

SHARING INFORMATION
ON PROGRESS

Report 2018

PRME

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

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RENEWAL OF COMMITMENT TO PRME

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

PROFESSOR STUART CORBRIDGE
Vice-Chancellor of Durham University

DEAN'S INTRODUCTION

I became Dean of Durham University Business School in July 2016, having already noted the School's commitment to 'Ethics, Responsibility and Sustainability' (ERS) particularly through its membership of UN-PRME. I was determined that we should build on the good work already in hand in this regard across our curriculum, research and wider engagement. As we worked on a new Strategic Framework, it became clear that ERS should be represented as one of our 'transversal' imperatives – a theme that should inform, energise, challenge and shape the direction of travel in our core areas of Research and Impact, Education, and Student Experience. The resultant framework is shown below.



We believe that our vision, mission and Strategic Framework are entirely consistent with the Principles for Responsible Management Education. Membership of UN-PRME and the development of our work in relation to the six principles will, therefore, continue to be an essential component of who we are as a School.

PROFESSOR SUSAN HART
Dean



Along with the new Strategic Framework, we redefined our vision and mission:

INTERNATIONALLY ACCREDITED, DURHAM UNIVERSITY BUSINESS SCHOOL IS PROUDLY INTEGRAL TO ONE OF THE WORLD'S PRESTIGIOUS UNIVERSITIES. OUR VISION IS TO LEAD BUSINESS THOUGHT AND PRACTICE TO IMPROVE GLOBAL WEALTH AND WELL-BEING.

OUR MISSION IS TO DEVELOP AND ENTHUSE LEADERS AND ENTREPRENEURS WHO CREATE, SHARE AND USE KNOWLEDGE TO DELIVER EQUITABLE AND SUSTAINABLE FUTURES AROUND THE WORLD.



EXECUTIVE SUMMARY

This is our third Sharing Information on Progress (SIP) report and, consistent with our previous report, we report here on the academic years 2015/16 and 2016/17. We do, however, provide an update on significant events that have occurred since the end of academic year 2016/17.

One of the significant events which has occurred since the end of 2016/17 is the formalisation of the School's new Strategic Framework, as outlined in the Dean's introduction. This has resulted in the formation of an 'Ethics, Responsibility and Sustainability Steering Group' (ERSSG) to take forward the work in this area, and which replaces the PRME Steering Committee which previously had responsibility for driving forward the PRME agenda within the School. The remit of the ERSSG encompasses all PRME activities but is broader than the PRME Steering Committee, having oversight, for example, of research ethics in the School. The ERSSG is currently involved in developing an ERS Strategy alongside and in support of the School's Strategic Framework, and we will report further on this in our next SIP report.

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

- In relation to educational provision, we have continued to embed ERS issues into the curriculum and have developed a bespoke extra-curricular Open Course on Sustainability;
- In relation to research, we have expanded the number of Research Centres which have a focus on ERS activities from one in our previous report to three, and continue to have a good proportion of staff and doctoral students who research in this area;
- In relation to partnership and dialogue, we have expanded our engagement with both public and private sector organisations on sustainability and responsibility issues;
- In relation to our own organizational practice, we have continued to monitor our direct environmental impact;
- In relation to equality, we are intending to apply for the Athena Swan Charter on gender diversity;
- In relation to volunteering, we have developed this area and will continue to encourage volunteering and other means by which staff can engage in activities related to sustainability and responsibility.

Further details are provided in the commentary, from page 12 onwards, on practical actions we have taken in the last 24 months. The School was also involved in the establishment of the UK and Ireland Chapter of PRME, and continues to engage with PRME itself primarily via this mechanism.

DURHAM UNIVERSITY

Durham University Business School is part of Durham University, and is located in the north east of England. Durham is the third oldest university in England, having been established in 1832.

Durham University is distinctive - a residential collegiate university with long traditions and modern values. The University seeks the highest distinction in research and scholarship and is committed to excellence in all aspects of education and transmission of knowledge. Its research and scholarship affect every continent.

