



Durham
University

Business School

PRME Sharing Information on Progress 2022 Report



SHARING INFORMATION ON PROGRESS REPORT 2022

PRME

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

Renewal of commitment to PRME

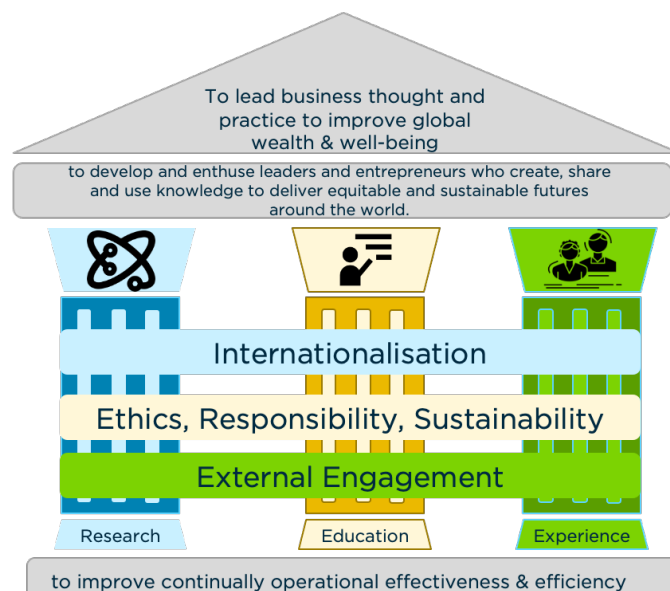
I am pleased to confirm that Durham University Business School continues to support the objectives of the UN Principles for Responsible Management Education.



Professor Karen O'Brien
Vice-Chancellor of Durham University

Executive Dean's Introduction

Our commitment to UN-PRME continues to be embedded within the Strategic Framework of Durham University Business School (depicted below) as a transversal theme which is reflected in all areas of activity, which we have chosen to call 'Ethics, Responsibility and Sustainability' or ERS for short.



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 underpinning who we are as a School.

As is evident from the detailed report which follows, since submitting our last report in April 2020 we have both maintained, and strengthened, our commitment to the six principles through practical actions in relation to method, research, partnership and dialogue, and several important new initiatives including our Decolonising the Curriculum project and regular EDI (Equality, Diversity and Inclusion) discussion fora. We also remain committed to reducing our carbon emissions and to achieving a 45% absolute reduction across all of our activities by 2030, and net zero emissions by 2040. We recognise that these will be challenging goals to achieve, but we are determined to do so. In ways such as these, we seek to set an example to our students and partners.



Professor Kieran Fernandes
Executive Dean (Interim)

Executive Summary

This is our fifth bi-annual Sharing Information Progress report and, consistent with previous reports, we cover here the academic years 2019/20 and 2020/21. We do, however, compare where appropriate with data from the previous report, and provide an update on significant events that have occurred since the end of academic year 2020/21.

During the period of this report, we have continued with the implementation of the School's Strategic Framework. As part of the Strategic Framework, work in the ERS area across the School – which includes driving forward the PRME agenda – is overseen by the 'Ethics, Responsibility and Sustainability Steering Group' (ERSSG) chaired by the Associate Dean (ERS). Following the approval and the initial implementation of the ERS Strategy in 2018/19, we have been working towards translating our ERS objectives into practice. Whilst some of our PRME-related activities, such as staff and student volunteering, have been adversely affected by the Covid-19 pandemic, we have been able to make good progress across the board. In particular, our carbon footprint as a School has decreased significantly as a result of working from home and much reduced travel levels.

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 organisational practice. In relation to:

- Educational provision – we have made further progress in embedding ERS issues into the curriculum, and have implemented a revised and enhanced version of our bespoke extra-

curricular 'Sustainability, Ethics and Responsibility Open Course', which is offered to – and popular amongst – all students;

- Research – we have maintained the number of Research Centres which have a focus on ERS-related activities, and 20% of our research addresses this area;
- Partnership and dialogue – we have expanded our engagement with both public and private sector organisations on sustainability and responsibility issues;
- Own organisational practice – we have continued to monitor our direct environmental impact, and have implemented a Carbon Management Plan;
- Gender equality – following the award of the Athena SWAN Bronze level charter award for gender equality, we have developed and been implementing an action plan with the view to applying for the Athena SWAN Silver level charter award;
- Staff volunteering – we have maintained our commitment to this area, although the number of staff volunteering hours has inevitably decreased during the Covid-19 pandemic.

