

SHARING INFORMATION ON PROGRESS REPORT 2016

PRME

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

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INTRODUCTION



RENEWAL OF COMMITMENT TO PRME

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

Professor Stuart Corbridge
Vice-Chancellor of Durham University

EXECUTIVE SUMMARY

We report here on the academic years 2013/14 and 2014/15. Although our first report included some details from 2013/14, that year was not completed when the report was compiled. Similarly, we have compiled this report some way into, but before the end of, 2015/16. However, for clarity and consistency's sake, we have decided to report on the two full academic years that have been completed since our last report, and we will continue that practice in future. We do, however, provide an update on any significant events that have occurred since the end of academic year 2014/15.

The main areas of activity of the PRME Steering Committee (established for the purpose of taking the PRME agenda forward) since the last report have revolved around developing the School's educational provision and its research base. In addition, we have continued to engage in partnership and dialogue and have continued to develop our own organisational practice, particularly in relation to carbon emissions, equality and volunteering:

- In relation to educational provision, a comprehensive survey of all educational provision has been undertaken and the results of this are now being fed into curriculum and extra-curriculum development
- In relation to research, the key development has been the establishment of a research cluster entitled 'Ethics, Organisations and Society' to provide a focus for research in this area
- In relation to partnership, we have continued to interact with managers of business corporations and other organisations on sustainability and responsibility issues
- In relation to dialogue, we have facilitated and supported dialogue and debate among key stakeholder groups on sustainability and responsibility issues
- In relation to our own organisational practice, we have continued to develop our understanding of our direct environmental impact and will seek to reduce carbon emissions and waste towards sustainable levels
- In relation to equality, we are intending to apply for the Athena Swan Charter on 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 that follows 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. The 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, with significant rises in two major league tables. The recent QS World University Rankings 2015-16 saw Durham rise 31 places to 61st in the world. The University was ranked even higher in some individual categories – for example it is 54th in the world for research citations. In the THE World University Rankings 2015-16, Durham has also risen 13 places to 70th in the world. Durham's rankings in teaching and research have also risen, with the University placed among the world's leading institutions, recognising its excellence and strengths in these categories.

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



GREENSPACE

Durham University is committed to reducing its environmental impact, and improving the local environment, both for the people who live and work in the University and for the wider community. This commitment is reflected in plans, policies and procedures which seek to make the most effective and efficient use of all resources, encouraging all members of the University community to develop a sustainable approach to their work and lifestyle.

In order to bring all environmental initiatives and activities together 'Greenspace' was launched in 2010 as the face and hub for environmental sustainability at Durham University. The idea behind the brand is to make all environmental messages strong, focussed and instantly recognisable. It is used to embed environmental sustainability and promote positive environmental behaviour at all levels within the University – individual, group and institutional.

Greenspace communications centre on a group of icons which represent sections of the Environment Policy. There are now 10 icons in total:

- General Greenspace
- Biodiversity
- Energy
- Fairtrade
- Low and Zero Carbon Technologies (Renewables)
- Procurement
- Travel
- Waste
- Water
- Reduce Carbon Emissions

Look out for these icons:



The University recently won four awards for Environmental Sustainability:

- Silver at the North East England Tourism Awards in the 'Sustainable Tourism' category
- Commendation for Greenspace - 'Branding the message: Every small step leads to big change'; and an Award for its Green Move Out Scheme, both at the County Durham Altogether Greener Environment Awards
- Winners of the National Award in the 'Continuous Improvement' category at the National Green Gown Awards, for 'Greenspace - Branding the Message'. The judges said they were "particularly impressed by the brand and narrative the University has developed and the increasing penetration of the Greenspace agenda into faculties and departments"
- To embed these sustainability initiatives the University operates an Environment Champion network of staff in Colleges and Departments and also has Student Environment Representatives in Colleges. There is an annual Environment Schedule which is designed to address a wide range of environmental topics in order to support sustainability at the University. All of the University community is encouraged to get involved with these campaigns and others as they are promoted throughout the year.



