

- Ethical Awareness and Understanding;
- Diversity, Multiculturalism and Global Awareness.

2017 PRME Survey (International Partnerships)

We asked our staff the following question in our 2017 PRME Survey:

> *Please tell us about your international partnerships that advance/engage/critique PRME principles.*

There were many reports of integrating PRME into work with international partners and proactively raising awareness of PRME. One Programme Leader stated:

> In my role [promoting] Business and International Top-ups Programme…I have promoted the PRME principles and the UK education systems on which our courses built.

The curriculum changes brought about by our commitment to PRME affect the courses we teach in Malaysia, Hong Kong and Botswana and we deliver modules on 'Leadership in Contemporary Organisations' to students in Africa and East Asia that contain PRME-linked content. As one staff member commented, PRME is now an integral part of the "the course diet".

> With all our partners, we advance this through our institutional approval and embedding in the curriculum development and delivery. Our Shanghai partner has a PRME conference each year that we contribute to. [With] our Hong Kong partner, it is embedded into the project module for the business management courses. Our Botswana partner embeds it within the curriculum. We encourage all partners to become members of PRME.

In the field of accounting, the changes were regarded as 'embryonic' in that new content on courses in Forensic Accounting (delivered to Nigerian students) will create impact as they begin to use the knowledge gained to tackle corruption (Global Compact Principle 10).

A number of academics reported that their work for professional bodies to raise awareness of PRME has global reach. As one commented:

> I am on the committee of the Universities Forum HRD (UFHRD) which has helped to develop professional standards for Learning and Development and will continue to raise the profile of this through articles and presentations at its workshops and international annual conference.

Similarly, a 'loose' consideration of PRME principles is part of our coaching and mentoring course that offers active involvement with the European Mentoring and Coaching Council.

We also have international collaborations to author research papers on charity/third sector issues and create case studies based on their project work. One staff member comments:

> I have researched with international NGOs to be able to write up examples of challenging disaster relief and humanitarian situations to illustrate responsible practice (e.g. working within the principles of humanitarianism) as part of my teaching.

We have similar reports from colleagues working with the University of Girona, Spain. They examine tourist behaviour in coastal and national park environments in Catalonia to inform responsible marketing and visitor management practices. This helps to reduce social and environmental impacts.

Lastly, our Erasmus partners both benefit and contribute to the change process within SBS. One staff member commented that:

> 70% of French Erasmus partner institutions teach such principles as a component of their modules.

Proactive Collaborative in China, Botswana, Spain and Canada

Students at the Sino British College USST Shanghai study our level 5 module 'Responsible and Ethical Business Practice'. Christine Gilligan, a member of the PRME Group, visited the college in October 2016 and delivered a lecture to the students around ethical business practice. At that time the college was celebrating its 10th anniversary and was holding a conference titled 'Redesigning the curriculum around PRME: Working together' in association with British Council and Greenleaf Publishing. Christine delivered a paper entitled: *Responsible leadership, global citizenship and the role of education – what might the last 10 years tell us about the next 10 years?* Similarly, students at Botswana Accountancy College take our Level 6 module *Responsible and Sustainable Business in the 21st Century - Contemporary Challenges*.

A key set of partnerships is forming with Saint St Mary's University (Canada), the Cooperative College (UK), Mondragon University (Spain) and Social Enterprise International Ltd (multi-national). SBS is working proactively with them on education and research projects to systematically deliver PRME-related content and introduce sustainable development to students (see also Goal 4). These partnerships arose out of the relationships we have with two pioneers of education in this field: Co-operative College (Manchester, UK) and Social Enterprise International Ltd (North Yorkshire, UK) who helped SBS to form partnerships with the Cooperative Management Education (CME) programme at Sobey School for Business, Saint Mary's University (Canada), the Co-operative Group (UK) and the International Experience Programme at Mondragon University (Spain).

Our core team of academics advancing this area include:

- Dr Rory Ridley-Duff (Reader in Cooperative and Social Enterprise)
- Dr Christine Gilligan (Senior Lecturer in Strategy)
- Dr Christine O'Leary (Principal Lecturer in Languages and Culture)
- Dr David Wren (Lecturer in Organisation Behaviour and HRM)
- Jules O'Dor (Senior Lecturer in Strategy), DBA candidate
- Mark Ellis (Senior Lecturer in Strategy), PhD candidate
- Emma Green (Graduate Tutor in Business Operations and Systems), PhD candidate[5]

They are working to co-deliver a range of courses and related projects with:

- Dr Cilla Ross, Dr Linda Shaw, Dr Sarah Aldred, Dr Amanda Benson and Simon Parkinson from the Cooperative College.
- Cliff Southcombe, Andrew Picken, Catherine Brentnall and Jennifer Wall from Social Enterprise International Ltd.
- Prof Sonja Novkovic, Karen Miner, Maureen McCulloch and Ravi Tangri from the Cooperative Management Education Programme at Saint Mary's University (Canada).

Co-operative College

The Co-operative College acts as an international leader in the field of education on co-operative enterprises and co-operative learning. Historically, it provided degree level courses for co-operative regulators in many countries before focussing on governing bodies in the Cooperative Group (the UK's largest co-operative). Founded in 1919, the Co-operative College recently reconstituted itself as a Charitable Incorporated Organisation to enable a much wider range of cooperative organisations to participate as members. As part of that reorganisation, a new leadership team established strong links with Sheffield Hallam University and Manchester Metropolitan University to create and deliver post-graduate education on co-operative leadership. SBS is not just a partner of the Co-operative College, it is an associate member. Students who study on our post-graduate programmes will also become members of the college during their studies. The Co-operative College has two roles: 1) to act as an agent by recruiting students to our post-graduate programmes; 2) to co-deliver face-to-face courses with staff from SBS.

Find out more about the Co-operative College at: https://www.co-op.ac.uk/.

Social Enterprise International Ltd (SEi)

The other partner who has catalysed and supported our efforts to build partnerships is Social Enterprise International Ltd (SEi). SBS ran summer schools with SEi on co-operative and social enterprise from 2009 - 2015. SEi has been advocating cooperative social entrepreneurship since 1994, and formed a new company (Social Enterprise Europe Ltd) in 2003 to advance this. After providing social enterprise education at Hull University, they worked with British Council on a global programme called Skills for Social Entrepreneurship

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[5] Jules O'Dor, Mark Ellis and Emma Green are all in the final stages of completing doctorates in this field.

and invited SBS staff to contribute to the programme. Today, SEi and SBS work together on a number of Erasmus+ and Horizon 20/20 projects that support the international development of co-operative and social enterprise education. Our post-graduate programmes use materials developed by SEi's directors (including Dr Rory Ridley-Duff who is a full-time member of staff at SBS). Dr Ridley-Duff's textbook has been adopted by 52 universities providing cooperative and social enterprise education in their programmes, and one of our post-graduate programmes is based on it.

Find out more about SEi Ltd at: http://www.socialenterpriseeurope.co.uk

Sobey School for Business (CME Programme)

Sobey School of Business is part of St Mary's University in Halifax, Nova Scotia, Canada. It is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and was granted membership of the European Foundation for Management Development (EFMD) in 2013. It is also a signatory to the Principles of Responsible Management Education (PRME) initiative.

We are working closely with the Co-operative Management Education (CME) programme to deliver post-graduate awards and short courses for executives. Sobey offers one of the world's leading management education programmes for leaders of cooperative businesses (a certificate, diploma and masters). Our students benefit from their specialist skills in distance learning – and will have the opportunity to engage with their students from all around the world (particularly Canada, the USA and Europe). Our partnership enables SBS to offer a 'blended-learning' Masters programme where you can learn through a combination of short online learning activities written/delivered by Sobey staff and 3-day teaching blocks delivered by staff from SBS, SEi and the Cooperative College.

