

**PRIME Sharing Information on Progress (SIP) Report, 2015 - 2017**

**Our Commitment**

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, community engagement and Sustainable Development Goals into its business model and organisational ethos.

One of the academic schools at the University of Hertfordshire, we are proud to support University wide **Environment and Sustainability** initiatives.

The University of Hertfordshire is recognised as a leader in terms of environmental management and performance, and is committed to embedding continuous environmental improvement into its business model and ethos. As such ‘positively improving our impact on the environment’ is one of the objectives set out under ‘Sustainability’ theme in the University’s [Strategic Plan 2015-2020](http://www.herts.ac.uk/about-us/corporate-governance-and-structure/corporate-publications).

Our Environment and Sustainability Team actively work to make the University of Hertfordshire a more sustainable place to live, study and work.

**Environmental policy**

The University's Environment and Sustainability Policy demonstrates our commitment to reducing the University's environmental impact.

* [Environment and Sustainability Policy (PDF - 0.12 Mb)](http://www.herts.ac.uk/__data/assets/pdf_file/0005/81266/Environment-and-Sustainability-Policy-2015.pdf)
* [Environment Annual Report - August 2015 to July 2016 (PDF - 0.73 Mb)](http://www.herts.ac.uk/__data/assets/pdf_file/0007/129373/2015-16-Environment-and-Sustainability-Annual-Report.pdf)

The University achieved and has maintained the international ISO 14001 standard for its Environmental Management System (EMS) since the end of 2012. Part of the EMS is to have an Environmental Policy in which top management have stated a set of principles outlining how the University intends to support and enhance its environmental performance, which is reported on annually within the Environment and Sustainability Annual Report

The latest University’s sixth Environment and Sustainability Annual Report covers the University’s financial year August 2015 to July 2016.

**Highlights from this Annual Report**

* The University was awarded with continued certification for ISO 14001 and EcoCampus Platinum in October 2016 after a 3.5 day recertification external audit
* A comprehensive annual environmental external audit has been implemented
* Reductions in carbon emissions of 31% have been achieved against the UH Groups 2009/10 baseline year
* Recycling performance increased from 82% in 2013/14 to 86% in 2014/15 achieving the 85% target; This decreased to 63% in 2015/2016
* 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 continued momentum with engagement from staff from a range of departments from across the University
* Progress continues to be made on reducing power consumption and CO2 emissions through the consolidation, rationalisation and virtualisation of ICT equipment and services

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

* The University is one of the 9 holders of the **Race Equality Charter** award, an initiative that recognises excellence in advancing racial equality in higher education.
* The University, alongside 6 of its academic Schools (Physics, Astronomy and Mathematics; Computer Sciences; Health and Social Work; Life and Medical Sciences; Engineering and Technology; and Education), hold **Athena SWAN** Bronze awards. Hertfordshire Business School, along with Schools of Humanities; Law, Criminology and Political Sciences; and Creative Arts is currently developing applications to submit in upcoming rounds.

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 sustainability at the forefront of our decision making.

Professor Damian Ward

**Dean**

**Hertfordshire Business School**

**Introduction to 2015-17 SIP Report**

Hertfordshire Business School has been a UN PRME signatory since 2009 and this is our third SIP report. Throughout the years we have developed our learning and teaching, research, international development, and partner and community engagement in line with the PRME principles. We are pleased to share our achievements with the UN PRME community.

We begin this report with a reflection on our key objectives identified in the previous report. We continue with highlighting the major achievements, followed by the key objectives for the next two years.

**Reflecting on Key Objectives for 2015 - 2017**

In our 2013-15 report we identified four priorities to focus our development on in the following 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

We have achieved those objectives and continue working towards developing those areas.

**Communication**

Achievements, developments and activities related to PRME are now incorporated in the Dean’s monthly newsletter to staff. In 2016-17 we began developing the website for the Social Enterprise Unit which we aim to complete in the next academic year. This website will have a PRME dedicated page which will assist in expanding our communication about PRME to strategic stakeholders. .