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. This is, therefore, our second SIP report. In part, as a result of signing up to PRME, we reviewed our Mission Statement in 2013 and the full statement of our Vision, Mission, Aims and Values is included as Appendix 1. We believe that our Mission Statement is entirely consistent with the Principles for Responsible Management Education.

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, including student, faculty, staff and external members. The Steering Committee reports to the School's Senior Management Team and to the Board of Studies which is the democratic decision-making body within the School involving all members of Faculty. It also liaises with the School's Education Committee over curriculum matters. PRME is therefore embedded in the School's committee structure.



PRINCIPLES

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 PRME Steering Committee undertook an initial audit of the integration of these Principles within the School's programmes in 2012. The conclusion from this audit was that many programmes already offered some consideration of these areas within core or elective modules or through extra-curricular activities. To further support this, all induction programmes were required to incorporate a presentation about the School's involvement with PRME, linking this to the University's Greenspace initiative. The PRME initiative was also placed as a standing item on Student Staff Consultative Committees and Programme Committees for 2013/14 as a means of raising awareness and receiving feedback on how well these issues were covered.

It was recognised from the feedback received from students and staff that more could be done, and needed to be done, if we were to realise our Mission and to fulfil our commitment to PRME. Consequently, in 2014/15, we undertook a more comprehensive audit of all of our programmes. To do this, we conducted a survey based on the UK's Quality Assurance Agency and Higher Education Academy's 2014 report Guidance on Education for Sustainable Development (ESD) under the four themes identified there: Global Citizenship; Environmental Stewardship; Social Justice, Ethics and Well-being; Sustainability Leadership. All programme leaders were asked to provide feedback for all core and optional modules, on the extent to which these themes were relevant to and integrated within the modules on their programme. They were also asked to identify their preferred options for future development in this area.

Some programmes could point to excellence in this area. Examples include:

- the MSc programmes in Islamic Finance
- the launch of a new core module on the MBA programmes entitled 'Sustainability, Ethics and Change' in 2013/14
- the launch of a new route in Business Ethics on the MSc Management in conjunction with the University's Philosophy Department in 2014/15
- a module on 'Green Supply Chain & Logistics Systems' on the new MSc Management (Supply Chain Logistics) route, also launched in 2014/15
- the continued offering of a specific final year module entitled 'Corporate Responsibility' as an elective on the BA Marketing, BSc Accounting, BA Business & Management, and BA Accounting & Finance degrees.

The majority of programmes noted some relevance and some integration of ESD material but recognised that more needed to be done. The favoured options were a) to embed material into existing core modules and b) to offer students an open module as an extra-curricular activity. These are now being followed up in 2015/16 with the intention of implementing changes both in the curriculum and in extra-curricular activities from 2016/17. We will report further on this in our next SIP report.

FURTHER ENGAGEMENT WITH PRME PRINCIPLE 1

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

The involvement of students in community outreach and public service is managed through the collegiate environment at Durham, in particular Student Community Action, Team Durham, Nightline and the award-winning DUCK initiative (Durham University Charity Committee). The School plays a supporting role in 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 are also able to support students in extra-curricular activities through their roles as pastoral tutors in colleges.

Student Community Action (SCA) is a student-led, community-focused organisation. It responds to the needs of the local community, and offers unique volunteer opportunities to Durham students. With 1,000 student volunteers there are many potential activities including work with children, adults or animals. SCA runs residential trips with children referred through social services, carries out dog walking for local residents, organises computer classes for the elderly, works with local schools, prisons and care homes and much more. It also runs projects supporting other students within our own community which promote mental wellbeing and keeping safe. There are around 50 different projects which are open to all students.

Team Durham, which is a University sporting initiative, also offers volunteering opportunities, for example in schools delivering sports classes, and working with adults in rehabilitation, with learning disabilities or with mobility issues. In addition, Team Durham offers students the opportunity to volunteer internationally during the summer as part of the Sport in Action Zambia project. In partnership with a selection of UK Universities the partnership selects and trains specialist sports and media students who travel to Lusaka, the capital of Zambia. They spend their time working with local volunteers, organising and delivering school PE lessons, community sports programmes and health awareness workshops within some of the most deprived areas of the city.