More at: http://www.smu.ca/academics/sobey/sobey-cooperative-management-education.html

We have approved two new programmes with the above partners:

- MBA (Cooperative Leadership and Social Entrepreneurship)
- PgC (Cooperative Leadership and Social Entrepreneurship)

Mondragon Cooperative University (Spain)

SBS is also developing other partnerships. The first is with Mondragon University, a member of the MONDRAGON cooperative network in the Basque region of Spain. We hosted their International Experience Programme twice during 2017. This is a six-week course on cooperation, mutuality, sustainability and social economics with weekly lectures, field trips and cultural visits delivered as part of their Business Studies degree. The students have lectures, field trips and cultural visits organised by SBS and Cooperative College. We have now signed an Erasmus Exchange agreement with Mondragon University to explore further opportunities for collaboration.

More at: http://www.mondragon.edu/en/

Goal 4

Establish a Responsible and Ethical Organisation Studies Group

The first two years of work on PRME focussed on learning and teaching. In the third year, we took a significant step towards realising our goal of establishing a responsible and ethical business research group by securing seed funding for a *FairShares Institute for Cooperative Social Entrepreneurship* (FSI).

In this section, we firstly review the results of our staff survey, then report on a Higher Education Innovation Fund (HEIF) project to create the FairShares Institute within Sheffield Business School.

2017 PRME Survey (Research Activities)

We asked our staff:

> *Please tell us about your research interests/publications that advance/engage/critique PRME principles.*

We found a wide range of activities supporting the creation of new knowledge to support PRME. A staff member in the Department of Management reported:

> My PhD is looking at worker co-operators experience of working in a sustainability-led organisation by engaging micro and SME coop organisations. Over the past three years I have presented my developing ideas at several social enterprise and co-operative research conferences.

This is one of many reports from staff undertaking doctorates (PhDs and DBAs) that add to our expertise in PRME. Another staff member is directly researching "Responsible Leadership", with further studies of 'social enterprise learning for overseas students' and 'critical reflexivity [to] guide and lead sustainable organisations'. Many work with more experienced researchers on new studies about charity accountability, governance and regulation as well as relationships between policy makers and leading non-profit actors. For example:

> My research focus is on the relationship between policy makers and leading non-profit actors in supplying discourses of collaboration. This critical study seeks to explore policy texts over time to point to the implications of such discourse for the dynamics and efficacy of non-profits at a time when they are tasked with solving some of society's most complex problems.

Also within this field, a member of staff reported on their evaluation research on Medicins Sans Frontieres.

There are research contributions exploring changes in attitudes amongst private businesses and consumers and one member of staff is undertaking research on how to change business attitudes to breast feeding in public. Another is seeking to tackle the 'wasted truck miles / damaged products and processing costs' of retail returns.

We also found significant activity amongst our marketing academics where staff are working to create a textbook on 'responsible marketing'. This is supported by PhDs on ethical engagement in advertising and studies on responsible marketing:

> **Responsible Gambling**: examination of psychological need satisfaction through gambling / testing of responsible gambling interventions to inform responsible gambling practices (1 journal article published/2 in progress).

> **Compulsive Purchasing Behaviour**: challenge to extant theory relating to compulsion and impaired resistance to external stimuli/design of effective screening tool for compulsive buying addiction (2 journal articles published/1 in progress).

> **Destination Marketing** DMO leadership and collaborative innovation, including responsible marketing and management practices (1 journal article published).

In addition to publishing successes, this staff member was negotiating 2 funded research projects: one with the Gambling Commission on the impact of product blocking on online gambling behaviour; the second with Unibet plc on the impact of consumer trust on online gambling behaviour.

Lastly, our staff survey revealed research projects on inclusivity and impact, such as a study of 'stakeholder centricity' in event management to compare intended outcomes with inadvertent impacts, and a series of studies (including a HEIF project on) the impact of the 'living wage' concept.

The FairShares Institute for Cooperative Social Entrepreneurship (FSI)

In this section, we highlight an initiative by four staff within SBS (Dr Rory Ridley-Duff, Dr Christine O'Leary, Dr Steve Pattinson and Dr David Wren) to create a new research institute capable of providing a framework for PRME research. The project was based on investigating the application of the FairShares Model to social enterprise development.

The FSI's vision and mission were agreed by an initial steering group to align with the goals of the FairShares Association (UK) and FairShares Labs project (Germany). The vision and mission were validated by two international panels, one comprising academics and the other made up by FairShares practitioners.

The institute's vision is "to eliminate poverty, promote social justice by building communities in which every adult has the opportunity to become a co-owner of the organisations on which they, their family and community depend."

The logics of the FairShares Model

Sustainable co-operative projects
that enfranchise four primary stakeholders.

Every **FairShares project** is developed to give recognition to the people who **found** it, invest their **labour** in it and/or become **users** of its goods and services.

Investors
Users
Labour
Founders

If established as a separate legal person, FairShares projects can be structured to support financial investments by members and supporters.
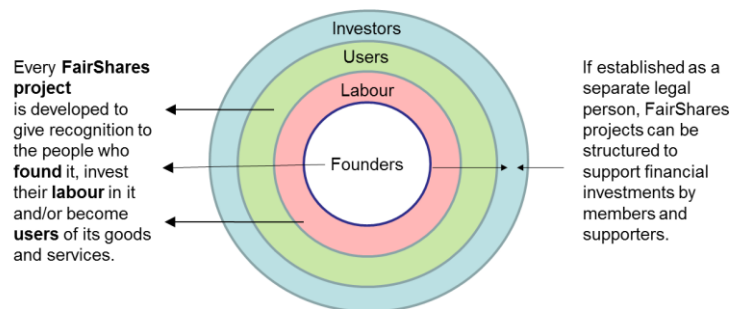
Five Research Themes Delivered Through Three Approaches

Five values and principles in the FairShares Model provide the basis for five research themes in the institute, which it uses to decide which projects to initiate and respond to. Projects may take one of three approaches: 1) primary research; 2) knowledge transfer projects, and; 3) learning and teaching programmes. The five agreed themes are:

Wealth and power sharing

Research on the structure of companies, co-operatives, associations and partnerships that advance equality and equity between members, stakeholder groups and trading partners. We are interested in how the wealth created is shared fairly amongst founders, producers, users and investors to promote mutuality and reciprocity.

Specification of social purpose(s) and auditing of impact(s)

Research on how members are empowered through constitutions to establish and evaluate social value creation (such as specific improvements to their own, their community's and wider environment's health and well-being).

Ethical review of the choice of goods and services offered

Research on how members are encouraged to think carefully about the well-being that their joint enterprise creates (or could create) through designing and offering products and services.

Ethical review of production and retailing processes

Research on how products and services are developed using production and retailing processes that positively affect members, society and the environment.

Social democratic ownership, governance and management

Research on how ownership is extended amongst all primary stakeholders who are directly affected by operations so that they have a clear right to participate in decisions on how the (natural, human, social, intellectual, economic and financial) capital they contribute is managed.

Research Networking

The FSI led a collaboration with the Centre for Regional Social and Economic Research (CRESR) in SHU's faculty of Development and Society to become institutional members of the EMES Social Enterprise Research Network. Our successful application demonstrates that the third sector research we produce is internationally recognised for its quality and impact, and that EMES will recognise both the FSI and CRESR as centres of excellence.