Further details are provided below, in the commentary on practical actions we have taken in the last 24 months.

Durham University

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

Durham University is a globally outstanding centre of teaching and research excellence, a collegiate community of committed and talented people, in a unique and historic setting. The University is committed to delivering excellence across the board in research, education and the wider student experience.

In relation to research, the goals set out in the [University's Strategy 2017-2027](#) are to:

- Deliver a critical mass of world-leading research across all academic departments;
- Produce and disseminate research that has a positive impact on global, national and regional challenges and which benefits culture, society, health, the economy and the physical environment;
- Offer a rewarding research environment and an exceptional research-led learning experience.

In relation to education, the goals are to:

- Ensure that all programmes offer intellectual challenge, cohesiveness and a strong sense of progression;
- Offer a first-rate digital learning environment on a par with the best in the UK;
- Significantly improve access from under-represented groups;
- Equip students to transition successfully to the next stage of their lives, as alumni and citizens.

And in relation to the wider student experience, the goals are to:

- Develop the educational mission of our Colleges;
- Ensure that Durham University is top in the UK for sport, music and theatre;
- Ensure that Durham University is top in the UK in volunteering and leadership;
- Learn from and match best practice in wider student experience around the world.

Durham is one of the world's leading universities as shown by its World Top 100 position in the QS World University Rankings 2022, with a ranking of 82nd. 16 Durham subjects are also in the World Top

100 of the QS World University Rankings by Subject 2021, including eight in the World Top 50. Two subjects are in the World Top 10: Archaeology (4th) and Theology and Religion (5th).

Excellence in education and research

In the 2021 Times Higher Education (THE) World University Rankings by Subject, five of our subjects are ranked in the Top 100, including two in the Top 50 (Law and Arts and Humanities). Meanwhile, in the THE's Global Impact Rankings 2021 Durham University is ranked 87th in the world for our overall contribution to the UN Sustainable Development Goals (SDGs). These rankings also place Durham in the top 100 in nine of the individual league tables for the 17 UN SDGs.

Nationally, we are consistently a top 10 UK university, ranked fifth in the Guardian University Guide 2022, sixth in the Complete University Guide 2022 and sixth in The Times and Sunday Times Good University Guide 2022.

The rankings signal our excellence in education and research, combined with our all-round student experience. This makes our graduates highly sought after by employers around the world.

Values and sustainability

Durham University has five values:

Inspiring: By stimulating an instinct to challenge, encouraging innovative thinking and taking our responsibilities seriously, we foster a culture that inspires the extraordinary.

Challenging: Always curious, we challenge ourselves and each other to answer the big questions and create a positive impact in the world.

Innovative: From creative teaching practices and cutting edge research to new ways of working, innovation is at the heart of what we do.

Responsible: We take our duties as a centre of learning, neighbour and employer seriously, embracing all of our different communities and celebrating the differences that make us stronger together.

Enabling: We create the opportunities, support and freedom for everyone at Durham to become the best they can be now, and for the future.

The overarching goal of the University Strategy is to secure academic success and a 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.

Durham University has extremely strong [environmental credentials](#) in relation to an extensive range of indicators and actively promotes awareness with the award-winning Greenspace icons (see section below) and through enabling behavioural change, actively reducing CO₂ emissions and working with the academic and student environmental champions. Its recent exceptional rise in the People and Planet Green League rankings 2021 is a testament to its success; a top 30 ranking and an overall increase of 66 places, making it the most improved university in this league table which ranks sustainability at UK universities.

Building on this very strong foundation, the 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 a range of [policies, plans and procedures](#) which seek to make the most effective and efficient use of all resources, encouraging all members of the University community to develop an ecologically sound approach to their work and lifestyle. For further details see our [Environmental Sustainability Vision, Policy and Strategy](#).

Greenspace

[Greenspace](#) is the umbrella term and concept devised by the University to bring all its environmental initiatives and activities together. It is delivered by the University's Energy and Sustainability Team, and promotes all of the University's Environmental Policies, Plans and Procedures. Environmental initiatives are coordinated across the University with the help of Environment Champions, Student Representatives and Steering Groups.