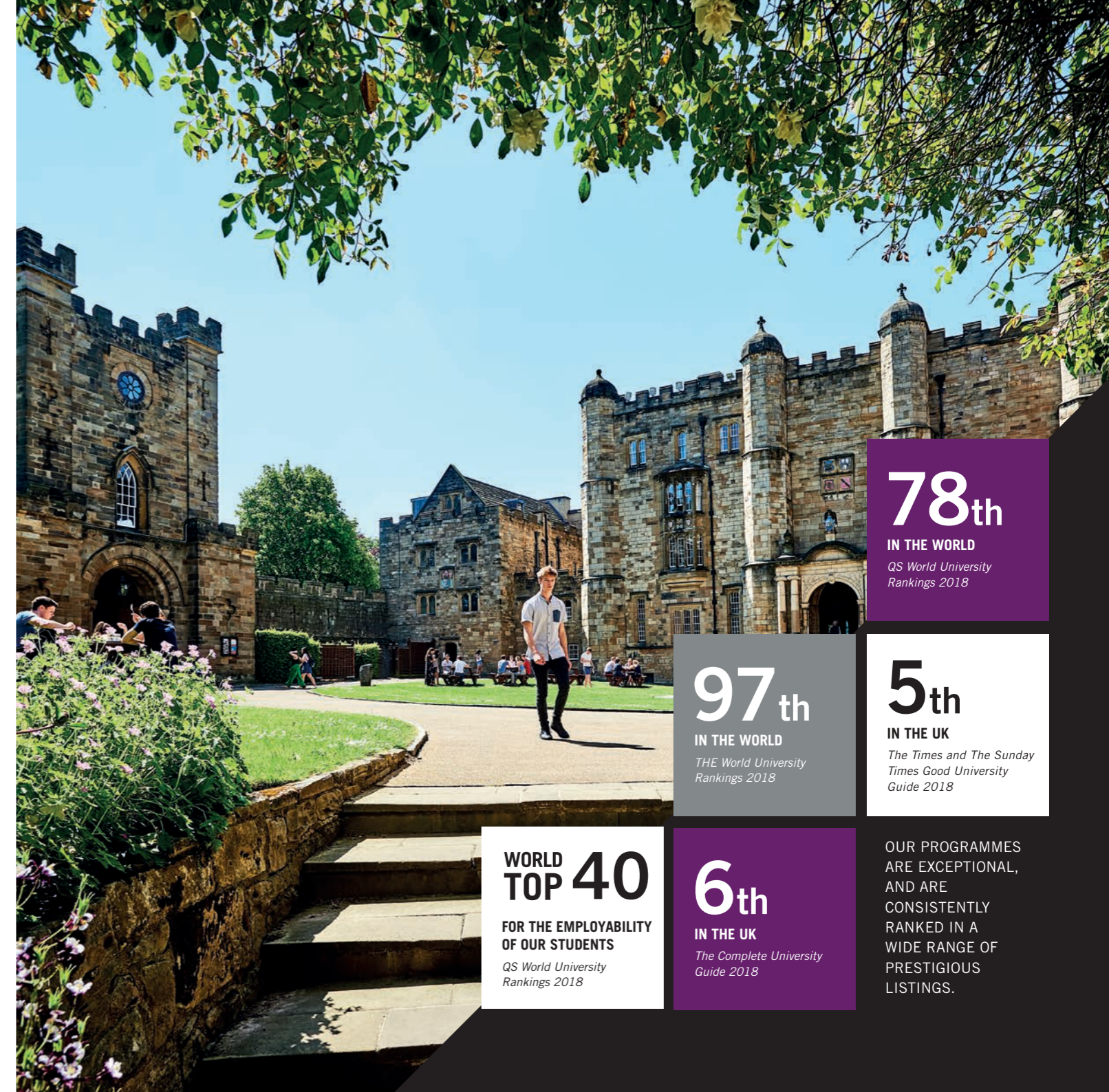
Durham University is proud to be an international scholarly community which reflects the ambitions of cultures from around the world. It promotes individual participation, providing a rounded education in which students, staff and alumni gain both the academic and the personal skills required to flourish.

Durham University has continued to cement its position as one of the world's leading universities. The 2018 [QS World University Rankings](#) put the University at 78th, and in the world top 40 for the employability of its students. In the 2018 [THE World University Rankings](#) the University was ranked 97th. In 2018 UK rankings, Durham was 6th in [The Complete University Guide](#) and 5th in [The Times and The Sunday Times Good University Guide](#).

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

The University is already doing well by providing environmental policies and procedures, promoting awareness with the award-winning Greenspace icons (see page 10 for further detail) and enabling behavioural change, actively reducing its CO2 emissions and working with the academic and student environmental champions. But there is so much more to be done: the University will introduce more environmental sustainability into the research agenda, the teaching curriculum and the Durham Award scheme; improve governance regarding environmental compliance; reduce waste, energy and water consumption proportionally against the growth in staff and student numbers; better monitor and improve on the biodiversity of the estate; reduce both local and national emissions and pollutants from travel; creating a smart, sustainable approach to the University strategy and Estates masterplan.