The FSI's work with CRESR will advance our research on how the third sector can integrate cooperative social enterprise to reform public and private sector practices. Building on a long-standing track record of research and teaching on third sector issues in the Centre for Voluntary Sector Research, the new joint project will deliver and advance the University's

strategy to become a specialist in applied research that leads locally and engages globally on:

- Social enterprise and cooperative social entrepreneurship
- Social innovation and social value in the delivery of public services
- Governance, accountability and regulation of non-profit and social economy organisations
- Regional economic and social policy development

Researchers from these two research centres hold editorial positions in field-related journals such as Voluntary Sector Review (VSR), Nonprofit and Voluntary Sector Quarterly (NVSQ), Social Enterprise Journal (SEJ) and Journal of Social Entrepreneurship (JSE). Their work has collectively featured in field specific journals such as NVSQ, SEJ, Voluntas, Journal of Co-operative Studies and VSR, as well as international disciplinary journals such as Public Administration, Policy and Politics, Human Relations, Business and Society, Journal of Business Ethics, Corporate Governance: An International Review and the Industrial Relations Journal.

In this reporting period, FSI and CRESR researchers have run (or are committed to running) research streams on social economy and third sector issues at the Critical Management Studies Conference, International Social Innovation Research Conference, EMES Social Enterprise Research Conference, International Third Sector Research Conference, Voluntary Sector and Volunteering Conference, UK Society for Co-operative Studies Conference and the International Small Business and Entrepreneurship Conference.

We currently have many early career researchers, staff and students who are undertaking or who have recently completed PhD and DBA programmes that advance the knowledge needed for PRME. These include:

- responsible leadership (M. Ellis)
- local residents' well-being and leisure through visiting national parks (J. Lesnik)
- for-purpose accounting (M. McCulloch)
- knowledge and the sociology of professions (T. Rutt)
- third-public sector relationships, funding and marketisation (J. White)
- actors and institutional structures in public service innovation (B. Patmore)
- the performance of democracy in worker co-operatives (K. Langmead)
- performance and reward in employee-owned businesses (D. Wren)
- reward management in digital co-operatives (D. Connelly)
- social enterprise education (C. Brentnall)
- social entrepreneurial choices on legal structures (J. O'Dor)
- sustainable development in worker co-operatives (J. Hurst)
- pro-social decision-making in crowdfunding (E. Green)
- sustainable consumption (P. Singh)
- UK supermarkets' corporate social responsibility activities (K. Dunn)
- financial fraud and the need for a paradigm shift (F. Awolowo)
- ethical consumption (S. Chamberlain)
- CSR and its changing nature (L. Hind)
- sustainability in supply chain management (M. Leigh)

- human trafficking (R. Nolan)
- social responsibility and consumer behaviour (B. Tomasella)

In 2018, we will host the UK Society for Co-operative Studies Research Conference for about 70 leading scholars in this field. We have also secured agreement with EMES to host their 2019 International Social Enterprise Research Conference. This will bring 350 of the world's leading social enterprise researchers to Sheffield Hallam University. As our research community is now well represented within the EMES network, we will contribute to coaching and supervision of early career researchers at the 2018 EMES PhD summer school. We have representatives on the management committees of two Horizon 20/20 funded projects (EMPOWER-SE and NEMESIS) and our staff will help coordinate a 4-year investment programmes into social enterprise scholarship and curriculum development.

Knowledge Transfer Strategy

FSI steering group members have secured involvement in several knowledge transfer projects. The one most closely aligned with the mission of the FSI (and which will make the biggest contribution to PRME) is an Erasmus+ project ("European FairShares Labs for Social and Blue Innovation"). The FSI HEIF project enabled us to embed FairShares intellectual property (IP) into documents describing the methodology for creating FairShares Labs in Hungary, Croatia, Germany, Netherlands and the UK. We have secured further funding to support pilot FairShares incubators (including one in Sheffield) and are now working on a long-term sustainability strategy.

Concurrently, the IP created to support FairShares Labs is being used by practitioners in other countries to create FairShares companies, cooperatives, associations and partnerships. During this HEIF project, 16 new organisations prepared rules to incorporate social enterprises in Canada, Ireland, Kenya, Mexico, New Zealand, Spain, UK, USA and Zambia. There are now ten cooperative projects, seven proposed companies, two partnerships and one association applying the FairShares Model.

How FairShares Contributes to PRME and the SDGs

We plan for the FSI to become part of a new research centre focussing on social, cooperative and voluntary action within Sheffield Business School. It will become a home for a community of academics, entrepreneurs, doctoral students, managers and professionals engaged in research, knowledge transfer and education on cooperative social entrepreneurship at SHU. The five research themes will contribute to the SHU/SBS strategy to shape futures, create knowledge, lead locally and engage globally to build a great university and further both our PRME goals and UN sustainable development goals (SDGs).

- *Themes 1 (Wealth and Power Sharing) and 5 (Social Democracy)* advance and develop SBS research on the characteristics, governance, ownership and management of the **social economy** (member-owned/led enterprises such as

cooperatives, mutual societies, employee-owned businesses, credit unions, cooperative banks and other associations and foundations that engage in social enterprise).
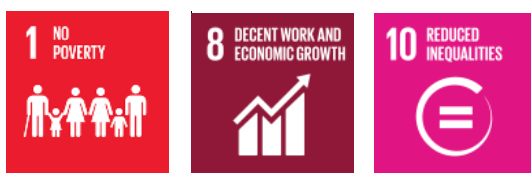
- *Theme 2 (Social Purpose / Auditing)* advances SBS research on **responsible business**, including - but not limited to - individual and corporate social responsibility (CSR). This theme supports research into enterprise creation, corporate and community reporting, social auditing, impact investing and integrated accounting.

- *Themes 3 (Ethical Goods/Services) and 4 (Ethical Production/Consumption)* advance/develop SBS research on the integration of **business ethics** with the 2030 **sustainable development goals** promoted by the United Nations.

Goal 5

Consolidate, build and deepen our engagement with partner organisations to realise a strategic goal of engaging organisations across all sectors (private, social, voluntary and public) to advance responsible management and employability.

2017 PRME Survey (Local Partnerships)

In our 2017 PRME Survey we asked staff:

> *Please tell us about the way your role at work helps you develop UK / local partnerships (private, social, voluntary and public) that advance/engage/critique PRME principles?*

A number of our staff undertaking PhDs are working with (and building) local networks that engage and critique PRME principles. For example, one staff member commented:

> My research is engaging and focussing on worker co-operators in a range of SME coops. My PRME role over the past 3 years has led to liaison, attendance and participation in a range of local and regional (and national) meetings and initiatives.

Working with Business in the Community and research centres at other universities, we have participated in research on food networks and their contribution to sustainability. One new member of staff commented:

> As a member of a research group called Horizon that is funded by the Sustainability Supply Chain School, I am engaging with other universities and a number of leading private sector organisations operating in the built environment sector. This group discusses and provides research and funding into issues within PRME [on] ethical supply chains and modern slavery.

Our local connections have also enabled us to include organisations in the social economy as field sites for student visits. Our partners transfer knowledge to students and we return this by transferring knowledge to them through regional funding programmes. For example, one staff member working on short courses and knowledge transfer projects commented:

> "I am actively engaged in organising study visits to local social enterprises/cooperatives, and supporting local businesses through the Sheffield Innovation Programme such as The Co-working Cooperative and Faithstar LLP."

A key vehicle for local engagement is a project called the **Venture Matrix**. Charmaine Myers has proactively developed our Venture Matrix scheme (VM). It is a project that actively seeks out opportunities to weave social responsibility and impact into project activities wherever that might add value. VM provides work-based learning opportunities to widen the experience of SBS students across the Third Sector enabling them build a portfolio of work experiences. Project staff work closely with third sector organisations and last year placed around 600 students (80 of which were SBS students). Our most recent review (from 2014/15 records) shows over 145 VM teams (with 15 from SBS) who have worked with third sector organisations.