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.

DUCK is the fundraising arm of Durham Students' Union. It is one of the largest charity fundraising groups within any UK university, and raises money for local, national and international charities through a range of activities. In 2014/15 DUCK raised over £150,000, and in 2014 DUCK won the Student Fundraising Group of the Year award.



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. 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 2013/14 and 2014/15 is shown in Appendix 2.

There are also 42 PhD / DBA students out of the current registration of 243 students (17%) researching in the area of ethics, sustainability and responsibility and, as with members of faculty, these are widely spread across the School's subject areas including a number studying Islamic Finance.

Given the number of faculty and doctoral students involved in research in the broad area of ethics, sustainability and responsibility, the PRME Steering Group was keen to encourage formalisation of this activity into a Research Cluster. Consequently, in 2014/15, a new group was formed under the title, 'Ethics, Organisations and Society' – see www.durham.ac.uk/business/research/management/ethics. The research cluster was formed to carry out leading research that crosses the boundaries between business and society. Its members are drawn from the School's departments of Accounting, Economics & Finance, and Management & Marketing as well as from the University's Department of Philosophy. An example of such research is shown in the box on the right.



JOINT INFLUENCES OF INDIVIDUAL AND WORK UNIT ABUSIVE SUPERVISION ON ETHICAL INTENTIONS AND BEHAVIORS: A MODERATED MEDIATION MODEL

by Sean T. Hannah, John M. Schaubroeck, Ann C. Peng, Robert G. Lord, Linda K. Trevino, Steve W. Kozlowski, Bruce J. Avolio, Nikolaos Dimitakis, and Joseph Doty, *Journal of Applied Psychology* (2013), 98 (4): 579-592.

What is it that makes an organization – or the individuals within it – behave unethically? There may be many factors but one of the key influences is the effect of leadership. The underlying perception is that 'good' leadership (in this case defined by low levels of abusive leadership, or bullying) might lead to good business practice and vice versa, with a particular suggestion that poor leadership of this kind might weaken the moral courage of the victims and those around them.

This may seem obvious but so far it hasn't been quantitatively assessed to any great degree. Lord et al. set out to rectify this omission, at least in part, through modelling the influence of this kind of abusive leadership within an organization and testing the extent to which it influences, either directly or indirectly, the behaviour of those affected.

TESTING THE HYPOTHESIS

The study formed part of a larger research project undertaken by the US military and tested a number of hypotheses relating to the link between abusive leadership, moral courage and ethical behaviour. These hypotheses were based

around the overall contention that abusive supervision is negatively linked to the level of moral courage exhibited by followers.

The research was survey-based and interviewed a total of 1,582 serving service personnel in the US Army, establishing both the level and type of abusive leadership to which they felt they had been subjected and measuring unethical behaviour. Statistical significance testing established a positive correlation between abusive supervision and a range of unethical behaviours but a negative relationship with 'good' acts such as exhibition of moral courage or espousal of the organization's key values.

LEARNING LESSONS

The results indicated that both social context and personal experience had an impact upon moral outcomes among those who were direct targets of abuse and among others. As with all such studies, however, there are caveats. Even a statistically significant correlation between leadership and behaviour isn't, in this case, proof that the relationship is causal, although it does highlight how important good leadership is within an organizational context.

The results are not unexpected, because leaders are, almost by definition, role models and so negative behavioural aspects observed in positions of seniority might also be expected in those junior to them – just as good leadership is shown to increase ethical behaviour. As the authors observe, "reducing unethical behavior is a concern in any organization," and, while total eradication is impractical, the findings highlight the need to take action for the mutual benefit of an organization and the individuals within it.

As well as running a research seminar programme, to which PhD students are also invited, supporting faculty in the development of research papers and grant applications, members of the 'Ethics, Organisations and Society' research cluster are also encouraged to attract major international conferences that are relevant to the cluster's research to the School. In addition, particular initiatives at present include:

- the organisation 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

- 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 will report further on these in our next SIP report.

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.

