

PRIME Sharing Information on Progress (SIP) Report, 2013 - 2015

**Our Commitment**

For the 4th year, Hertfordshire Business School is pleased to reaffirm commitment to the principles of responsible management education and is delighted to produce this statement of progress towards the PRME principles.

Hertfordshire Business School, in its role as the business faculty of the University of Hertfordshire provides high quality educational, research and workplace facilities and is committed to embedding environmental management and improvement into its business model and organisational ethos.

The University of Hertfordshire is pleased to continue to exercise a leadership role in developing the environmental stewardship of staff, students and visitors to integrate sustainable principles into all its activities. It is also recognised as a leading university in terms of environmental management and performance and has achieved a First Class Award in the annual People and Planet Green League since 2007. It is committed to embedding environmental improvement into its business model and ethos and has achieved the internationally recognised ISO 14001 Environmental Management System (EMS) Standard, and the EcoCampus EMS Platinum award, for the majority of its’ estate and associated activities.

The EMS is implemented to manage our environmental risks and aims for continuous improvements in environmental performance; all the programmes detailed in this report are underpinned by the EMS. An internal audit programme, which reviews the University’s compliance the EMS and associated legislative requirements, is undertaken annually and objectives and targets are reviewed to ensure environmental programmes are targeted and specific. The University is also audited annually by NQA Auditors to ensure compliance with both ISO 14001 and EcoCampus Platinum and following the most recent audit in February 2014, the University was recertified for both awards, reaffirming our commitment to high standards.

Key points worthy of note and in addition to maintaining ISO 14001 recertification and the EcoCampus Platinum award are:

* The University has been announced as one of the first recipients of the bronze level **Race Equality Charter**, an initiative that recognises excellence in advancing racial equality in higher education. The charter was launched by the Equality Challenge Unit at the start of the academic year 2014/15. By becoming a member, institutions are committing to following the guiding principles of recognising that racial inequality is a significant issue within higher education and showing a commitment to tackling these inequalities by making sure individuals from all ethnic backgrounds can benefit from equal opportunities
* The advancement of gender equality took a great step forward in June 2015 when the University School of Computer Science achieved **Athena SWAN Charter**. The Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering maths and medicine (STEMM) employment in higher education and research. The University was also commended for best practice in how it showcases robot KASPAR to children and parents, encouraging the next generation of students.

Ongoing commitments and projects:

* There continues to be a comprehensive annual environmental internal audit;
* As part of the Travel Plan a package of measures/interventions have been implemented and continue to be developed.

Some examples are described below:

* + An electric car club was launched in January 2014, the first of its type at a UK Higher Education Institute. As of the end of March 2014, 70 University members had signed up to the club, which consists of three e-cars. The club is supported by five electric car charging posts, which were installed in partnership with Source East across the University’s main campuses and Park & Ride Facility. A marketing campaign has been developed in partnership with Source East and e-car, which followed the official press launch. A full media campaign included local newspaper and radio coverage, plus national reviews in sector specific publications.
	+ In support of the e-car launch, the Environment and Sustainability Team launched a promotional campaign to promote scooters to staff and students. University employees are able to purchase a scooter through ‘Scoots’ via a University salary sacrifice scheme. As of end of March 2014, one employee had purchased a scooter using this scheme.
	+ At the end of 2013, the University changed its’ cycle scheme supplier from ‘Cyclescheme’ to Halfords ‘Cycle2work.’ The revision provides staff with greater flexibility in terms of the length of the ‘hire; two ‘hire’ periods are now available (12 and 18 months), which allow employees on a short contract to take advantage, whereas previously they were excluded as only an 18 month ‘hire’ period was available. The new scheme also substantially reduces the time for the employee to receive their voucher to redeem their cycle, from up to six weeks, to between one and seven days.
	+ The University is currently working with First Capital Connect to launch a ‘Cinderella’ bus and train ticket. This ticket will allow University students to purchase a return train ticket to London that is valid up to 12:00pm the following day of purchase. This will reduce the number of students being fined for returning on the first return train journey the follow day. In addition, an on campus and local community cycle scheme is being developed in partnership with Uliving. An initial ‘soft’ launch of the scheme took place in May 2014, to include up to 30 bicycles in order to trial booking procedures. This number was increased to 150 units in September 2014. Future work on the scheme will include the possibility of developing hourly hire as well as developing staff bike pools. Funding of £150k (from the Local Sustainable Transport Fund) was secured to undertake a ‘field trial’ on developing Smart Integrated Ticketing for the UNO bus fleet. A trial using a mobile platform took place in the latter half of 2014, with a fully worked up business plan written as a result of the work.
* Reductions in carbon emissions of 11% and 13% respectively have been achieved against the Carbon Management Plan and UH Group baseline years;
* Scope 3 carbon emissions were measured for a second year for 2012/13;
* Recycling performance increased to 82% in 2012/13;
* Implementation and further development of initiatives related to the Travel Plan;
* Increased focus on sustainable procurement;
* Green Impact, the University’s overarching environmental engagement initiative has gone from strength to strength with more teams getting involved;
* A number of projects to improve efficiency in data centres have taken place with one project alone resulting in savings of more than £15,785 in power and carbon costs;
* Review and refinement of the baseline EMS data Monitoring of performance continues to take place
* A training programme has been developed with different options for different audiences - Various training sessions and engagement activities occur for both staff and students.
* Implementation of air and water baseline review actions have been completed and improvements in the management of these aspects have been seen
* Since the launch of the original Plan in 2007 the University has completed numerous energy efficiency projects, including plant insulation, adoption of low energy lighting, improvements in heating controls, BMS reviews and adjustments, installation of a CHP plant and PV panels and improvements to lighting controls. These projects have achieved significant savings and the University has now reduced emissions by 12% compared to 2009/10..
* Work continues to implement the ‘Green’ ICT Plan. Extensive rationalisation, consolidation and virtualisation have continued to take place with significant financial and carbon savings.