Greenspace communications centre on a group of icons that represent sections of the Environment Strategy. There are nine icons in total, including the overall Greenspace icon. The others are Biodiversity, Energy, Fairtrade, Low Carbon Technologies, Travel, Procurement, Waste, and Water.

Greenspace have a regular slot at every staff induction event and Freshers' Fair, and there is a comprehensive information pack which goes to Colleges for Fresher inductions.

[Greenspace](#)



[Biodiversity](#)



[Energy](#)



[Fairtrade](#)



[Water](#)



[Procurement](#)



[Travel](#)



[Waste](#)



[Low Carbon Technologies](#)



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



Since the last SIP was submitted (April 2020) the University has won the following awards for Environmental Sustainability (a full list of all awards won is available at [environmental credentials](#)):

- [EAUC Green Gown Awards 2020](#) – Highly Commended for the Green Move Out Scheme;
- [EcoCampus](#) – December 2020 Platinum [Award](#) for an Environmental Management System;
- [EcoCampus](#) – June 2020 Gold [Award](#) for an Environmental Management System.

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 have previously submitted SIP reports in 2014, 2016, 2018 and 2020. This is, therefore, our fifth SIP report.



As noted above, our approach to PRME is set within the context of our Strategic Framework, incorporating our Vision and Mission, and is delivered through the strategic transversal theme of ‘Ethics, Responsibility and Sustainability’ (ERS). The ERS Strategy, which was refreshed in January 2022, commits us to:

- Support the School’s Strategic Framework, and to further develop the resources to support the embedding of ERS within the curriculum, in particular linking this to themes including the Sustainable Development Goals and the University’s Equality Objectives, including Decolonising the Curriculum;
- Continue to encourage and monitor ERS-related research and impact;
- Engage with the School’s Internationalisation and External Engagement teams to promote ERS-related activities;
- Develop our engagement with the University, including Greenspace, the Respect Oversight Group, Students’ Union, and Colleges around ERS activities, and to monitor and improve our own ERS-related activities;
- Maintain and develop our memberships of UN-PRME and other key organisations and networks such as the Academy of Business in Society, and the North East Initiative on Business Ethics;
- Partner with at least one business organisation and at least one leading international business school to undertake a ‘sustainability journey’ together, and in order to continue to benchmark ourselves against best-in-class;
- Create an equitable, diverse and inclusive learning and working environment, in which staff and students can reach their full potential.

External factors – notably the Covid-19 pandemic – have limited our ability to make as much progress as we had hoped since submitting our previous report. We have therefore prioritised activities linked to some of these strategic objectives over others. We report in the next section on practical actions we have taken in relation to the implementation of the PRME principles, and in relation to our own organisational practices, by linking them to the relevant SDG.

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 School's Strategic Framework includes the following aim for Education:



“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 stated 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 Strategic Framework of the School. In taking this forward, the School has implemented a rolling curriculum review of programmes in which the ERS content is a formal consideration.

A number of programmes offer specialist modules related to the ERS agenda. Examples include:

- The new BSc Accounting degree which was launched in 2020/21. This has been designed to incorporate a thread of professional ethics for accountants throughout all its modules. However, it begins with a first-year module that has a specific focus on the subject of ethics, as it relates to the concept of professional ethics within accounting;
- The Full-Time MBA programme, which has included a core module on ‘Sustainability and Ethics’ since 2013/14, and the Durham-EBS Executive MBA (module introduced from 2018/19) and Online MBA (module to run for the first time in the autumn of 2022);
- The BA Marketing and Management, and BA Business and Management offer two specific final year elective modules directly relevant to ERS: ‘Corporate Responsibility’ and ‘Social Marketing’; while the BA Accounting and Management and the BA Accounting and Finance offer ‘Corporate Responsibility’;
- The MSc Management offers an optional module taught by the Philosophy Department on Ethical Leadership, and the Supply Chain Logistics route includes a core module on Green Supply Chain and Logistics Systems which is also an option on other routes.

In addition, on all programmes students are able to choose topics for their capstone dissertation or other research projects which focus on the analysis and solution of social or environmental problems. Recent examples of student projects at Masters level relevant to ERS themes include a dissertation project promoting foodbanks in Newcastle, while another supported the brand agency KHWS during the Covid lockdown period to produce free social distancing and handwashing marketing materials for

use in outlets such as independent retailers and community centres. One of the most outstanding examples at undergraduate level is a dissertation completed in 2019/20, entitled 'Black Blood Matters', which established a project to encourage the donation of blood in relatively under-privileged areas of South London, and led to the student setting up a community project in the deprived area of Brixton, funded by the National Health Service.