Charmaine Myers champions responsible business education. She finds social cause organisations (charities, cooperatives, social enterprises) and gets them to list projects in the

VM which students can engage with to gain 'real world' experience. Our students then work with these organisations to both develop and apply their knowledge of responsible management. Two lecturers leading in this area commented:

> I am one of the supervisors for the Business Consultancy module. Our students work for local businesses as consultants. Through this role, I guide students to apply the concept of the corporate social responsibility to their business recommendations.

> I ran a module last year that links students with their placement role to create a work-based project. I have liaised extensively with Venture Matrix to support university projects at levels 5 and 7.

VM students have noticed that some of the organisations they work with do not have a CSR policy (as they consider themselves too small) and our students work with them to reframe their community giving as CSR. For the annual VM celebration event, all participants are asked to donate something from their business/organisation to create a virtual 'hamper'. Last year all proceeds went to St Luke's Hospice, Sheffield.

We also plan to offer placement students the opportunity to manage a VM student as part of their placement year. This will provide the students with managerial experience and insight into VM activities with third and private sector organisations to broaden their portfolio through experience of a more diverse range of working environments. Social responsibility will be a key element of the reflective writing they are required to complete at the end of their placement year.

VM is now developing a pilot project which works with community organisations and their Boards of Trustees. The project provides students with managerial and leadership experiences that compliment traditional placement opportunities. Mature students are provided with work shadowing opportunities (e.g. on Boards) with a benefit to both the student and the third sector organisation. A pilot with MBA students will begin in January 2018.

Case Example: a female student referred to VM was extremely disillusioned about placements and carrying out work related activities. Through its initial work with the student, VM discovered she was interested in football. They found her an authentic learning activity supporting a women's football team to develop its marketing strategy. Through the experience, the student became re-engaged and re-energised in her studies and developed a career path where she now sits on the Board of the football team.

Story : https://blogs.shu.ac.uk/venturematrix/2016/09/05/enriching-a-placement-experience/

Video: https://www.youtube.com/watch?v=HKYa3qhBIVU&feature=youtu.be

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Other engagement activities

Our staff work with local/regional businesses in the area of cybersecurity awareness and training, and food awareness (as part of the Council's Food Interest Group). We also create interesting opportunities for students. For example, UG students from Food and Nutrition have worked with secondary schools on lunch time policies and the use of fast food outlets.

A member of staff commented of their engagement with local businesses:

> "I help local partnerships through my teaching by enriching module content [using] a direct collaboration with a local business association. I organised for the local business association to meet my students and give them a brief to develop and plan an idea for a leisure attraction in Sheffield city centre… This experience can help local businesses in Sheffield to increase the number of visitors [and] a chosen charity [who get] all the sponsorship and income generated…"

Engagement of this type also occurs in the field of event planning. A module called 'Live Events' engages in providing advice to a range of charities and new charities being formed, and works with the voluntary sector to retain business relationships.

The PRME survey identified the following staff engagement: government schemes for local apprenticeship degrees in financial services; taking up board roles in charities that provide social welfare and library services; serving on boards of professional and voluntary/social enterprise associations. One member of staff is working on professional standards as a board member of the Chartered Institute of Marketing, and one is acting as an assessor for the European Coaching and Mentoring Council. Another member of staff has developed a wide range of professional connections:

> Examples include: Partnership with DMOs e.g. Glasgow City Marketing Bureau to examine best practice in responsible, sustainable business management and marketing. [We have a] partnership with the Peak District National Park Authority (PDNP) to assess visitor behaviour and use of resources to inform sustainable visitor management strategies. Our partnership with PDNP Authority and Sheffield City Council examines ethnic minority residents' use of the PDNP near-home resource to develop a more socially inclusive visitor strategy. A partnership with Unibet plc examines gamblers' psychological need satisfaction in an online environment to inform more responsible gambling practice and UK government policy on responsible gambling.

2017 PRME Survey (Employability)

We also gathered feedback on the impact of our employability strategy. This shed further light on how the changes in our educational values (stimulated by our PRME commitments) are influencing provision in our course and extra-curricula activities. Not all employability projects engage with PRME principles directly – the following comment captures a strand of sentiment effectively.

> All our modules support employability and the majority of them will have PRME principles embedded in them but we do not have a specific project to boost employability which is directly aligned to PRME.

However, we also found that:

> [SHU is] currently exploring ideas around improving the attainment and employability of our BME students, in line with SHU priorities.

This is now a major feature of outcome reporting in academic board meetings. A new reporting norm shows where there are attainment gaps between different ethnic groups (in course results and outcomes). It enables SHU to develop inclusive strategies by providing support and rethinking pedagogy.

When it comes to placements, staff have been more proactive in seeking PRME outcomes. In addition to seeking volunteering opportunities (including those supported by the Student Union), they stated that they preferentially sought 'ethical employers' for student placements. We received more than one report that students sought and were successful at finding work for 'social cause employers', and this is an early sign that specific learning outcomes introduced into some courses are encouraging full engagement with PRME:

> Within our first placement learning outcome, we identify a number of elements that are related to PRME: identify and deploy professional behaviours, including integrity and ethical practice to achieve defined objectives in the workplace and to achieve personal success.

An argument put forward by respondents was that employability modules all encourage reflective practice, and it is this that encourages students to think about their values, and how their values inform their ethics. Partnership building includes efforts at securing places in global organisations which support travel and overseas placements. This also extended into advice about tendering for professional services. For example, one member of staff encouraged provisions for reflective practice for leaders (mostly post-graduate students in leadership roles) who are encouraged to build reflective practice into their tenders for work. He stated that:

> I have started to notify students of any leadership/coaching/mentoring tenders I am aware of and to 'evoke' the responsible/professional practitioner within them […]. For example, I stress the need for them to receive professional supervision (and to cost for this in their proposals).

The Languages and Cultural Studies subject group also identified the lack of *specific* PRME outputs in their employability strategy, but they did report a similar inclusion strategy in which "students or alumni to act as role modules for our students, particularly those coming from WP and BME backgrounds". This is in response to the growing concern about attainment gaps.

Also, we had more than one report regarding the development of 'critical reflexivity' amongst students, which one respondent framed as a measure that will "produce members [of a professional association] proficient to 'guide and lead sustainable organisations'."

All of these efforts are supported by an employability strategy that was developed with a member of the PRME Group, Michelle Davey. The next section reports on the employability strategy that the university has developed with her input.

Employability Strategy

In 2016/17, SBS developed a comprehensive strategy to:

- collect information on the how we are delivering the PRME agenda through our employability work
- identify, prioritise and coordinate developments to our employability work which further deliver PRME objectives
- identify other possible gaps in provision in relation to how our employability work might deliver PRME objectives and develop these as appropriate

One of the four aims of work placement is to:

> …raise aspirations to participate in higher education and expand the horizons of our students as they progress through their studies and into their chosen careers. We will enable our graduates to realise their full potential and to be ready to make a positive contribution to a global society and economy…

We also ask students to consider the following in the quarterly review of their placement:

> Are there any potential areas of research which the student could undertake for the company and use as a basis for teaching students back at university or to develop academic conference papers? Is there any charitable or CSR work they can get involved in?

CSR, ethics and values are embedded in final review documentation as follows:

> How does work in this industry reflect your values and future personal brand? Consider the company's ethical approach and corporate social responsibility initiatives, including environmental factors.