**Strategy**

We have developed a strategy to drive our organisational learning and facilitate reflection – this is an on-going and iterative process. Sustainability and community engagement are now integral to HBS strategic plan, which is reviewed annually.

**Teaching and sharing best practice**

Hertfordshire Business School will continue to build a strong focus on ethics and CSR through learning, teaching and assessment. UN Global Compact values and Sustainable Development Goals 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 All module leaders are required to indicate in the module guide how they address social responsibility in the module.

We have continued to develop more case studies including sustainability and CSR in order to give students an opportunity to engage with these topics in more depth. Those and other examples of best practice have been shared in the HBS Learning and Teaching annual conferences to encourage academic staff to further embed good practice across the School.

**Research and collaboration**

We continued building on and extending our collaboration and partnership activities with organisations in the Public, Private and the Third sectors. These activities were facilitated through our research projects, joint schemes and utilising our extensive alumni network.

**Enactus**

In the last two years or Enactus teak kept growing, expanding its projects and its reach. Established in 2014 in Hertfordshire Business School, Enactus Hertfordshire expanded from 5 members in 2014, to 52 in 2016, and have been recognised as the most improved team in the UK. They were also awarded the title Society of the Year by UH Student Union. In the last year the team expanded beyond HBS and now consists of students from 3 more schools.

Our commitment to Enactus has been recognised by Enactus UK by awarding HBS Adviser, Roma Bhowmick, Adviser of the Year title in 2016.

**Major Achievements**

**Purpose, values and method**

The UN PRME principles continue to be embedded into all aspects of learning in the three departments – Accounting, Finance and Economics; Management, Leadership and Organisation; and Marketing and Enterprise - across wide range of modules. As previously, significant focus has been placed across a number of modules directly on ethics and corporate social responsibility in organisations from varied contexts. This has also prompted the opportunity to develop detailed student discussions in tutorials. Students are introduced to the key literatures and current debates in modules. Drawing on competing perspectives they learn how to evaluate practices in organisations from a critical and informed position. Through class exercises focused on a range of ethical dilemmas for modern employees and managers and which draw on different ethical positions, we explore the notion of being a ‘good corporate citizen’. In the last year, several modules engaged with the UN Sustainable Development Goals (SDGs)

* All level 4 students are required to take a module that initiates them into the chosen profession, e.g. The Finance Professional, Professionalism in Tourism Management, The Business Professional. These modules emphasise the importance of understanding ethical and environmental implications of their practice.
* As part of our level 5 Product Innovation module, students are introduced to social innovation as an alternative model to managing and/or mitigating intransigent social and economic problems.  The approach is underpinned by the PRME principles of developing graduates with a sense of global responsibility and agency to create a better world.   Students are introduced to the 17 SDGs before undertaking an assignment that involves identifying an area or region in the world where one of the development goals is particularly relevant.

Once they have researched and discussed the problem, they then suggest solutions, first using available technologies and second applying emerging technologies that have great potential to provide a long-term, sustainable solution.  Finally, they need to consider the political, economic and other challenges that have been and may continue to hinder the deployment of innovations in the area.