**Next steps**

The University is committed to continuing improving its environmental credentials and as such will strive to:

- Revise the scope of the EMS to include some of the satellite sites;

- Undertake the second year of internal EMS audits ensuring areas not sampled so far are assessed;

- Complete energy modelling for the district heating system and implement carbon reduction projects;

- Focus on monitoring and measuring waste reduction;

- Further develop the e-car scheme, formally launch the cycle hire brand and implement the smart e-ticket scheme for the UNO bus network;

- Implement the action plan to progress to at least level three in all areas of the Flexible Framework;

- Develop and implement the current awareness initiatives and develop one for energy consumption;

 Continue to replace the entire ICT network infrastructure and implement the CARBS project to investigate financial and environmental service costs;

- Undertake a second Biodiversity Index assessment for the main campuses; and - Consider developing environmental targets for refurbishment projects.

The University of Hertfordshire has also developed a **Sustainable Living Partnership** with Lafarge Tarmac Aggregates that is focused on ‘sustainable living’. Lafarge Tarmac continues to fund the Centre for Sustainable Communities at the University of Hertfordshire, with funded work aimed at generating and publicising practical and useful results through applied research and dissemination. A post-doctoral Fellow is contributing to academic scholarship and applied research outcomes to influence national debate.

In review, we are proud of the many achievements and initiatives launched which continue to demonstrate both our belief and commitment to the importance of an approach which keeps social responsibility and purpose at the forefront of our decision making.

Professor Damian Ward

**Dean**

**Hertfordshire Business School**

**Major Achievements**

The UNPRME principles continue to be embedded into all aspects of learning in management areas across strategic management modules. As with previous years, significant focus has been placed across a number of undergraduate modules directly on ethics and corporate social responsibility in both large and small organisations. This has also prompted the opportunity to develop detailed student discussions in tutorials. Students are typically introduced to the key literatures and current debates in modules. Drawing on competing perspectives they learn how to evaluate the good and bad practices of contemporary business from a critical and informed position. Through class exercises focused on a range of ethical dilemmas for modern employees and managers and which draw, for example, on the utilitarian, deontological and Kantian positions, we explore the notion of being a ‘good corporate citizen’.