Students are encouraged to comment on CSR activities during placements in the student newsletters produce for use by future placement seekers and many students do undertake CSR activities whilst on placement. During 2016/17 we developed systems to capture this information through Workplace Experience Mentors (WEMs), placement representatives and student newsletters to support our PRME reporting.

Proposed developments for placements and work experience

We looked at the definition of social responsibility in placement company information, to provide guidance booklets for students, updated pre-placement paperwork, update placement visit paperwork and student newsletters so that we can:

> ...capture data on 'socially responsible' placements and PRME related activities to raise student awareness of the notion of social responsibility and potential for related activities and skills and knowledge development within placements.

We are working to incorporate information about social responsibility into our initial vetting of employer placements and into the advertisements for placement opportunities, and we are developing placement management software to incorporate the facility to search for/filter placements by social responsibility information. For example, this will look at organisational values and the fit between those and personal values as a criteria for placement/career choice.

We will also pilot a model of three short placements (replacing the usual one year-long placement) with our full-time MBA students. The idea is to provide students with three types of work experience over the course of their placement year: in blue chip companies; in SMEs, and; in third sector organisations. Charmaine Myers is working through the options to take this innovative placement programme forward.

We are also in the initial stages of developing systems for monitoring, accrediting and/ developing responsible business practices in the workplace for our placement providing organisations. Initially we will focus on organisations offering many opportunities and act as a continuous improvement mechanism based on the experiences of our students in those organisations. We can develop case studies based on students' experience of social

responsibility during placements. Some students have expressed an interest in developing this idea.

Support for Third Sector Placements

Third sector/event management placements are often unpaid. This is ethically difficult to condone from a university perspective as it means that taking a value-driven placement could put a student into debt. We are exploring how to alleviate this. One idea could to be offer a placement funding challenge whereby our larger placement providers (and/or any placement provider or SHU partner wanting to 'give back to the community') might donate towards the costs of a placement provided by an organisation that cannot afford to pay.

Other Activities that Support Employability

Student Societies

Societies are aligned to courses and are managed directly by students. Each society aims to deliver at least one activity aimed at social responsibility/community development each year, and we have included responsible business practice as a potential aim.

Common Purpose Leadership Programme

SHU works with Common Purpose to give students experience of the interactions between public, private, social and voluntary sectors in a way that allows them to make more informed and socially aware decisions. Our strategy is to use experience of diversity to develop their cultural intelligence, confront bias and become better leaders.

Career Mentoring Scheme

Students on all courses and in all years can meet with a professional in a job role that interests them to discuss their experience, knowledge and skills. The scheme includes LGBT mentors to support students concerned about issues of professional identify, coming out at work and finding a supportive employer.

Support for Self-Employment

The Students' Union awards grants for social innovation projects, and many of these develop into social enterprises. Our Research and Innovation Office (RIO) has an experienced social entrepreneur – Morgan Killick - in the role of business adviser. He has coached both traditional and social ventures through the start-up phase and helped some to win awards. Start up innovation awards (from the Students' Union) provide up to £500 and Grow It awards provide up to £3000. Claire Palmer is the Social Enterprise Programme leader in the Students' Union. She not only runs the Innovation Awards but also introduces new social entrepreneurs to the Sheffield Social Enterprise Network (SSEN) through her role as a management committee member and Events Coordinator. Examples include:

- Steve Rimmer, a SBS graduate, helped to set up Union St Workspace which provides desk space for £5/hr. Union St are now working with Dr Rory Ridley-Duff on a capacity building programme for people who have created the Co-working Cooperative CIC at Union St.
- Sophie Maxwell, another SBS graduate set up the Really NEET College'. This is a social enterprise which works to re-engage young people with formal education.

- Charlie Ledger, an engineering student, set up Serendipity Circles to teach people circus skills before emigrating to New Zealand where she delivers circus skills workshops.

The University is part of UnLtd's new Regional Support programme together with 12 other HEIs active in support of social enterprise. Social Enterprise Social is a partnership between Sheffield Hallam Student Union (Claire Palmer), University of Sheffield Enterprise and Union Street. Social Enterprise Social has the ambition of creating Sheffield as a social enterprise hub by bringing together social entrepreneurs and those interested in social enterprise to share ideas, be inspired and network. Each event includes inspiring key speakers and updates from the sector. Previous speakers have included UnLtd Award winners, such as James Locke from Opus Independents/Now Then Magazine and Ben Allen, CEO of Ooomph Wellness.

Support for Volunteering

Student volunteering is popular in the university. In the Live Event Management Module run by Jane Tattersall, students run around 40 events in February-March in aid of local charities. Typically, this raises in excess of £25,000 per year for three named charities and there is a celebration dinner in April each year where cheques are presented. Managers from the charities engage students during the module and feedback on the pitches from student groups. A second-year module 'Events Industry Experience' includes 120 hours of volunteering as part of the module commitment. Systems to support volunteering have a 10 year history, and an 'Opportunities and Events' website has hundreds of volunteering opportunities posted each year.

Hallam Volunteering, run by the Student Union, has a massive range of projects which students can access to develop their management and leadership skills, and their understanding of management practice in a variety of types of organisation. Many of these project link with local charitable causes. SHU staff partnering with SHSU Volunteering only happens in a small number of cases and could be developed in the future.

Sheffield Hallam Student Union - Community Engagement

The union's engagement projects develop community cohesion by bringing together residents and students to work on initiatives that address a range of issues defined by the local community. Examples include: community relations, community safety and environmental initiatives. This develops links and relationships between students and local communities, and we can learn and publicise what the projects do and the contribution they make to the region. Every year at least one award is given to students for their commitment to social responsibility through our 'Inspirational Student Awards'.

Careers Advisors

Kent Roach runs our careers service. It has recently undergone change and realignment with employability functions returned to faculty level whilst some careers and face-to-face student provision is retained in a central department. The mentoring scheme works with a range of organisations, including leaders in responsible business such as Gripple Ltd. The faculty provision includes 1-1 appointments for interview techniques, CV writing and drop-in sessions, employability skills workshops, and capacity building work around employability-related curriculum and teaching materials.

Goal 6

Contribute to continued identification of communication strategies that build PRME's profile internally and externally.

In this section, we reflect on the progress we have made with our sixth (and final) goal for this reporting period. We start by reviewing the findings of our staff survey, then add information about the new university strategy on shaping lives, engaging locally and globally, creating knowledge and building an excellent environment.

2017 PRME Survey (External Roles/Engagement)

We asked staff to:

> Give details of outside board/voluntary roles that contribute to your local/professional community.

We found that 43% of our staff hold outside board or voluntary roles that contribute either to the local community or the wider aims and goals of third sector and charitable organisations. For example, there are multiple reports of staff not only serving on the boards of charities but also engaging in social entrepreneurship through the formation of new associations, developing renewable energy cooperatives, starting up charitable projects and engaging extensively in developing the infrastructure for social enterprises (through voluntary roles at FairShares Association Ltd).

Staff hold a wide range of roles such as 'ambassador', 'mentor', 'treasurer', 'conference organiser', 'educational adviser' for charities, cooperative and social enterprises serving the needs of specific groups, and also – importantly for PRME – key roles in educational and professional associations.

The richness of our staff contribution is captured by one staff member's response in which they state:

> I am currently registering to be a volunteer for the nationwide Princess Diana mentoring scheme which supports children in local schools. I have signed up to be an Academy Ambassador to work on the board of local Schools and am waiting to be placed. I attend volunteering events arranged through SHU [and have also] signed for the day to support the refurbishment of Abbeydale picture house.

From fundraising for schools, chairing local libraries, standing for the town council, supporting heritage events to developing professional and academic associations, our staff engage proactively and extensively outside the university. They also develop their professional role responsibilities in ways that enabled them to contribute to the communities in which they live and work.