The School integrates ethics, sustainability and responsibility into its contributions to the business community and wider society through its regular activities including events for alumni, corporates and student projects.

For example, an MBA student undertook a strategic business project with Green & Black's Organic exploring the impact of ethical practices on consumer behaviour and purchase intentions towards Fair Trade products within the food and drink market. The research provided strategic recommendations to the company regarding the impact of Fair Trade on consumer behaviour for brand messaging and marketing communication efforts.

Continuing the University's and Business School's involvement in Sri Lanka following the tsunami in 2004, groups of MBA students have undertaken projects linked to our International Enterprise MBA elective. One group explored how the hotel chain Aitken Spence could use their sustainability initiatives as a differentiation tool and how they could market these both to existing and potential guests, stressing the importance of obtaining customer support if sustainability is to be realised.

The Business School has been involved with a new initiative entitled Blueprint for Better Business (www.blueprintforbusiness.org) engaging in the preliminary work leading up to the launch, and hosting a seminar on the contribution a company can make to the common good in 2014.



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.

This is illustrated through a Corporate Forum Event held in London in 2014 as explained in the feature box below.

DURHAM ACADEMICS AT FOREFRONT OF DEBATE ABOUT FUTURE OF ENERGY

Academics from Durham University and Durham University Business School led a round of lively discussions about the future of large scale energy projects, their financial impacts and sustainability at an event in London.

Part of the Business School's series of Corporate Forums, titled 'The future of energy: Building trust with government, business and society', the event attracted more than 100 guests to Great George Street in Westminster.

Dr Victoria Wells, Lecturer at Durham University Business School, and Sonja Graham, a partner at Global Action Plan (GAP), explored the ways in which social marketing had been used to influence and change behaviours to build a more sustainable world. They said: "Addressing the gap between academic researchers and practitioners is critical for solving important environment issues."

Professor Tooraj Jamasb, Chair in Energy Economics at the Business School, took delegates through a wide range of issues from planning, community action, politics and some of the innovative ways that planners had overcome local concerns to deliver energy projects. Professor Jamasb explained ways in which communities could benefit from large scale projects, "ensuring that the distribution of community benefits is even and that decision making arrangements are updated to achieve goals."

The final speaker, Lyn Garner of Haringey Council, spoke about her role as place and sustainability director in the Borough and the challenges she faced (and was steadily overcoming with the help of Durham researchers) in delivering a sustainable agenda to reduce carbon emissions by up to 40 per cent by 2020.

Commenting on the event, Professor Rob Dixon, Dean of the Business School, said: "If we are to build a greener and more sustainable world, clearly a wide range of issues need to be addressed. We have seen tonight some of the excellent work that is being done to deliver real change among communities in the UK."



In addition, the School has a long-standing link with the Institute of Business Ethics (IBE), a national business-facing organisation based in London (www.ibe.org.uk) where Professor Geoff Moore is the lead academic for the IBE student essay competition in

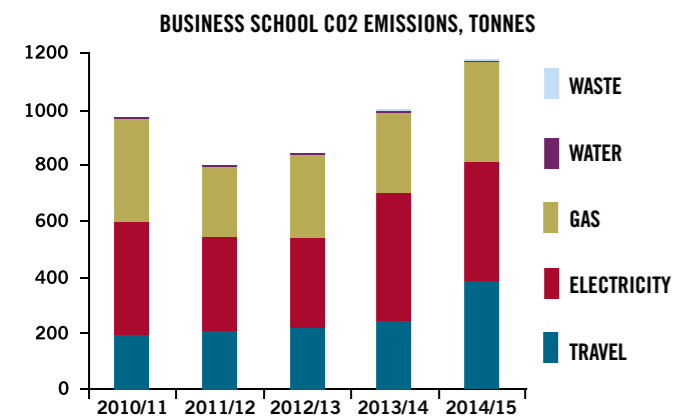
Business Ethics, launched in 2014. The School has also, since 2005, been a member of the Academy of Business in Society (ABIS), and has engaged with various activities / colloquia.