Further details are available at www.durham.ac.uk



78th
IN THE WORLD
*QS World University
Rankings 2018*

97th
IN THE WORLD
*THE World University
Rankings 2018*

5th
IN THE UK
*The Times and The Sunday
Times Good University
Guide 2018*

**WORLD
TOP 40**
FOR THE EMPLOYABILITY
OF OUR STUDENTS
*QS World University
Rankings 2018*

6th
IN THE UK
*The Complete University
Guide 2018*

OUR PROGRAMMES
ARE EXCEPTIONAL,
AND ARE
CONSISTENTLY
RANKED IN A
WIDE RANGE OF
PRESTIGIOUS
LISTINGS.

GREENSPACE

In order to bring all of the University's environmental initiatives and activities together, the name and concept of *Greenspace* has been devised. Greenspace is the name for Durham University's Environment Team. Greenspace plans and promotes all of the University's Environmental Policies, Plans and Procedures and coordinates environmental initiatives across the University.

Greenspace communications centre around a group of icons which represent sections of the Environment Strategy. There are nine icons in total, including the overall Greenspace icon. These are: Biodiversity, Energy, Fairtrade, Low Carbon Technologies, Travel, Procurement, Waste, and Water. Greenspace has a regular slot at every staff induction event and there is a comprehensive information pack which goes to Colleges for Fresher inductions.



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



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

Durham County Environment Awards 2017 - Climate Change 'Category Winner' for The Ogden Centre for Fundamental Physics.

Green Gown Awards 2017 - Winner of the Community Category for Van Mildert College Outreach.

Green Gown Awards 2017 - Finalist in the Community Category for the Green Move Out Scheme.

Northumbria in Bloom 2017 - Gold Award for the Botanic Garden for the Tourist and Visitor Attractions and Country Estates Category.

Durham County Environment Awards 2016 - 'Highly Commended' for the New University Data Centre in the Climate Change Category.

North East England Tourism Awards 2016 - Highly Commended for Sustainable Tourism.

Green Tourism Business Scheme - Gold Award: Collingwood (2016), Hatfield (2016), University (2016), Van Mildert (2016), Oriental Museum (2016), St Aidan's & Durham University Business School (2016). **Silver Award:** Grey (2016), St Chad's (2016), St Hild & St Bede (2016), St Mary's (2016), Botanic Garden (2016), Yum Catering (2016).



OVERVIEW OF DURHAM UNIVERSITY BUSINESS SCHOOL'S APPROACH TO PRME

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

As a mechanism for ensuring that our commitment to PRME remains central to the School, we established a Steering Committee, chaired by Geoff Moore, Professor of Business Ethics, and including student, faculty, staff and external members. During the period of report for this SIP (2015/16 and 2016/17) the Steering Committee reported to the School's Executive Team and to the Board of Studies which is the democratic decision-making body within the School involving all members of Faculty. It also liaised with the School's Education Committee over curriculum matters. PRME was therefore embedded in the School's committee structure, and is now even more so under the new arrangements within the School's Strategic Framework, with Ethics, Responsibility and Sustainability being a transversal imperative, as noted earlier.

We are at the beginning of a journey to integrate the UN's Sustainable Development Goals (SDGs) into our ERS agenda. For the purposes of this report, we simply link our activities that follow to the relevant SDG, with the intention that, over the next reporting period, we will have developed this considerably.



OVERVIEW OF PRACTICAL ACTIONS IN RELATION TO THE IMPLEMENTATION OF PRME DURING THE LAST 24 MONTHS

PRINCIPLE 1 PURPOSE:

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

PRINCIPLE 2 VALUES:

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

PRINCIPLE 3 METHOD:

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

In relation to the three Principles which are to do with educational provision, the Education Strategy which was developed in 2016/17 as a result of the School's new Strategic Framework has as its aim:

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

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

Prior to this, the PRME Steering Committee undertook in 2014/15 a comprehensive audit of all of our programmes. This resulted in two significant developments which have been pursued in the period under consideration in this report. First, it was noted that a number of programmes already integrated ERS concerns or offered specific modules related to this agenda:

- the two MSc degrees in Islamic Finance;
- the Full-time MBA programme which has included a core module on ‘Sustainability, Ethics and Change’ since 2013/14;
- the BA Marketing, BSc Accounting, BA Business & Management, and BA Accounting & Finance programmes which offer a specific final year elective module entitled ‘Corporate Responsibility’.
- The MSc Management degree which offers three optional modules taught by the Philosophy Department: Ethical Leadership; Society and Sustainability; Moral and Corporate Trust. The Supply Chain Logistics route on this programme also includes a core module on Green Supply Chain and Logistics Systems, with this module also being an option on other routes.
- Other modules also provide opportunities for the integration of ERS, for example the Analysis, Research and Business Skills 1 module – a first year core module on the BA Business & Management programme.