Staff also commit time to ensure that PRME-linked journals can be published (e.g. Voluntary Sector Review, Non-Profit and Voluntary Sector Quarterly, Journal of Co-operative Studies, Social Enterprise Journal, Journal of Social Entrepreneurship). They support and participate in the coordination of academic conferences, professional/practitioner masterclasses and seminars.

Strategic Memberships of External Organisations

Criteria for Joining Outside Membership Organisations

The PRME Group considered a list of organisations that SBS should proactively seek to join and contribute to through long-term relationship development in this and the next PRME reporting period. Our selection criteria for inclusion were:

1)   The network / association must contribute to:
   a) The promotion of sustainable business or;
   b) The promotion of business ethics or;
   c) The promotion of business responsibility (to stakeholders) or;
   d) The promotion of inclusive governance processes based on collegial dialogue.

2)   The network / association must <u>not</u> be a professional accreditation body linked to a specific course. If it is, then membership should be paid out of the course marketing budget.

We also divided organisations into three groups:

- Tier 1 – Essential
- Tier 2 – Highly Recommended
- Tier 3 – Value Adding

In 2016/17, we prioritised tiers 1 and 2 and by 2017/18, we secured a budget to join organisations in all three tiers. If, in the future, there is a shortage of funds, those organisation with which we are active partners in research, knowledge transfer and course development will take priority.

Tier 1 Commitment	PRME UK/Ireland
	PRME International
	PRME Conferences (1 x UK, 1 x Int) [6]
Tier 2 Commitments	EMES International Research Network
	Business in the Community (BITC)
	Institute of Business Ethics
Tier 3 Commitments	Co-operative College
	Employee Ownership Association
	Social Enterprise UK
	Social Enterprise York & Humber
	Co-operatives UK

About our Strategic Memberships

PRME International and PRME UK/Ireland

Christine Gilligan became a member of the PRME UK/Ireland steering group in 2016. In this reporting period, we also hosted a PRME event to launch our SIP report to the UK/Ireland network, and in May 2017 co-hosted a workshop with UN Global Compact. This was one of

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[6]   Sending more than one delegate would require additional business case.

a series of 11 nationwide events organised by PRME UK and the UN Global Compact UK office.

The objective of the workshop was to raise awareness of the Sustainable Development Goals (SDGs) and motivate business and academic communities around the UK to contribute to achieving them. It explained what the SDGs are, demonstrated why business should be engaged and presented practical guidance on how business can contribute to this agenda. There were around 20 participants from local businesses, social enterprises and academics. Refreshments were provided by a local social enterprise that supports people with learning difficulties into work.

SBS also contributed to PRME UK Chapter's first annual Responsible Business and Management Writing Competition in 2017. The aim was to encourage students who have studied a module relevant to PRME goals to submit a copy of their coursework and potentially win a prize. The top ten entrants in both the UG and PG categories were published on the UK PRME website. Dr Christine Gilligan was on the judging panel for post-graduate entrants.

Attendance at PRME Conferences
Our AD for Academic Development attended the International PRME conference in 2017. Christine Gilligan attended the UK/Ireland PRME Conference.

EMES International Research Network
As reported under Goal 4, SHU now has two research groups (CRESR and the FairShares Institute) who have been accepted as members of EMES network. We are organising their 2019 conference and participating in a 4-year EU-funded COST Action (EMPOWER-SE). Two staff (Dr Tracey Coule and Dr Rory Ridley-Duff) are faculty for the 2018 EMES PhD Summer School in France.

Business In the Community (BITC)
Dr Pallavi Singh worked with BITC and the University of Sheffield to host an event addressing food waste 'How to solve the sustainable food puzzle'. She co-ordinated staff contributions to the event on 3rd October 2017, held at the University of Sheffield. The event engaged with four themes:

- Limiting the impact on climate change of food production and consumption
- Supporting healthy ecosystems
- Maximising production for a growing population
- Eradicating food waste

Dr Christine Gilligan and Dr Pallavi Singh contributed as academic leads for sessions and other staff and partners linked to PRME activities attended (Rory Ridley-Duff, SBS, Cliff Southcombe, SEi Ltd, and Gareth Roberts, Regather Co-operative).

Co-operative College

As reported elsewhere, we have entered into partnership with the Co-operative College to deliver executive education, undergraduate learning experiences (for students at Mondragon University) and post-graduate course delivery (MBA/PgC Cooperative Leadership and Social Entrepreneurship).

Co-operatives UK

We responded to Co-operatives UK request that we develop FCA approved Model Rules for a FairShares Co-operative. We have supported their annual congress and will work with them this year to promote awareness of our MBA/PgC Co-operative Leadership and Social Entrepreneurship.

Employee Ownership Association

SHU completed its 2-year term of facilitation for Employee Association Ownership North in 2016 and is now working with local members of the EOA on field trips for students studying the social economy (from Mondragon University), and new research and knowledge transfer opportunities created by joining the EMES International Research Network.

Social Enterprise UK

Our recent membership application to Social Enterprise UK is designed to raise the profile of SHU's new MBA/PgC in Co-operative Leadership and Social Entrepreneurship, and exploit opportunities arising out our work on the FairShares Model.

Social Enterprise York & Humber

We are working with SEYH to arrange a 'Social Enterprise Showcase' at the EMES 2019 International Research Conference.

Institute of Business Ethics

The Institute of Business Ethics was established in 1986 to encourage high standards of business behaviour based on ethical values. Their purpose is to promote high standards of business practice based on ethical values and raise awareness of business ethics through the dissemination of knowledge and good practice.

PART 4 – Individual Contributions

Staff Contributions to PRME activities

In this section, we highlight the activities our staff are contributing to the PRME agenda that have not been reported elsewhere. This demonstrates the depth of engagement across the faculty in PRME-related activities. We asked staff to let us know what they are doing to contribute to PRME goals in terms of teaching learning and research. As these are self-reported we can only report on activities that we have been told about and there may be other activities that we are unable to report.

A range of academic staff share contributions to teaching and were keen to tell us how they had addressed PRME goals in their teaching.

Level 4

The languages subject group reported that their group incorporates PRME into modules on 'Contemporary and Professional Studies' by covering sustainability, corporate social responsibility (CSR), non-governmental organisations as well as a critical look at the role of corporations in consumerism. These modules are delivered in a target language: French, Spanish and German. They offer students the opportunity to consider PRME from a broader European perspective as well as the way the PRME agenda is developed and applied in these different countries. A number of courses offer the modules: BA (Hons) Languages with International Business; BA (Hons) International Business with a Language; BA (Hons) Languages with Tourism, and; BA (Hons) Tourism with a Language. The total number of combined students is around 250.

Also at Level 4, the largest compulsory module for BA Business Studies ('People and Organisations in Context') includes a lecture/seminar on business ethics, social enterprise, corporate social responsibility and sustainable development. This was prepared by **Ian Storer** and updated by **Dr Rory Ridley-Duff**. The issues in the lecture-seminar are assessed during a 'phase test' at the end of the module through a new group of exam questions. All 400+ BA Business Studies students are required to take this module.

Level 5

There are numerous reports of course changes at level 5. **Theres Winter** reported that 'Tourism, Development & Society' has been redesigned to increase students' awareness and understanding of the relationship between tourism and development. A critical perspective is taken to analyse the impact of using tourism as a development tool in less economically developed areas. In another tourism module ('International Adventure Tourism') Theres explores the positive and negative impacts of adventure tourism and examines under-represented groups, including women, BME and disabled tourists.