WE UNDERSTAND THAT OUR OWN ORGANISATIONAL PRACTICES SHOULD SERVE AS AN EXAMPLE OF THE VALUES AND ATTITUDES WE CONVEY TO OUR STUDENTS.

CARBON EMISSIONS

Within its current operations, a focus of the School recently has been on its estate. The School has its main facilities at Mill Hill Lane in Durham, but also has 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. During 2012/13 the Mill Hill Lane site was entirely refurbished and extended with environmental sustainability concerns as a design parameter. The School re-occupied the building in August 2013.

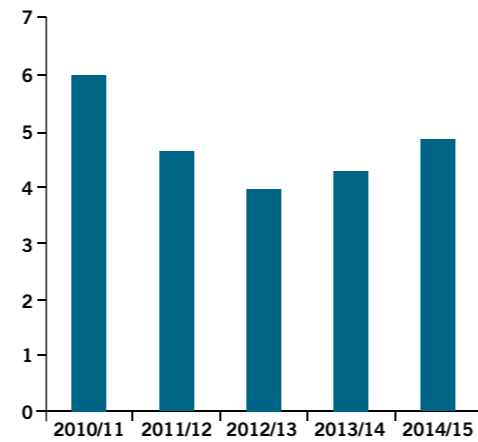
As part of the PRME initiative, the School has also worked with the University's Estates and Buildings department to generate an analysis of its total carbon emissions across these three sites (with estimated emissions where buildings are shared) and from other sources. These are shown graphically below:



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

Clearly, emissions have risen although it is only in the last two years that we have been in a stable physical situation, so figures prior to that are not necessarily comparable. In addition, the School has grown rapidly over the past five years increasing its total Full Time Equivalent (FTE) staff by 50% in that time. Emissions per FTE are shown in the diagram on the right.

CO2 EMISSIONS (TONNES) / TOTAL FTE



These figures demonstrate a significant fall initially, but then a rise in each of the last two years. 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, for example. Nonetheless, staff travel, which represents about one third of our carbon emissions, is more within the School's control, and will be the subject of more detailed analysis and potentially carbon budgets to constrain emissions in future.



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 – as detailed in the feature box below.

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 also recognises gender equality more broadly, and no longer focuses solely on barriers to progression that affect women. More information on the 10 key principles of the charter is available here: www.durham.ac.uk/equality/diversity/athenaswan

was received from the academic staff survey circulated over the summer and issues arising from this will be incorporated into the Action Plan. The next stage is to hold focus groups, commencing with professional services staff, to obtain their views about working here. In due course, we will hold further focus groups with academic staff in order to explore the issues which arose from the survey. If we achieve the Bronze Award, we will hold it for 4 years and then will have to re-apply for the Bronze or upgrade it to a Silver Award.

At institutional level, the University has achieved a Bronze Award from Athena Swan (the initial level), and a University-wide Gender Equality Action Plan was developed, which is available on the University Diversity & Equality website: www.durham.ac.uk/equality/diversity/athenaswan. The University is now preparing to apply for a Silver Award.

As at 1st September 2015, the School had 149 Academic staff consisting of:

41 Female (28%) 108 Male (72%)

Departments are being encouraged and supported to apply for their own Charter Mark and the Business School is planning to submit an application for a Bronze Award in April 2016.

In terms of students, the gender split across all programmes is as follows:

STUDENT NUMBERS FOR ACADEMIC YEAR 2015/16 :

| | Total | Female | % | Male | % |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| Total UG Students: | 1920 | 897 | 46.7 | 1023 | 53.3 |
| Total PG Taught Students: | 1297 | 705 | 54.4 | 592 | 45.6 |
| Total PG Research Students: | 166 | 60 | 36.1 | 106 | 63.9 |
| TOTAL NOs: | 3383 | 1662 | 49.1 | 1721 | 50.9 |

As the Charter now includes professional services staff, representatives of such staff have recently joined the School's Self-Assessment Team, which is preparing the submission and putting together an Action Plan. The Chair of the SAT is Dr Gretchen Larsen. Posters have been distributed around the School to let all staff know what Athena Swan is about, and which staff are members of the Self-Assessment Team. Some very useful feedback



STAFF VOLUNTEERING

There is a University-wide volunteering scheme (www.durham.ac.uk/volunteer) with encouragement from within the Business School to engage with this, as well as to engage in volunteering activities organised by the School itself. In 2013/14 there were four such events organised by the School involving 34 members of staff and 177 hours of volunteering; in 2014/15 these figures had risen to eight events, 52 members of staff and 198 hours of volunteering. Examples of volunteering projects include supporting a foodbank, a hospice and a cemetery.