Aside from this, feedback from the survey indicated that the majority of programmes contained some relevance and integration of ESD material but recognised that more needed to be done. This has now been incorporated into the rolling curriculum review, as noted above.

The second major development was the introduction in 2016/17 of a bespoke Open Course in Sustainability, designed in-house, as an extra-curricular activity which is promoted to all students at induction. This seeks to ensure that all students are aware of the parameters of global ecological sustainability, and of what actions organisations can take to seek to avoid dangerous levels of climate change occurring. The course takes about 5 hours to complete and, subject to passing the assessment associated with each session, students are awarded a certificate of completion. In 2016/17 200 students successfully completed the course, and a further 268 had enrolled, with a roughly equal split between undergraduates and postgraduates. Further development and promotion of this course is a future objective.





FURTHER ENGAGEMENT WITH PRME PRINCIPLE 1

In addition to direct curricular and extra-curricular engagement with PRME facilitated through the School, students are also encouraged to involve themselves in Collegiate and University activities that relate most directly to Principle 1, i.e. developing the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

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



[Student Community Action](#) is a student-led, community-focused organisation established in 1989. SCA responds to the needs of the local community and offers unique volunteering opportunities to Durham students. All SCA projects are based in the North East and there are around fifty projects across both campuses which are open to all students. In addition, many students participate in sport at Durham University which is based upon the three core strands of Participation, Performance and Community. The [Community](#) strand brings sport into volunteering; engaging with all 47 local Durham schools and all of the City's major clubs. It is perhaps the role that these partnerships play beyond sport that is most important, with the aspirations of children increasing as a direct result of exposure to the University and regular contact with current university students. In addition to working with local schools and clubs, there is an extensive adult outreach programme.



DUCK ([Durham University Charities Komitee](#)) is the fundraising arm of Durham Students' Union, supporting and facilitating student fundraising for local, national and international charities. It is one of the largest charity fundraising groups within any UK university, and raises money for local, national and international charities (a total of over £200,000 in 2016/17) through a range of activities. DUCK has regularly achieved accolades at the Institute of Fundraising's National Awards, including winning the 'Best Student Fundraising Group' in 2014.



[Enactus Durham](#) is a student organisation that works in partnership with the Durham University Careers, Employability and Enterprise Centre. It is part of the 'Enactus' organisation which is based in 38 countries and is the largest campus-based, student-led organisation in the world. Its mission statement to transform lives through sustainable innovation is at the heart of all of its projects as its looks to not just improve and empower lives for the now, but for the future.



A further opportunity for student volunteering is [Nightline](#) which is an anonymous, confidential, non-judgmental, non-advisory and non-directive listening service that is run by students for students.



PRINCIPLE 4 RESEARCH:

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

Members of faculty are active in research in the area broadly related to ethics, sustainability and responsibility. In the period under consideration 325 research outputs were produced across the School, of which 64 (19.7%) were ERS-related. It is encouraging to note that this activity is widely spread across the School. A sample of research papers and other relevant outputs published in 2015/16 and 2016/17 is shown in the Appendix.

There were also 57 PhD / DBA students out of the total registration of 277 students at the end of 2016/17 (20.6%) researching in the area of ethics, sustainability and responsibility and, as with members of faculty, these were widely spread across the School's subject areas including a number studying Islamic Finance. This is an increase from the 17% that was reported in our 2016 SIP report

In our 2016 report, we gave details of an 'Ethics, Organisations and Society' research cluster which had been formed to focus research in the area of ERS. Since then, a review of research centres and research activity more generally has taken place as a result of which there are now three centres which work broadly in this area: [The Centre for Organisations and Society](#); [The Centre for Environmental and Energy Economics](#); and [The El Shaarani Centre for Ethical Finance, Governance and Accountability](#). In addition, the Institute for Local Governance has conducted a number of research projects related to the ERS agenda, further details of which are given below. Overall, the expansion of our commitment to ERS-related research is a notable development in the period under consideration.

An example of the kind of research undertaken within the School is shown below.

**A Quarter Century Effort Yet to Come of Age:
A Survey of Power Sector Reforms in
Developing Countries**

It is well over two decades since technological and economic changes triggered a trend for reform in the global power sector. Primarily aimed at introducing competition into what were previously largely or exclusively state-owned sectors, the reforms of the 1990s onwards led, in most cases, to restructuring and independent regulation of the sector, characterised by competing companies and regulated natural monopolies.

The expected outcomes of this shift were that efficiency, service and reliability of supply would all improve, and that there would be widespread availability of cheaper energy – of particular benefit to the poorer sections of society through improving access to electricity. The extent to which these outcomes have actually been achieved, however, need to be explored. Now a research project from the World Bank Group has set out to redress this, through a review of theoretical and empirical literature on the implementation of global energy reforms and their outcomes in the developing world.