Adele Doran and **Gill Pomfret** reported on their changes to 'Resort Outlets Management'**.** One of the lectures focusses on responsible business practices within resorts. The module identifies the CSR responsibilities of organisations, the greening of operations and its benefits, the use of local and organic materials and supporting the local community. Students consider the impact of these practices on international resort culinary operations and their stakeholders, with an emphasis on guest experience. The module also explores

contemporary literature around CSR in international resorts, including the importance of contacting business in an ethical and sustainable manner, and how supporting the local community can benefit the business. As part of the coursework, students investigate an international resort, examine its' current CSR actions and make recommendations for a future culinary strategy, incorporating CSR elements.

Level 6

At Level 6, we also received numerous reports in the field of tourism. For example, **Gill Pomfret** and **Seonyoung Kim** reported that they include more information on accessibility in 'Contemporary Challenges for Tourism'. Gill Pomfret also reported on changes in 'Heritage Tourism' to explore the impacts of tourism on heritage attractions and local communities. She encourages discussion and development towards responsible management of heritage and culture, including notions of 'authenticity', appropriate interpretation of history, community engagement and conservation (of both heritage and culture). In the 'Work Related Learning' module, she includes discussion of CSR within tourism organisations.

Philip Goulding reports on changes to two modules: 'Media Relations in Travel and Tourism' and 'International Air Travel Management'. In the first, he explores the balance of moral justice and brand reputation/image faced by businesses during and after damaging incidents and crises. The module covers how this is handled, including ethical codes that the media operate under, and how such codes are transgressed. Students are asked to differentiate acceptable from 'bad' promotional and PR activity. In the second module, students study carbon emissions and the choices facing airlines to minimise these by educating their customers on the environmental impacts of air travel. They investigate the implications to airline profitability and fleet staff of 'cost vs safety' in formulating working contracts and practices. Lastly, they now examine service failure and consumer rights (as illustrated so graphically by the incident of the forced passenger ejection by United Airlines in early 2017).

David Jones also reports changes to two modules: 'Business Operations and Systems Consultancy Project*'* and 'Business Operations and Systems Enterprise Management'. The first module develops employability skills by working in teams on live projects for real-world clients. Students reflect what it is to be professional, and work in an ethical and responsible manner with each other and the clients. The second module holds the CIMA exemption E2 (the highest level of exemption awarded at least in the UK, if not globally). As part of this module's indicative content students cover ethics, corporate governance and corporate social responsibility.

June Clarke amended 'Managing the Digital Enterprise' and 'Operations and Systems Decision-Making'. The first module now includes a lecture and seminar session on Digital Environment: Privacy and Ethical Issues. This highlights the importance of conducting ethical business, and sustainability is highlighted in studies of supply chain issues. Student also consider the implications of increased technology use, particularly the Internet of Things and Big Data. The second module explores the argument that 'good ethics' leads to 'good business'.

Another busy lecturer is **Ken Brown**. He has updated 'Business Operations and Project Management' so that students consider how project planning and operations have consequences for the organisation's stakeholders and natural resource use. Throughout the

module, students are asked to consider the business, legal and ethical implications of decisions within one-off projects and ongoing operations. There is discussion about decision-making in seminars which concentrate on how environmental effects can be mitigated by the use of efficient supply chains and transportation. Students also consider the impacts from reductions in manufacturing errors and lower inventory levels. Ken has also modified 'Enterprise Operations' to focus on values and the impact of business on stakeholder groups. The module explicitly looks at human capital through an investigation of corporate and professional codes of conduct as well as the impact of globalisation on stakeholder theory and corporate social responsibility (CSR).

Three other tutors reported small changes to their modules at Level 6. Firstly, **Vicky Mellon** made changes to 'Sus*tainable Tourism Planning*'. The module now covers how to develop planning strategies for tourism in a responsible and sustainable manner, and develop an understanding of the environmental, social and economic impacts of tourism. **Michael Papaioannou** has modified 'International Resort Management' to include a lecture on CSR within resorts. He utilises a simulation exercise called HOTS where the students manage a resort property in real time and are faced with ethical dilemmas about aspects of the business. Lastly, **Saloomeh Tabari** has updated 'Critical Approaches in Hospitality Marketing' so that students consider marketing strategies from a sustainable and responsible perspective. There are specific sessions on corporate social responsibility and sustainable marketing practices. The assessment encourages consideration of the cultures of emerging nations and the sensitive use of marketing strategies in these countries.

Level 7

We also received reports of course changes at Level 7 in the SSM department. **Seonyoung Kim** has updated 'Tourism Planning and Development' promotes debate on responsible and sustainable tourism by examining the negative impacts of tourism. In 'Enterprise and Entrepreneurship in Tourism and Hospitality', **Philip Goulding** has increased the prominence of social enterprise within the syllabus and it now forms the basis of an assessment. **Peter Schofield** updated both 'Business and Management Strategy' and 'Tourism Destination Marketing' to include responsible strategic management, ethical decision making, responsible leadership and responsible marketing practices so that students consider social, economic and environmental impacts throughout their post-graduate studies. Lastly, **Michael Papaioannou** now includes a lecture on resort CSR and explores contemporary literature around CSR on 'Strategic Resort Hotel Management'. This highlights the importance of contacting business in an ethical and sustainable manner and how supporting the local community can benefit the business. The assignment requires students to identify the CSR elements of a resort chosen by the students who make suggestions for improvements.

In FABS, we had reports of changes to 'Quality in Supply Chain Management' by **Jonathan Gorst**. One session (out of 8) is focused on sustainable supply chain management and corporate social responsibility. This module is taught on the MA in Procurement and Logistics Management course in Botswana. In Facilities Management, **Paul Wyton** reported that both 'top-up' and MBA modules have sustainability embedded throughout. All students become members of the supply chain school and complete an online learning activity addressing ethical behaviour in the built environment and business in general. SBS staff arrange discussions of ethical behaviour in procurement and invite guest

speakers (such as the Director of Property for Worldcom) to address all students. Paul is also an active member of the sustainability supply chain school, an initiative focussed on sustainability in the built environment. The school operates a research group call Horizon of which he is part, and SBS hosted a meet in summer 2017 for half a dozen universities and over 15 leading suppliers in the industry. One member of the group is the Director of Corporate Responsibility for Keir and he delivered a presentation to our MBA students in October 2017.

Research Activity not Reported Elsewhere

Seonyoung Kim is part of a European Commission funded project, Accent Gastronomy, which is developing training materials and workshops for local tourism businesses on sensory impairment awareness and accessible tourism. **Theres Winter** researches on tourism, poverty and inequality in emerging economies, focussing on Brazil. A set of findings and suggestions to improve the economic impact of tourism on local economies - based on a case study in a coastal destination in Brazil's Northeast - was shared with academics, industry experts and local stakeholders.

Adele Doran researches women's constraints on adventure tourism, how they negotiate these constraints and the benefits women can gain from adventure tourism, especially a sense of empowerment. The research is shared with industry partners to explore ways they can encourage women's participation in male dominated adventure sports, both in a recreational and tourism context, by addressing the barriers and highlighting the benefits. The Adventure Tourism Group organised and hosted an international adventure conference in September 2015. Themes of the conference included responsible travel, ethical practices of the adventure tourism industry and the benefits of adventure tourism (mental and physical well being, societal benefits of outdoor participation, positive impacts on adventure tourism destinations).

Vicky Mellon researches on sustainable tourism in protected areas with a focus on understanding how sustainability has affected governance and in turn, how this impacts local communities and partnership working. **Emmanuel Adu-Ampong** tracks sustainability in tourism policies and plans in Sub Saharan Africa (SSA) and seeks to assess how key tourism countries in SSA (Ghana, Kenya, Tanzania, Rwanda, South Africa) understand, plan for and implement sustainability principles in tourism development.