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. To review and continue to develop our educational provision, drawing on student feedback, to further embed sustainability and responsibility in the curriculum and other extra-curricular activities.

We have taken a major initiative in further embedding sustainability and responsibility in the curriculum which we expect to be implemented within the next two years.

2. To review and continue to develop our research, potentially establishing a Research Cluster / Centre, and encouraging doctoral level study in the areas of sustainability and responsibility broadly defined.

We have established the 'Ethics, Organisations and Society' research cluster, published high quality research and continued to encourage doctoral level study. We are reasonably satisfied with the numbers of doctoral students studying sustainability and responsibility broadly defined.

3. To continue to interact with managers of business corporations and other organisations on sustainability and responsibility issues.

We have continued to interact at an appropriate level.

4. To continue to facilitate and support dialogue and debate among key stakeholder groups on sustainability and responsibility issues.

We have continued to engage in this area to an appropriate level.

5. To continue to develop our understanding of our direct environmental impact and reduce carbon emissions and waste towards sustainable levels.

We now have a better understanding of our direct environmental impact and are now in a position to begin to reduce this, though we have not managed this so far either on a total or per capita basis.

6. To encourage volunteering and other means by which staff can engage in activities related to sustainability and responsibility.

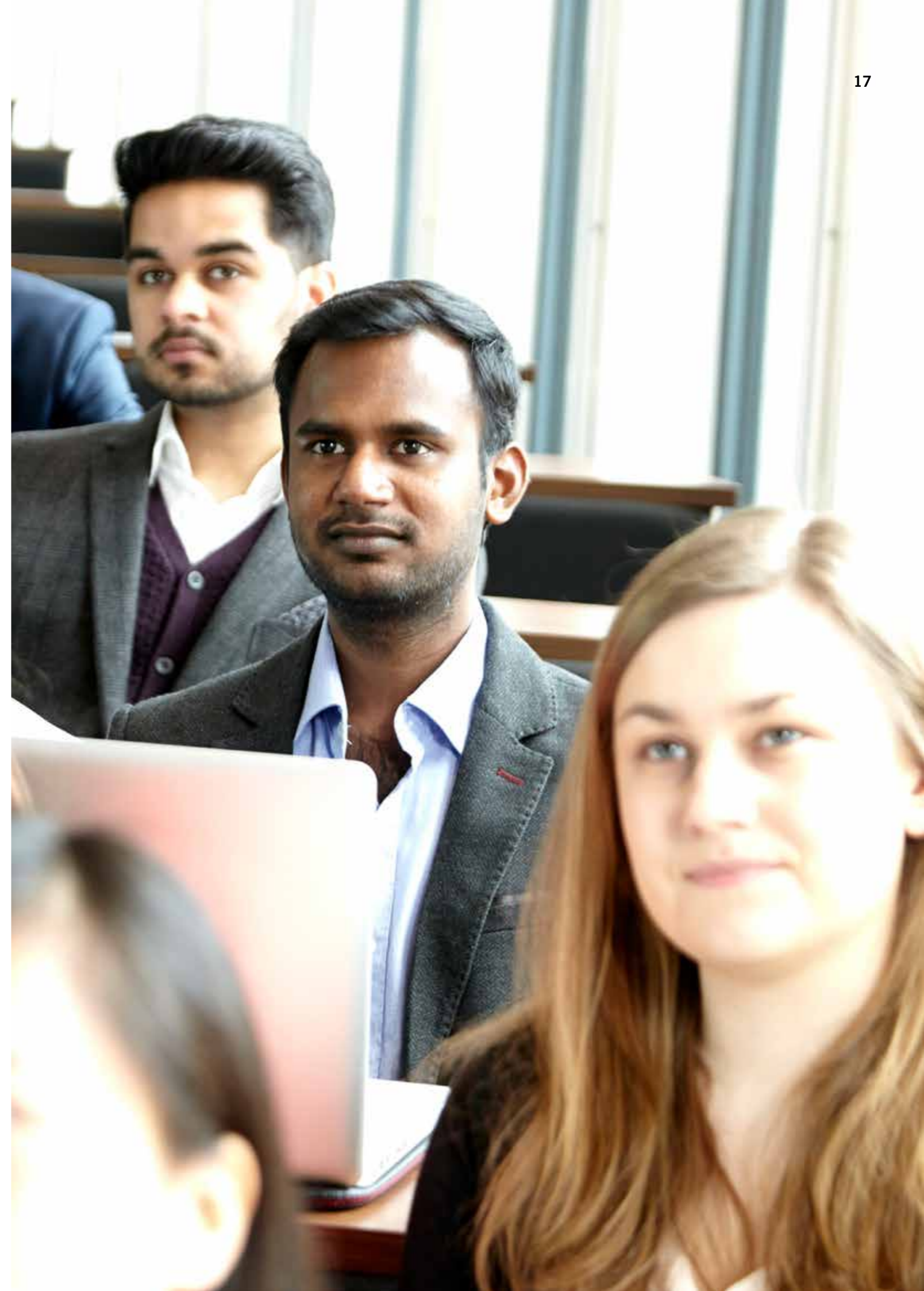
Staff continue to engage with volunteering activities and the level of activity has increased.