Professor Tooraj Jamasb, Durham University Business School; Rabindra Nepal, The University of Queensland; and Govinda R. Timilsina, Development Research Group, World Bank Group.

Evidence on Global Energy Sector Reform

The variation between different regions and countries (for example, in the developed and developing world), and the number of factors involved, make an evaluation of the overall sector a challenging one to undertake. Energy sector reform is a multi-faceted topic and the existing literature adopts a range of differing approaches, including statistical analysis, cost-benefit assessments and case studies, all of which may be applied to single or multiple countries or regions.

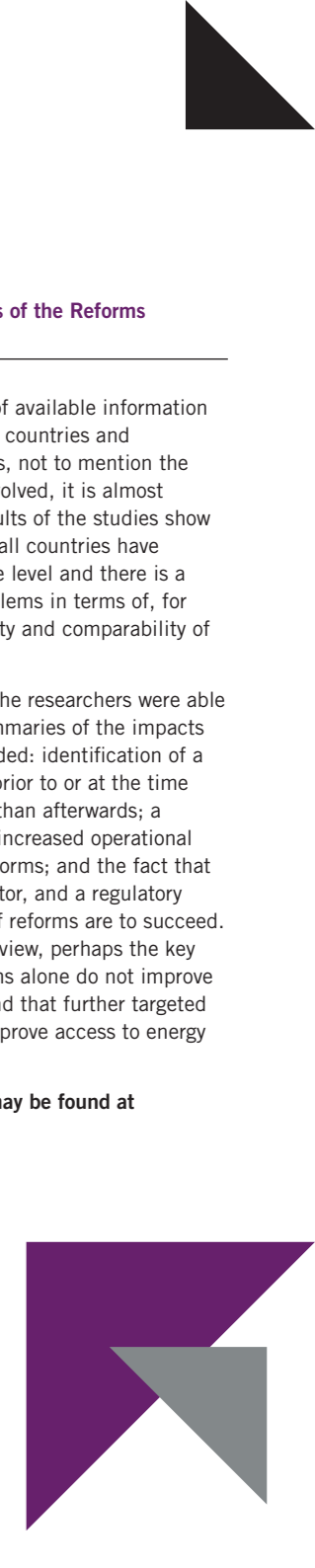
This project reviewed the existing body of evidence and relevant literature. Dividing the work into microeconomic and macroeconomic studies, it considered three key outcomes for each. For the microeconomic scale it looked at impacts on: electricity pricing; the quality of, and access to, services; and productivity and efficiency. For macroeconomic studies, it considered impacts on: economic welfare; economic growth; and poverty alleviation.

The Outcomes of the Reforms

Given the wide range of available information on reforms in different countries and collections of countries, not to mention the varying approaches involved, it is almost inevitable that the results of the studies show a varying pattern. Not all countries have progressed to the same level and there is a range of practical problems in terms of, for example, the availability and comparability of reliable data.

Despite these issues, the researchers were able to produce several summaries of the impacts of reform. These included: identification of a need to adjust prices prior to or at the time of privatisation rather than afterwards; a general trend towards increased operational efficiency following reforms; and the fact that an independent regulator, and a regulatory framework, is crucial if reforms are to succeed. From a social point of view, perhaps the key finding was that reforms alone do not improve access to electricity and that further targeted effort is required to improve access to energy and reduce poverty.

Access to the article may be found at dro.dur.ac.uk/19565



PRINCIPLE 5 PARTNERSHIP:

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

PRINCIPLE 6 DIALOGUE:

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

We report on these two principles jointly since the School integrates ethics, responsibility and sustainability into its contributions to the business community and wider society through a range of activities including events and communications for alumni and corporates, student projects and placements, and through practically-oriented research.

Examples of student projects include a Masters student bringing electricity to a remote Indian village for the first time ever. A feature article in [The Huffington Post](#) provides details, with articles also appearing in several Indian-based publications.

Meanwhile at undergraduate level, in 2015/16 a team of students on the final year of the MBus programme undertook a strategic review of a commercial arm of a local charity. The charity, [Firststop](#), supports people who are homeless, at risk of homelessness, and those chronically excluded from society. The charity's trading arm, [Bikestop](#), is concerned with salvaging and repairing old and used bicycles and selling them to the general public. In doing so, it provides training, volunteering opportunities and work experience for the clients of the charity. All profits generated from the social enterprise are reinvested in Firststop. The students' report included recommendations on human resources, products, pricing and marketing.