Meanwhile, the strategic business projects completed by MBA students in the last two years have included topics as diverse as:

- Assessing the impact and opportunity of women in SMEs;
- Branding and marketing of organic foods;
- Outpatient capacity and demand in a local NHS Trust;
- Investigation of growth and development opportunities for the Durham Energy Institute, a University-based and community-linked organisation committed to tackling the societal aspects of energy use;
- Approaches to carbon offsetting;
- Investigation of a self-sustaining funding model for a local business incubator hub.

The School's work to integrate ERS into its educational offerings is further evidenced by its Top 10 position in the Corporate Knights [#BetterWorldMBA Ranking 2021](#).

The School also embraces ERS values in relation to the more technical aspects of educational provision. For example, a key issue for the School concerns potential infringement of copyright e.g. in video lectures and other materials which are made available to students. Therefore, staff are provided with guidance and workshops on copyright.

An important new initiative since the last SIP report is the establishment, in 2020/21, of a School-wide Project Board for Decolonising the Curriculum, including a student intern as Co-Chair (a second-year BA Economics student) and academic and professional services staff (in addition to the School's EDI Lead) and the Associate Dean for Ethics, Responsibility and Sustainability. The work of the Project Board is being informed by a School-wide student questionnaire survey and staff consultation undertaken between November 2021 and January 2022.

Linked to this initiative, the undergraduate module 'Development Economics' is an example of a module piloting the implementation of decolonising the curriculum in our pedagogic practice. For instance, the importance of the trans-Atlantic slave trade to economic development in the West is particularly emphasised as part of the module content.

Another example of a recent educational initiative in the ERS area is an UG module 'Strategy in Practice' which uses international strategy simulation activities to develop students' knowledge about business sustainability challenges and opportunities, and about how to balance short term financial pressures with long term sustainability goals. In 2020/21 Dr Anna Tilba, the module leader, used this module to develop a case-study on Building and Facilitating Student Communities through Experiential Active Learning for the University.

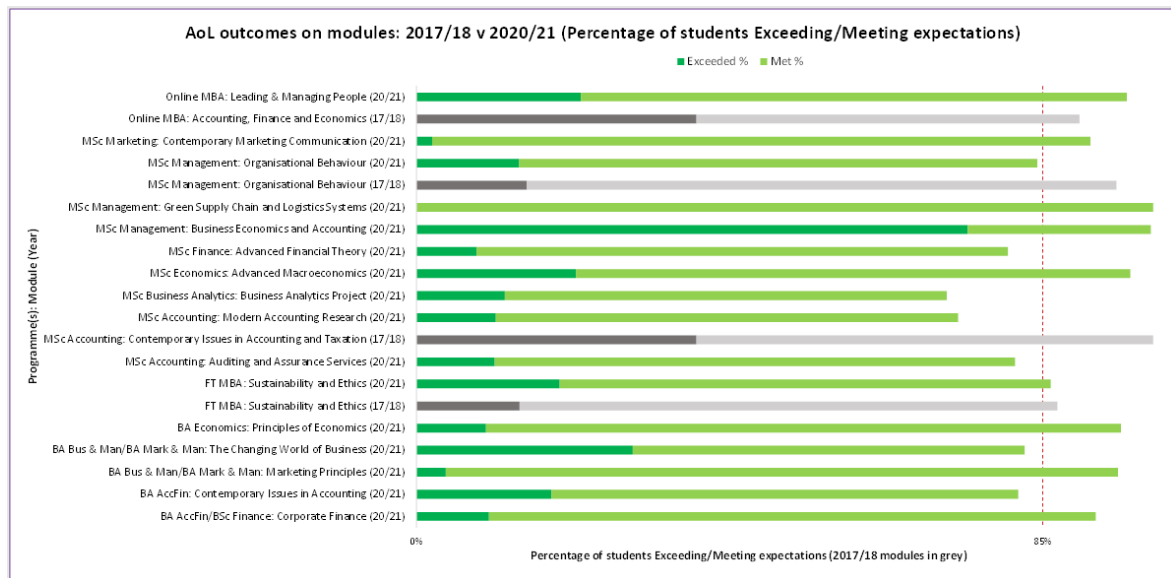
More information about the case study can be found here: <https://www.edumundo.com/en/case-study-durham-university-management-simulation?hsCtaTracking=9e1bfd66-75f3-475e-8fba-4d907e1bc4ef%7C38719d27-6b9f-4a83-af6f-a86442c3de01>