FUTURE OBJECTIVES

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.
2. As well as continuing to engage in relevant research via both Faculty and doctoral students we are engaging in the organisation 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.
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.
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.
6. We will make an application for the Bronze Award of the Athena Swan Charter on diversity.
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.

For more information on this report contact:

Professor Geoff Moore
E: geoff.moore@durham.ac.uk



APPENDIX 1

Durham University Business School

VISION

Our vision is of a more equitable and sustainable world in which businesses and other organisations contribute to the flourishing of individuals and communities.

MISSION

Our mission is to:

- conduct internationally excellent research with positive impact on individuals, organisations and policy;
- deliver rigorous and relevant education which inspires our students and alumni to become architects of an equitable and sustainable world;
- partner with businesses and other organisations to create knowledge both parties can employ to become successful and sustainable.

AIMS

In pursuit of its mission the School has the following aims:

- To conduct and disseminate research of international repute and relevance, engaging with international partners where appropriate;
- To recruit a diverse range of high quality students, to deliver excellent research-led programmes in an international learning environment recognising diverse contributions, and to encourage an entrepreneurial mindset in our students and alumni;
- To partner with businesses and other organisations at regional, national and international levels to create sustainable value;
- To recruit and nurture high quality staff who are committed to our vision, to realising our mission and to upholding our values;
- To build on the heritage and calibre of the University, embracing interdisciplinarity.

VALUES

In fulfilling its aims, the School holds the following values:

Human scale and global reach

We are a supportive community of faculty, staff and students, and through our collective efforts we seek to make a positive difference to people world-wide.

Freedom of thought and debate

We cherish new ideas and push the frontiers of knowledge in an exciting intellectual environment.

Tradition and modernity

We catalyse historic resources of learning and scholarship, and our creativity and transformative research seeks to shape current and future international agendas.

Collegiality and diversity

We collaborate to achieve our vision, respecting each other and celebrating the diversity individuals bring.

Ethics and responsibility

We promote the highest standards of individual behaviour and personal accountability, and value social responsibility as a Business School and in our external partnerships.



APPENDIX 2

Sample of research outputs from 2013/14 & 2014/15

Durham Faculty are shown in bold.

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FOR FURTHER INFORMATION

Durham University Business School
Mill Hill Lane, Durham DH1 3LB, UK

T + 44 (0) 191 334 5549
E geoff.moore@durham.ac.uk

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