A specific example of the School's ERS contribution to the wider community is provided by an extensive research project with UK police forces, prompted by the continuing major challenges faced by police organisations due to the reduction in resources available to them. Moreover, the police profession is also coming under increasing pressure to ensure that all officers and staff act with integrity. While Her Majesty's Inspector of Constabulary (HMIC) acknowledged that most Chief Officers had provided visible leadership and communication on ethical behaviour, they also concluded that "Chief Officers had more to do in creating an ethical culture in their forces," (HMIC, 2014b: 87)¹.

Over the last three years the Business School has been addressing this issue through a major collaborative research project with Durham Constabulary and Thames Valley Police, which has now expanded to involve 35 police forces. The research is conducted in close collaboration with senior police personnel, such as Chief Constable Iain Spittal (National Lead for Professional Ethics in Policing). Through the study of the impact of factors such as ethical leadership and ethical culture on values, moral identity, moral disengagement and ethical behaviour the research is informing and influencing the current debate on ethics within policing and will make a number of specific contributions to the ethics literature; meanwhile a number of conference presentations and workshops have already been held with senior police leaders (for example: Graham, L., Routledge, G., Barton, M., Cheer, J., Redman, T., Plater, M., & Zheng, Y. (2015). Ethical Leadership, Motivation and Outcomes in Policing. Paper presented at the Excellence in Policing Conference, College of Policing, Ryton-on-Dunsmore, UK, 29 September 2015).

¹ HMIC (2014b). Policing in Austerity: Meeting the Challenge. London: Her Majesty's Inspector of Constabulary. Published 22 July 2014.

Other examples of the School's wider contribution in the area of ERS are provided by the work of the [Institute for Local Governance](#) (ILG), a research and knowledge exchange partnership of 17 members based in the Business School, involving North East local authorities, Police, Fire and Rescue Services and Universities funded on an annual basis by membership subscription. Projects delivered through the ILG include:

- an analysis of child poverty data for the North East, carried out for the North East Child Poverty Commission (which is based in ILG) by the Universities of Durham and York;
- a research project funded by the UK ESRC which focused on developing and implementing effective working relationships between health authorities, local government and the third sector in improving public health and social well-being;
- an ESRC studentship (jointly held with Newcastle University) in the field of Social Accounting and the Third Sector;
- an assessment of the impact of local small-to medium-sized enterprises on social and community well-being.

Business School staff also engage with ERS at an individual level. For example, Dr Dennis Philip's research provides an example of the School's contribution to the international community where he is involved with the Reserve Bank of India and the financial regulatory body National Institute of Securities Markets (NISM) for a research project in Financial Literacy and Financial Inclusion. To further strengthen the research, the School signed a Memorandum of Understanding with NISM in October 2016. The research will provide the first in-depth analysis of financial literacy to develop an understanding across India within varied socio-economic groupings and how financial education can be provided to improve the problems associated with financial exclusion (further details are provided at [Durham University Business School Marks Partnership with NISM to Improve Financial Literacy in India](#)).

The School has a long-standing link with the [Institute of Business Ethics](#) (IBE), a national business-facing organisation based in London. Professor Geoff Moore was the Lead Academic

for the IBE student essay competition in Business Ethics during 2015/16 and 2016/17. It is also worth noting that the School won the undergraduate prize in the competition in 2015 with an essay entitled 'Strategic CSR: Corporate challenges and practical means to address them'. Details may be found [here](#).

In February 2016 the School co-hosted, with the Institute of Chartered Accountants in Scotland (ICAS), a seminar on the work of the International Integrated Reporting Council with Paul Druckman, the CEO of the Council, as the keynote speaker. Professors Carol Adams and Richard Slack of the School also spoke as members of the panel. The event was promoted to members of the Institute of Chartered Accountants in England and Wales (ICAEW) and ICAS, and attracted over 50 people in total. Further information can be found at [ICAS event](#). Following this, the School has also produced a series of video interviews with Paul Druckman focusing on social and environmental accounting and environmental, social and governance issues. These have been promoted by ICAS and the International Integrated Reporting Council.

As an internationally renowned author in integrated reporting, social and environmental accounting and sustainability reporting, Professor Adams has also been involved in various global corporate reporting initiatives and is currently a member of the ACCA's Global Forum on Sustainability, the ICAS Sustainability Committee, the Climate Disclosure Standards Board's Technical Working Group and the Stakeholder Council of the Global Reporting Initiative. She was a member of the Capitals Technical Collaboration Group for the International Integrated Reporting Council. She has also served as a Director and Council Member of AccountAbility and was involved in the development of the first AA1000 Framework.