* Our Collaborative Enquiry undergraduate module whose students are predominantly mature and already working in organisations have found it particularly fulfilling to work in groups on CSR focused assignments. Students are also reminded about the importance of sustainability in the marketers’ role, particularly in the development of new products and packaging. An innovative module on the challenges of managing in the Third Sector charges students to find a 50 hour placement in a Third Sector organisation. This both expands the student learning environment and benefits the local community.
* On HR modules students debate the importance of responsible HR practices and of students representing themselves with integrity. Students have been tasked with researching real organisations as a continuous role play exercise which includes issues of ethics and corporate social responsibility. Modules on enhancing employability also challenge students to refer to current business issues from a corporate responsibility and sustainability perspective to develop STAR frameworks and therefore examples in practice.
* Students at all levels are provided with opportunities to engage with business leaders and leading academics on a range of topics including business ethics. By recording these talks we have also been able to offer these as a resource more widely across the Business School. Our Faculty staff have been working closely with the teams in Careers and Placements to link businesses and students and have developed a comprehensive programme of masterclasses, work experience opportunities in addition to the recorded talks and this is expected to expand further in 2015/16.
* We continue to have close links with IBM and its Smarter Planet initiative for sustainable development. Sustainable case studies have been developed and used in lecture and tutorial material. These include Toyota Prius, M&S Schwopping and Books for Free. We have also involved alumni guests in the delivery of some modules in order to provide additional examples of industry practice.
* Students have responded well to the philosophical discussion we’ve incorporated into two accounting and finance modules on ethics and business culture which examines self-interest versus public interest.
* Our module on sustainable marketing explores the drivers towards sustainability, such as legislation, competitive advantage and CSR, and in particular the role of marketing in educating and convincing the customer to consume less and recycle more. This module is delivered through the use of blended learning methods.
* At postgraduate level our MBA students have the opportunity within a leadership and change module to engage with a community project as part of their assessment. We have found that this deepens the student learning and provides another opportunity to engage with sustainability and CSR.
* Postgraduate students are also introduced to the global dimensions of CSR with student led class discussions and use of case studies. The Contemporary Issues in Marketing postgraduate module is entirely devoted to corporate responsibility and requires students to link principles with their own company and to produce a report or conference paper as the assessment of the module.
* Alongside the academic staff we have a strong team of visiting lecturers within the Business School who bring current organisational examples from the public, private and third sectors (and board level roles) into their teaching and curriculum development activities. Students are also able to benefit from the diverse interests and experience of our Visiting Lecturers’ which inform their academic practice.
* A new and additional initiative was the involvement of the University in **Enactus**, a worldwide competition based project focused on engaging student volunteers in entrepreneurial activity aimed at making a difference to the lives of others. The project expectations are that student groups will support projects at both local and international level. The newly formed team, supported by a member of Faculty achieved major success by becoming the first “Rookie” team to have ever made the Regional and then National Finals of the competition in just 4 months from set up. The students have launched their first project, working to support homeless community members in the Hertfordshire region. The team are currently working on two UK based projects (glass recycling and working with a homeless rehabilitation centre) and one internationally based project (helping female victims of domestic violence develop their own micro businesses) which they hope to see developing in the next academic year.

In addition to ensuring students develop their understanding of and commitment to issues of CSR and the importance of sustainability in the current global and local business environment, the inclusion of such material, debate and experiential opportunities also provides further personal development opportunities. The University of Hertfordshire, prides itself in its many activities as a business facing University and the importance of enhancing Graduate employability.

As such, we have a clear set of key ‘attributes’ against which students skills are measured and developed. All programmes of learning are also mapped to include development of these skills and by way of further commitment to enhancing and improving embedding of these attributes, a recent academic study has been completed by a member of Faculty in conjunction with the Director of the Social Enterprise Unit. This study addressed the challenges of embedding in the business studies curriculum and provided some valuable conclusions and guidelines for success.

**Research** within the Business School which contributes to PRME principles includes:

* The evaluation of attempts made by Malaysian organisations to improve sustainability in the palm oil industry, comparing multinational enterprises with micro enterprises. This has also culminated in a paper which has been accepted into the Journal of Rural Studies, entitled “Small farmers and sustainability: Institutional barriers to investment and innovation in the Malaysian palm oil industry in Sabah”
* Unsuitable products for a vulnerable consumer
* The relationship between environmental degradation and poverty in the developing world
* Reconnection in Food Policy: The impact of the turn to the market in food and farming policy on domestic production of vegetables in England. This research explores the marketing/policy interface and examines how a food and farming policy underpinned by notions of sustainable development encourages domestic vegetable growers to become more market oriented, competitive and collaborative
* “Understanding CSR from a practitioner perspective” – this includes a paper at the recent BAM conference
* “Seeing through the eyes of Hatfield” – a research project in collaboration with Griffith Business School, Australia and supported by local Heritage funding. A social impact study.

**Partnership and dialogue** roles with which the Hertfordshire Business School are involved include:

* Continued representation on the **Programme Advisory Committee (PAC)** member of the Malaysian Palm Oil Board. This Committee brings together Board level business leaders, academics, smallholder representatives and policy makers, meeting in Kuala Lumpur once a year to review issues and research findings.
* Representation on the **Connect St Albans** Committee – a group which brings together representatives from Local Government, CVS, business support agencies and other projects operating in the charities and Social Enterprise sector.
* Working with Hertfordshire based **Dragons Apprentice programme** which encourages development of entrepreneurial skills and activity in school children in order to generate funds for social enterprises and charity based organisations within the community and with which each school is partnered.
* Membership and dialogue with the Chartered Institute of Public Relations
* Executive reading group focused on management readings and whose members consist of executives from Third Sector organisations
* **SELF** (Social Enterprise Leadership Foundation) Programme – this programme is delivered via the University’s business facing CPD Unit and provides leadership and management development to third sector senior managers and aims to ‘fast track’ their development. Participants achieve a CMI level 5 Management and Leadership qualification and there is support funding also attached via the Hertfordshire Training and Development Consortium.