* Particularly important to our level 5 The Event Planning, Design, and Community Engagement module is the aspect of social responsibility. Students work as teams to plan an event for a local third sector organisation. The students working with their third sector partners, to help build or extend networks for their those partners and spend a lot of time understanding the impact that the third sector partner has on the local populations in Hertfordshire. So far the module has raised over twenty thousand pounds for Hertfordshire charities which is a primary aim of the module 'to have an impact locally'. The second aim of the module is to raise awareness within local communities by extending the reach of the organisation through social media strategies to different market segments such as younger people who may not be aware of the specific charities in Hertfordshire, how they operate and also how volunteering can help.
* All students on level 6 module The Challenges of Managing in the Third Sector are required to volunteer in a third sector organisation. The aim of this voluntary placement is twofold – practical understanding of the challenges those organisations face and critical evaluation of those challenges, and benefitting the local community as part of their learning journey. In the last two years the students on the module contributed over 1500 hours to the local community.
* On level 6 Global Marketing, Ethics and Culture, which is delivered to our students in the UK, as well as in Singapore, Mauritius and Trinidad, explores the ethical issues involved in working in different cultures.
* Part of their assignment on the Leadership and Change module, our MBA students develop and deliver a community project. While developing their awareness of group dynamics and the emergence of leadership, the students engage with the local charities and address a charity-specific requirement.
* The MBA Leadership and Change module also engages the students in a simulation that encourages critical thinking about personal ethics and organisational values, and the implications for leadership.
* A central learning mechanism in another MBA module, Managing and Working Across Cultures, is a group action learning project into preparing western expatriates for assignment in a selected region (including western and eastern Europe, the USA, east Asia and Latin America). The project will require independent research into cultural, and institutional features of the region in question, as well as theories of expatriation, and will culminate in a non-assessed group presentation. This project requires students to work collaboratively to explore ethical norms in different countries, and develops ethical and cultural awareness.
* On many modules, and at our public lectures, business leaders and leading academics present on a range of topics including business ethics, social responsibility and sustainability. By recording these talks we have also been able to offer these as a resource more widely to all students across the School.

In the previous reporting period our Faculty staff have been working closely with the teams in Careers and Placements to link organisations and students and have developed a comprehensive programme of masterclasses, work experience opportunities in addition to the recorded talks and this programme has been expand further in the past 2 years.

* We continue to involve alumni, professionals and guest lecturers in many modules in order to provide a different perspective on industry practice.
* 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, as well as 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.
* In addition to various projects in their curriculum, HBS students also engage with the local community in extracurricular activities. Two strategy tutors have been working on a novel consultancy project bringing together the Steve Sinnott Foundation with students from University of Hertfordshire. The lecturers found an innovative way to use the skills and experience of students to support organisations this educational charity. With the educational ethos of SSF this project has given students an opportunity to work on a live business issue, and to develop their confidence and skills as future business consultants. Engaging with the ideas and enthusiasm of students brought value to the client company. Following this first stage of the process, a number of potential projects have been identified to work with other student groups going forward, and this creates a ‘win-win’ situation for students and SSF.
* MBA projects in the Collective Enterprise module involve over 50% work based learning activities around sustainability projects.

The ethos of HBS is to create a transformational experience for students and the examples above demonstrate how we to embed our values in all our activities

**Research**

In the following section we will present some of the Hertfordshire Business School research that contributes to PRME principles:

* Study of Public Sector communication channel adoption and usage among older adults. The UK government like many other countries around the globe has moved from classic communication channels of delivering services (face-to-face, or the telephone) to a more digital approach using the internet. This includes using the internet as both a communication tool and an information source to improve efficiency in their services. Access to, and growth of these online communication mediums due to the internet has created new opportunities for the public sector; thus, forcing the public sector to adapt to this changing environment by introducing online products and services. However, not all the citizens are making use of these changes; particularly, for the purposes of this research, the older adults. Of all the various age groups in society, the ageing population is one that is presently causing immense concern. Therefore, the aim of this research is to understand and identify the factors that encourage older adults to continue using a particular online communication channel when interacting with the government. The paper also provides the implications and benefits of this research to academia, policy makers and industry.
* A discrete event simulation model to evaluate the use of community services in the treatment of patients with Parkinson’s disease in the United Kingdom. The number of people affected by Parkinson’s disease (PD) is increasing in the UK, driven by population ageing. The treatment of the disease is complex, resource intensive and currently there is no known cure to PD. The National Health Service (NHS), the public organisation delivering healthcare in the UK, is under financial pressures. There is a need to find innovative ways to improve the operational and financial performance of treating PD patients. The use of community services is a new and promising way of providing treatment and care to PD patients at reduced cost than hospital care. The aim of this study is to evaluate the potential operational and financial benefits, which could be achieved through increased integration of community services in the delivery of treatment and care to PD patients in the UK without compromising care quality.
* Creating innovative regions: The role of universities in local growth and productivity. This latest report aims to bust a myth – that the main contribution of universities to innovation is through the commercialisation of their research.
Universities contribute so much more, particularly in their regions. Institutions like those in the Alliance are rooted in their regional economies. Many grew out of the needs of the industrial revolution and have been a stable presence ever since. They have longstanding networks of graduates in many different occupations and public sector bodies. They align their research activities to regional strengths.
They are hubs for innovation activity and are well placed to take on strategic and leadership roles to ensure the economic prosperity and productivity of their regions.
* Diamond Fund project ‘Seeing through Hatfield Eyes’ creating awareness of the lived brand of Hatfield residents. A collaborative project with the local community and involving the Mayor of Welwyn Hatfield, Cllr Lynn Sparks.