The School is also working with the North East Initiative on Business Ethics (NIBE) to establish a series of regional events, one per year hosted by each of the five regional universities, with the intention of raising awareness of the importance of responsible business.

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

SUSTAINABLE
DEVELOPMENT
GOALS

17 PARTNERSHIPS
FOR THE GOALS





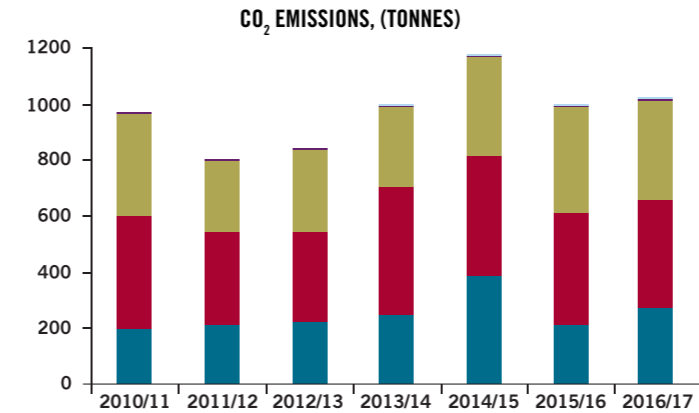
LEADING BY EXAMPLE

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

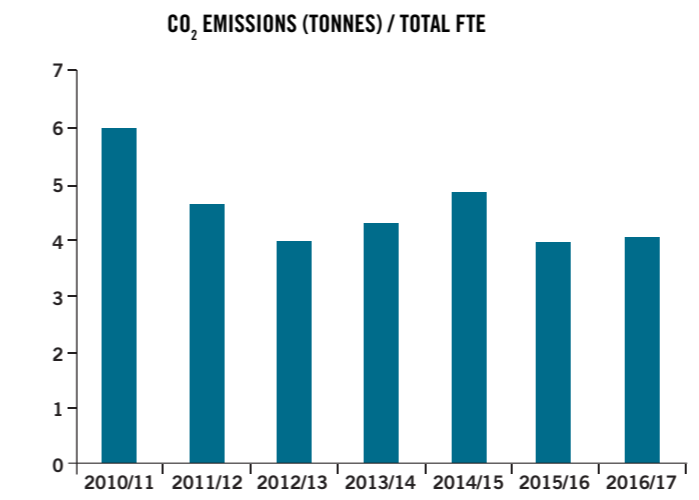
Within its current operations, the School has continued to focus on its estate. During the period of this report, the School had its main facilities at Mill Hill Lane in Durham, but also had a small presence at a former Roman Catholic seminary (Ushaw College) on the outskirts of Durham, and a significant presence at the University's Queen's Campus in Stockton-on-Tees, 23 miles south east of Durham.



CARBON EMISSIONS



- WASTE
- WATER
- GAS
- ELECTRICITY
- TRAVEL



As part of the PRME initiative, the School has also worked with the University's Estates and Buildings department to generate an analysis of its total carbon emissions across these three sites (with estimated emissions where buildings are shared) and from other sources. These are shown graphically [left]:

(It will be noted that only in the last four years have we been able to record the carbon emission associated with waste – although these are a minor part of the total.)

The broad picture is that emissions have remained reasonably steady over the seven year period for which data is available, but with a welcome drop from the peak of 2014/15 during the last two years. This is despite the rapid growth of the School over this period, increasing its total Full Time Equivalent (FTE) staff by 58% in that time. Emissions per total FTE are shown [left], and seem to be stabilising around 4 tonnes per person. We recognise, however, that this is well above a sustainable level, estimated to be total emissions (including domestic) of 1 tonne per person by 2050.

It should be noted, however, that some of the emissions are caused by heating and lighting lecture and seminar rooms and library space which are used principally by students, so the figures are useful mainly as a guide on the direction of travel with regard to carbon emissions rather than their absolute value. It should also be noted that utility emissions for gas and electricity are not directly within the control of the School – the University determines which utilities and utility providers to use, and whether to purchase renewable electricity (which it currently does not), for example. Nonetheless, staff travel, which represents about one third of our carbon emissions, is more within the School's control, and the intention is to subject this to more detailed analysis and potentially to introduce carbon budgets to constrain emissions in future.

One other initiative has been to eliminate all use of disposable mugs in the School. Tea and coffee is served either in re-usable branded mugs which all members of staff have been given and which students can purchase, or in cups or mugs which are washed and re-used.

HUMAN RESOURCES AND EQUALITY

Aside from environmental concerns, the other major area of activity of direct concern to PRME is with the management of human resources. The School operates within legislative and University requirements for the selection, appraisal and management of staff to ensure that equal opportunities are offered to all candidates for vacant positions and for internal promotions to seek to avoid bias, whether conscious or unconscious, in such decisions. In addition, the School is in the process of applying for the Athena Swan Charter to advance the careers of women – see below for details.