**Knowledge Transfer** projects the Hertfordshire Business School are involved with include:

* In response to a call by Innovate UK for pilots on business models for the circular economy, the University launched the HBS *Sustainable Innovation* pilot for the circular economy - re-engineering Business for Sustainability (**REBUS project**) - this is one of the research project in Hertfordshire Business School which carries a supporting budget from DEFRA. REBUS is an action research project – now gone through 3 reflexive loops. The project involved establishing a pilot provision of baby care products and services as a service – Product Service System (PSS). Users have the option to hire everyday baby and toddler products such as car seats and baby strollers which might otherwise be too expensive to purchase. As a mark of success, the first phase has resulted in over 200 hires to date and over 260 products.
* MBA projects in the Collective Enterprise module involve over 50% work based learning activities around sustainability projects.
* Innovation Vouchers and Knowledge for Business projects are being delivered over high value select collaborations with micro to small businesses in the area. Examples include marketing strategies and marketing communications.

**Key Objectives for 2015 - 2017**

In 2014 we carried out an audit of activity to inform our SIP report, and drawing on the ‘Integrating Sustainability into Business Schools’ (ISBIS) project by the Higher Education Funding Council England (HEFCE)i, we identified four priorities to focus our development on in the next twenty four months:

* Increase communication about the UNPRME initiative within HBS
* Develop a clear strategy for organisational learning about, and reflection on, sustainability and socially responsible business practices within HBS
* Review current teaching practice on sustainability and share best practice from within HBS and across the sector
* Increase sustainability related research and collaboration

**Increase communication about the UNPRME initiative within HBS**

We implemented a communication plan to support the development of the UNPRME initiative within HBS. The plan successfully supports the UNPRME organisational learning strategy and develop engagement between teaching staff, Visiting Lecturers, undergraduate and postgraduate students, the local community and wider business and community interests.

**Develop a clear strategy for organisational learning about, and reflection on, sustainability and social responsible business within HBS**

We have developed a strategy to drive our organisational learning and facilitate reflection – this is an on-going and iterative process. This will continue to engage academic staff to further embed good practice across Hertfordshire Business School.

**Review teaching practice and share best practice**

Hertfordshire Business School will continue to build a strong focus on ethics and CSR through learning, teaching and assessment. Overall we expect to continue to build in more case studies including sustainability and CSR in order to give students an opportunity to engage with these topics in more depth. UN Global Compact values have and will continue to be explicitly introduced in lectures and students will evaluate the strategic challenges involved in living up to these within MNEs.

**Increase sustainability related research and collaboration**

We will be building on and extending our collaboration and partnership activities with IBM and other corporations with the help of our alumni. Through collaboration we wish to develop this engagement across a number of undergraduate modules.

The Business School has found it particularly enriching in the past to work with social enterprises collaboratively on projects and we plan to develop this activity further, particularly for modules such as Collaborative Enquiry.

**Develop Enactus project opportunities in the UK and overseas**

We have now formed links with Enactus Europe – helping to develop opportunities to support the establishment of sustainable social enterprises in both Europe (collaborative projects) and the UK. We have also very recently established contact with Enactus Canada and will be working to develop opportunities for collaborative working with University partners over the next year. The Hertfordshire team have 4 projects launching in October and November 2015. 3 are UK based and will positively impact the local community and 1 is based overseas in Pakistan – a project aimed at developing enterprise skills and helping to establish small business opportunities with young women who have been victims of domestic violence. All projects will be driven by students from the University of Hertfordshire and supported by a dedicated Faculty Adviser. This initiative yet again demonstrates another example of ways in which UN PRME are embedded at the university.

i Godemann, J, Herzig, C, Moon, J & Powell, A (2011) Integrating Sustainability into Business Schools – Analysis of 100 UNPRME Sharing Information on Progress (SIP) reports. 58-2011 *ICCSR Research Paper Series*, Nottingham

**Desired Support**

Overall we would ask PRME to continue to advocate for increased focus on environmental and corporate social responsibility to publishers of core texts and case study libraries. We would also ask for the focus on dissemination of good practice in learning, teaching and assessment to continue.

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