Contributing to urban regeneration locally by disseminating findings on the

lived brand of Hatfield residents via the Hatfield 2030+ project.

* Older people's perceptions and experiences of strengths and vulnerabilities across UK food system
* Young people, alcohol & social media: A heady mixture? Alcohol consumption by young adults and the associated health problems are prominent matters of health policy concern in many countries. Young adults are also heavy users of social media such as Facebook; social media are widely used to exchange images of young adults engaging in alcohol-fuelled social activities. The study sets out to investigate how young adults (18 to 25) interact with images of alcohol-fuelled and alcohol-free socialising shared via user-generated content on social media, and to explore how a safe-drinking advertising message affects these interactions.
* Making the general particular: Practicing CSR in a UK HEI. A Phd thesis.
* Consuming use orientate product service systems: a consumer culture theory perspective. Research suggests that product service systems (PSS) may usefully form part of the mix of innovations necessary to move society toward more sustainable futures. However, PSS implementation rates are disappointingly low and an implementation gap has emerged. Drawing on consumer culture theory (CCT), this paper provides insights to help resolve this issue in business to consumer markets.

**Partnership and dialogue**

We continually develop partnerships with organisations from varied sectors to contribute to financial, social and environmental sustainability:

* The Social Enterpise Unit continues to be the main driver for HBS-community interaction. The projects delivered by the Unit amount to annual contribution of over £80,000 to the local community organisations.
* Members of the Managing Complex Change research theme group facilitated a Complexity in Educational Management course delivered to senior managers from 6 North London schools.
* Enterprise Yourself webinar aimed at managers and trustees of non-for-profit organisations, to explain how Social Enterprise model can contribute to their organisations’ sustainability.
* HBS in cooperation with CVS St Albans hosted a Social Enterprise Fair – the biggest Social Eenterpise event in Hertfordshire so far.
* 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 Chartered Institute of Marketing (CIM); City and Guilds (C&G); Chartered Institute of Personnel and Development (CIPD); Chartered Management Institute (CMI).
* **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.

**Key Objectives for 2017 – 2019**

In the next two years we aim to continue our extensive work in promoting PRME as well as UN Sustainable Development Goals.

PRME directed aims and objectives include:

* To enhance global and intercultural awareness in the curriculum through enabling international learning opportunities.
* To enhance overall research performance through a more ambitious, externally-engaged and accountable ‘research-active’ staff.
* Successful attainment of Athena Swan Bronze accreditation as a basis for focussing attention on staff diversity.
* To demonstrate senior HBS management commitment to substantial and sustained support for community and partners’ engagement and its impact, and to provide all staff with a 1 day workload allowance for community and partner volunteering activity.
* To ensure programmes clearly demonstrate commitment to engaging with PRME.
* To initiate knowledge-sharing programme to enhance business skills in our community.

**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.

**For further information about PRME at the Hertfordshire Business School please contact:**

**Jana Filosof**

**Director, Social Enterprise Unit**

**Hertfordshire Business School**

**De Havilland Campus**

**Hatfield, Hertfordshire, AL10 9EU**

**T: 01707 285554**

**E: j.1.filosof@herts.ac.uk**