THE ATHENA SWAN CHARTER

The Athena SWAN Charter was originally established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employed in higher education and research. In 2015, the remit was expanded to recognise work undertaken in arts, humanities, social sciences, business and law. The revised charter no longer focuses solely on barriers to progression that affect women, but aims to act as a catalyst for organisational and cultural transformation that makes a real difference to staff by promoting equitable, fair and inclusive working practices.

More information on the 10 key principles of the charter is available at www.durham.ac.uk/equality.diversity/athenaswanawards

At institutional level, the University was awarded an Athena SWAN Bronze Award (the initial level) in November 2011, and a University-wide [Gender Equality Action Plan](#) was developed. The University is currently preparing to apply for a Silver Award.

Departments are being encouraged and supported to apply for their own Departmental level award and therefore the Business School is submitting an application for a Bronze Award in April 2018. Initially planning to submit earlier, we decided to take additional time to align our work with the new School Strategy and embed gender equality into the Ethics, Responsibility and Sustainability transversal strand, in order to ensure the development of a strategically driven and effective action plan.

The School's Self-Assessment Team (SAT), which includes representatives from various academic and professional services departments and roles, has been preparing the submission and putting together an Action Plan. The SAT is chaired by the School's Athena SWAN Champion: Dr Gretchen Larsen. Key activities in the self-assessment process have been focus groups and the DUBS Staff Culture Survey, administered in November – December 2017, and which was completed by almost 60% of all DUBS staff. Some very useful insights have been gained through these activities, which will be incorporated into the Action Plan. If we achieve the Bronze Award, we will hold it for 4 years and will then have to re-apply for the Bronze or upgrade it to a Silver Award.

STAFF VOLUNTEERING

There is a [University-wide volunteering scheme](#) with encouragement from within the Business School to engage with this, as well as to engage in volunteering activities organized by the School itself. In 2014/15 the figures showed that there had been eight events, with 52 members of staff involved and 198 hours of volunteering. In 2016/17 this had risen to 11 events, 63 staff and 271.5 hours. Examples of volunteering projects include supporting sorting supplies at a foodbank, supporting a hospice, and restoration work in a cemetery which includes European war graves.

ASSESSMENT OF PROGRESS

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

1. We will seek to implement changes both in the curriculum and in extra-curricular activities from 2016/17 to further embed ethics, sustainability and responsibility into our programmes.

We have achieved some embedding of ERS issues into the curriculum, and have developed a bespoke extra-curricular Open Course on Sustainability.

2. As well as continuing to engage in relevant research via both Faculty and doctoral students we are engaging in the organization of a high-level academic / policy-maker joint workshop to explore the intellectual arguments for a change in Company Law to incorporate a sense of the contribution a company can make to the common good, and the possibility of Durham University hosting a nationwide 'Ethics and Policy' initiative which would bring together academics and policy-makers on issues where matters of ethical concern are paramount.

We submitted our proposals for a change in Company Law to the House of Commons'

Business, Energy and Industrial Strategy Committee's Corporate Governance Inquiry and in response to the Department for Business, Energy and Industrial Strategy's Green Paper on Corporate Governance Reform, and promoted the case for reform through a public lecture in London in November 2016. Durham University was also involved in helping to establish an 'Ethics and Policy' but has decided not to host the initiative.

3. We will continue to engage in partnerships to extend our knowledge of challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

4. We will continue to engage in dialogue initiatives on critical issues related to global social responsibility and sustainability.

The evidence outlined earlier under partnerships and dialogue demonstrates that we have expanded our activity in these areas.

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

We have continued to monitor our carbon emissions, both our absolute and per FTE levels of emissions have fallen. We have not yet made any progress on managing emissions down further to sustainable levels.

6. We will make an application for the Bronze Award of the Athena Swan Charter on diversity.

As noted on page 22, we decided to defer the application and will now be making this in April 2018.

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

We have increased the number of events, staff involved in, and hours of volunteering.

FUTURE OBJECTIVES

Given the strategic review of Ethics, Responsibility and Sustainability (ERS), incorporating our engagement with the PRME Principles, which is currently being undertaken, it is somewhat premature to identify future objectives. However, those that are clear at present are as follows:

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

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

3. We will continue to engage in and seek to extend partnerships and dialogue related to meeting social and

environmental responsibilities and on critical issues related to global social responsibility and sustainability.

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

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

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

APPENDIX

Sample of research outputs from 2015/16 and 2016/17

Durham Faculty are shown in bold.

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