Assurance of ERS Learning

To ensure that all students develop as responsible, global citizens, an Assurance of Learning (AoL) system has been developed by the School to monitor the achievement of overall programme goals relating to ERS and to identify where further action may be beneficial. Figure 1 below shows how effectively this element is being incorporated into the relevant modules. Where available, information is also provided for 2017/18 to give a sense of the progress since the last SIP.

The figure shows that for the last academic year, for the majority of programmes the target of 85% of students meeting or exceeding the programme goal related to ERS was achieved. Also encouraging is that, compared with the four modules which had metrics for 2017/18, by 2020/21, there were 16 modules with metrics.

Figure 1 – Proportions of Students Meeting or Exceeding Expectations on ERS Learning Outcomes



Where the target of 85% of students meeting or exceeding expectations is not met, Programme Directors are asked to comment on this within an end of year report and suggest which changes, if any, will be necessary to either the rubric or to the teaching and assessment within the relevant module.

As an integral part of induction for all programmes, the School ensures that each student is introduced to its vision and mission and to its engagement with the ERS agenda more broadly. The induction also details the University's commitments in this area, particularly via its Greenspace initiative to reduce its impact on the environment, including the local environment, both for those who live and work in the University as well as the wider city. Students are also encouraged to use the buildings, facilities and equipment with environmental sustainability in mind.

Depending on their programme, students are able to pursue specialist electives on topics such as: Development Economics, Economics of Sustainability, Economics of Social Policies, Natural Resource Management, Public Choice, Public Economics, Environmental Economics and Policy, Environmental

Valuation, Corporate Governance, Corporate Responsibility, Business Ethics and Social Marketing. All students are also encouraged to take the 'Sustainability, Ethics and Responsibility Open Course'.

This bespoke course (updated for the academic year 2021/22) features the SDGs as an overall world agenda and has been promoted to all new students and staff from the beginning of the academic year 2019/20. It was designed in-house to ensure that all students are aware of the challenges faced in ensuring global ecological sustainability, and of what measures organisations can take to help prevent the occurrence of dangerous levels of climate change. The course takes about five hours to complete and students are awarded a certificate of completion. At the end of November 2021, 1468 students had registered for the course since August 2021; over 300 of whom had completed a course evaluation form, with over 90% either agreeing or strongly agreeing (45% and 46% respectively) with the statement: "I have developed a better understanding of the key threats that climate change brings from doing this course".

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 very 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 and also specific student-led groups, including Student Community Action, Team Durham Community Outreach, the award-winning DUCK initiative (Durham University Charity Kommittee), and the University's engagement in the Enactus initiative (see further information below). The School plays a key 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 also support students in extracurricular activities through their roles as pastoral tutors in Colleges.

[Durham University Student Volunteering and Outreach](#) was established in 1989. It is a student volunteering organisation, running student-led volunteering projects in the local community. It currently has over 45 projects across the University, working with adults, children, animals and the environment.

[Durham University Charities Kommittee \(DUCK\)](#) is Durham's version of a university RAG – 'raising and giving', a tradition at UK universities where students engage in events to raise funds for charities. Its role is to support all students and staff in fundraising for charities in the North East, nationally and internationally. DUCK offers much-valued opportunities to meet new people through events, explore the world through expeditions, and test endurance levels in its challenges. In this sense, it provides participants with ample opportunities for personal development, whilst also generating significant amounts of money in charity donations.

[Enactus Durham](#) is part of the global Enactus programme which inspires students to make positive change through entrepreneurial action throughout the world. It is a student-led organisation that provides the opportunity for students to engage in real-world projects, both locally and internationally. Their projects empower people to improve their own and others' lives in their communities through sustainable innovation.

A further opportunity for student volunteering is [Nightline](#) which is a confidential, anonymous, non-advisory, non-judgmental, and non-aligned listening service that is run by students for students. Durham Nightline is a member of the National Association of Nightlines and is accredited for following the organisation's good practice guidelines.

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.