Peter Schofield researches responsible gambling, compulsive purchasing behaviour and destination marketing. He has contributed to PRME by co-authoring articles published in the *Journal of Consumer Behaviour*, *Routledge International Handbook of Walking* and the *International Journal of Contemporary Hospitality Management*.

Other staff who are research active include **Lucian Tipi** who is researching organisational policy and awareness around cybersecurity. He has published case studies of electronic crime with Kogan Page and spoken to the British Computer Society in September 2017. **Jonathan Gorst's** research interests and publications are focused on how the service triangle in care work is affected by the use of surveillance technology and the imposition of cost saving technology on Home Care aids. The findings of this research will inform reflective practice by senior manager and IT practitioners, without which the implementation of IT systems can potentially lead to a "lose, lose, lose" scenario with clients' services diluted,

frontline employees alienated and the employer left with an expensive and underused IT system.

Other Activities

Participation in an Erasmus Teaching Exchange in Finland

As part of International Project Week at Metropolia University of Applied Sciences, Business School, Finland (14-19 May 2017), staff from across Europe were invited to deliver teaching to 2nd year business students at the university. The theme was *Business Ethics and Sustainability* and the focus of the final project was how to help Red Cross shops in Finland increase their profile and foot fall. Four staff from SBS joined this programme and contributed 32 teaching hours, 8 hours each, and supported students to develop and deliver their final projects which were judged by the Red Cross.

Green Gown Award Finalist 2016

SBS's PRME team worked with SHU's Facilities Directorate to develop a submission to the EAUC 2016 Green Gown Awards. They were shortlisted as finalists in the Learning and Skills category for an entry titled 'A sustainable education for future business leaders'. Staff reported on their work through a 10-minute video to highlight their contribution.

Presentation at the SHU Teaching and Learning Conference

Building on the joint work with the Facilities Directorate around the Green Gown Awards, Christine Gilligan (SBS) and Katie Stead (Facilities Directorate) delivered a presentation at the SHU Staff Teaching and Learning Conference, June 2017 to examine 'Education for Sustainable Development'. This highlighted the work SBS is doing.

PART 5 - Activities by Professional Services Staff

In Part 5, we highlight activities by our Professional Services Staff to contribute to the PRME agenda through support for local and national charities.

FUSE

Our Professional Services Staff have formed the group FUSE so they can come together and organise staff engagement events and networking opportunities. A lot of their activities support the PRME agenda and we provide a few examples below.

MacMillan Coffee Morning

At this meeting, staff leveraged the popularity of The Great British Bake Off to start an annual event that raises money for Macmillan Cancer Support. Professional staff made delicious (or at least edible!) cakes to sell to staff and students. In their first year they raised over £140 for Macmillan Cancer Support which is now the benchmark to beat in 2018.

Breakfast at Cathedral Archer Project

SBS chooses a local charity of the year. This project supports the homeless of Sheffield in any way they can, offering lunches and breakfasts, advice services and skill-building sessions. FUSE reached out to build support as volunteers.

Staff members donate a morning of their time to experience a new working environment, meet new people, give back to the community and have a free breakfast. Volunteering begins at 8.15am on Church Street behind the cathedral and runs until 10.30am. Staff help set up for breakfast, speak with those who use the charity's services, serve them food and help with small jobs that need doing. The morning gives an opportunity to get to know the other volunteers and staff, and help deliver the charity's services.

Henry Clendon gave this account:

"I have been down to the project three times, with each morning bringing a new challenge. The project is a warm and welcoming place, and the clients are grateful to be able to access and use their services.

"When you arrive you'll help set up for the morning, this is a great chance to get to know the other volunteers. The project brings a range of people from all different walks of life together. I have met an IT technician who works for HSBC, a mother who came after her school run and someone who used to be a client of the project a few years ago. The morning goes very fast. You and the other volunteers will be ducking and diving around each other, manoeuvring through the kitchen area preparing toast towers, preparing porridge and plating up breakfasts."

Recruitment Drive for Anthony Nolan

Rachel Bower (from the Languages subject group) organised a recruitment drive for Anthony Nolan. She recruited volunteers for a charity that matches individuals willing to donate their blood stem cells or bone marrow to people who desperately need lifesaving transplants.

Volunteers help set up the waiting area, welcome potential donors, answer basic questions and are on standby to help fill out application forms.

PART 6 - Conclusions

Introduction

SBS staff have been committed to supporting PRME on every level. As you can see from this progress report, we have addressed all of the PRME goals and continue to make substantive efforts to build sustainable development education into course curricula and research. We have not finished our work. Our aspirations for new courses as well as continuing commitments to existing courses are complemented by the growth of research and knowledge transfer activities linked to the FairShares Model. We expect substantive impacts in the next reporting period. Amongst these will be dozens, perhaps hundreds, of new FairShares companies and cooperatives developing and promoting sustainable products. Two projects stand out: firstly, early adopters of the FairShares Model who aspire to transfer wealth and power to people disenfranchised by global corporations, austerity and the privatisation of natural assets; secondly, technology and know-how from European FairShares Labs that will support social economy incubators and university initiatives in many languages. With this in mind, we are setting the following goals for the next SIP reporting period:

Goal 1 – Seek recognition for our contribution to PRME across all departments

Through the integration of PRME with our Venture Matrix, student societies and applied research projects, we will secure local and national recognition for our contribution to sustainable development. By maintaining our EPAS accreditation and achieving AACSB accreditation, we will establish the university's international reputation as a business school contributing to PRME.

Goal 2 – Establish leadership in social, cooperative and voluntary sector research

Researchers in SBS will create the Centre for Social, Cooperative and Voluntary Action to engage in research, teaching and knowledge transfer activities that support our signature interest in third sector research and sustainable development. We will focus on organisation and management research that contributes to knowledge of the social economy and voluntary action.

Within this centre, we will embed the FairShares Institute for Co-operative Social Entrepreneurship (FSI) to support our work with Social Enterprise International Ltd, FairShares Association Ltd, European FairShares Labs and early adopters of the FairShares Model. In particular, we will prioritise support for FairShares Labs and early adopters of the FairShares Model to facilitate their efforts to create many hundreds of FairShares enterprises over the next 10 years and track how these redistribute financial assets and power to people who have been marginalised by the processes of globalisation.

Goal 3 – Establish leadership in third sector and social economy education

We will build on existing work to create a course on cooperative leadership and social entrepreneurship by introducing new post-graduate offers on third sector policy and practice (MBA Third Sector Studies) and an under-graduate offer on charitable enterprise, employee-owned business, co-operative and social business development (BA Social Economy).

These new courses will establish SHU as a local and global leader in the field of social economy education, with a strong focus on educating students on the contribution of social, cooperative and voluntary action to the achievement of the United Nations' sustainable development goals.

Goal 4 – Develop relationship with local, national and international organisations to promote sustainable development

We will work with PRME networks and selected partners on:

a) The promotion of sustainable business;
b) The promotion of business ethics;
c) The promotion of businesses that are responsible to their stakeholders;
d) The promotion of inclusive (democratic) governance processes.

Our partners for local issues will be Social Enterprise Yorkshire and Humber, Employee Ownership Association (North) and Business in the Community. Our partners for national issues will be PRME UK & Ireland, Co-operatives UK, Social Enterprise UK and the Institute of Business Ethics. Our partners for international issues will be the United Nations, Co-operative College and EMES International Research Network.

Through these partnerships, we will contribute to building awareness of sustainable development goals in policy and practice.