A key strategic aim for the School refers to increasing “the extent to which our research is recognised, used and referenced by practitioners, policymakers, regionally, nationally, and internationally for its positive social and environmental impact”. The degree of ERS integration into the School's research and development activities can be demonstrated, in part, by the number of research outputs (including journal articles, conference papers, books, book chapters and official reports) related to the broad area of ERS – typically around 20% of all outputs. **Appendix 1** contains a selection of recent publications to demonstrate the breadth and quality of the research undertaken.

The School also encourages doctoral research into ERS issues, broadly defined (for example, all research conducted into aspects of Islamic finance and economics is included in this definition). Again, around 20% of research is in this broad area (19% of current doctoral students are researching in areas related to ERS).

International academic conferences directly related to ERS issues that have been held within the School include the conference of the International Society for MacIntyrean Enquiry in 2020.

The School has four research centres that are centrally concerned with the ERS area:

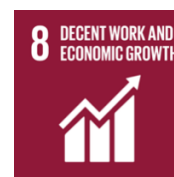
The Centre for Environmental and Energy Economics (CEEE) works on a wide range of prominent environmental and energy problems. Both large-scale system-modelling of environmental and energy issues, as well as local policy design and correction are subjects of investigation.

The El Shaarani Centre for Ethical Finance, Accountability and Governance (EFAG) promotes understanding of ethical finance, faith-based finance, socially responsible investment, governance and accountability. Its research on ethical finance, governance and accountability is relevant to banks, regulators, accounting and auditing professionals and to financial markets.

The Centre for Organisations and Society (COS) takes a critical approach to studying organisational and societal challenges. Its research directly addresses questions of business ethics, with a particular focus on reducing discrimination on the basis of gender, race and other protected characteristics.

The Centre for Macroeconomic Policy (CEMAP) has ongoing projects covering a range of economic issues that affect economic growth relevant to ERS, such as inequality, finance, education, monetary and fiscal policy, and, in international terms, malnutrition, extreme poverty, and low aspiration. Four particular research projects relevant to ERS are highlighted below because they have been strongly supported by the School and by the wider university as Impact Case Studies for the School's submission to the 2021 UK REF (Research Excellence Framework).

1. Over the last six years, the School's **policing research** project has expanded rapidly from impacting on a single police force to involve all 43 police forces within England and Wales, the Police Service of Northern Ireland, the British Transport Police and the Ministry of Defence Police. The research has been implemented within forces to achieve improvements in police officer and staff wellbeing and their service behaviour (e.g. reduced levels of exhaustion and fatigue, and increased levels of work engagement, process improvement activity and discretionary effort both to serve the public and to fight organised crime). This has not only benefited the police officers and staff employed (approximately 215,800 individuals), but also the communities they serve.



2. The School's research into **financial literacy** has enabled the introduction of several financial literacy programmes and sets the policy direction on financial education for the first time in Cyprus. The research documented primary scientific evidence on the extensive problem of financial illiteracy among Cypriots (made all the more important following a deep local banking crisis since 2013). Additionally, the research provided the much-needed evidence base to initiate a new policy agenda by the Cyprus government. Officials from the government, along with Durham academics are designing the national strategy for financial literacy, which included conducting the first national benchmark survey and preparing a high-level White Paper outlining the steps to implementing a national strategy.



3. The School's research into **Islamic Finance** recognises the importance of the financial sector's contribution to economic development in many countries across the world. The research and expert engagement includes several high profile international multilateral institutions and has led to the production of policy documents on Islamic finance that have been used by these organisations to draft policy resolutions and prescriptions for their member countries in two broad areas:

- Informing policy prescriptions on enhancing the role of Islamic finance in promoting the SDGs for organisations such as the UN and Islamic Development Bank. Our research identifies ways in which Islamic finance can contribute to the achievement of SDGs;
- Providing a policy framework for developing the national and international financial architecture for the development of Islamic finance for the Standing Committee for Economic & Commercial Cooperation of the Organization of Islamic Cooperation (COMCEC). Recommendations from our research helped develop the Shariah governance framework and liquidity infrastructure for the Islamic banking industry in Turkey.



4. The School's research has also set out the need to rethink value (and the value creation process) emphasising how **integration of sustainable development into corporate reporting** can lead to greater overall value creation. The direct impact has been:

- Changes in policy and regulatory body guidance (e.g. through the work of the UK's Financial Reporting Council) that has led to increasing emphasis on SDG reporting and a broader view of value (beyond profit);

- Changes in reporting practice and the strategy/approach of an Australian investor (Cbus Superannuation Fund) and a global asset manager (Baillie Gifford) both of which in turn influence the companies they invest in.



This research has also had an impact through take-up by significant organisations including the Scottish Environment Protection Agency, KPMG, the International Integrated Reporting Council, ACCA, the Chartered Accountants of Australia and New Zealand, the Institute of Chartered Accountants of Scotland and the UN Development Programme.

Below, we give a few examples of recent research projects undertaken within the School, that are linked to Principle 4.



Professor Kieran Fernandes has been working with the UK National Commission for UNESCO to develop a ‘value capturing’ system (called Wider Value Plus) that can accurately capture and report how organisations contribute to the SDGs. The developed ‘Wider Value Plus’ system is a simple, cost-effective way for both small and

large organisations to report on their SDG progress. The system uses both primary data from organisations as well as scoping big and messy data to measure and show how organisations contribute to the 2030 SDGs. The Wider Value Plus system has been used to capture and benchmark over 74 UNESCO designations (organisations) in the UK and Overseas Territories to show how these designations contribute to the 2030 SDGs. This research revealed there are currently over 1,300 UK organisations tied to the UNESCO network through their partnerships and cooperation with designations in the UK. Furthermore, UNESCO designations offer critical opportunities for civil society to engage in the UN’s values locally, nationally and internationally. Using such an approach allows the developed system to identify the different value-generating processes of an organisational structure and maps how these processes contribute to the 2030 SDGs. Additionally, this system can be used by organisations to not only accurately benchmark and report their SDG contributions, but also to develop effective strategies to partner with other organisations to cooperate on projects of mutual interest. The developed system can also be used by regional authorities and national governments to make sense of how organisations contribute to SDGs.



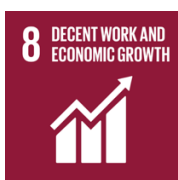
Another example is provided by research exploring sustainable ways to deal with plastic, carried out by Professor Christos Tsinopoulos, Dr Riccardo Mogre and Onur Agca.

With the generous support of the ESRC Impact Acceleration Account, a research team from Durham University Business School and the North East Process Industry Cluster (NEPIC) has been leading a project aimed at generating a set of recommendations to the government and plastics recycling companies by applying the results of the supply chain research conducted at the Centre of Innovation and Technology Management. The project has studied the operations of 57 companies from the North East of England that operate either as waste management companies, plastic material manufacturers or providers of supporting services. This has allowed the researchers to map the supply chain and identify the capabilities required for a complete plastics recycling cycle that turns plastics waste back into its raw material form.



The project has a direct impact on the sustainability of the plastics recycling industry in the region, by:

- a) enhancing the local visibility of the supply chains;
- b) guiding improvements for the supply chain and;
- c) benchmarking the activities of the participating companies.



To promote sustained, full and productive employment and a decent work environment for all, Professors Olga Epitropaki and Les Graham investigated the impact of ethical leaders on today's workforce and whether having an ethical boss encourages workers to challenge the status quo. The researchers were keen to understand whether ethical leadership made workers not just act ethically themselves, but more likely to call out unethical practices in the organisation too.

Working alongside colleagues from the University of Sheffield and the University of Northampton, the School's researchers surveyed 1,737 UK police officers and staff and 448 professionals, asking them to rate the match of their personal ethical values to those of the organisational code of ethics, their integrity identity and the levels of ethical leadership within their teams. They also surveyed respondents on the likelihood of them raising concerns over the unethical practices of their co-workers.

The study found that workers are much more likely to challenge unethical behaviour if their manager is seen as an ethical leader. Ethical leaders serve as important cues signalling the organisation's ethical values and encourage workers to internalise those values. They make salient aspects of the employees' selves that relate to ethics, such as their integrity identities. The research has implications for our understanding of the importance of leadership for creating and cultivating ethical cultures within organisations, thus contributing to the achievement of SDG8.



Durham University Business School researchers are also actively involved in generating impactful scholarship aimed at improving governance in different industries. For example, Dr Anna Tilba has been leading a research project funded by the UK Financial Reporting Council (FRC), which examines changing stewardship practices of global asset managers and asset owners since the publication of the new Stewardship Code (2020). The research report, which has recently been prepared on the basis of this project, will feed into the FRC's Final Stewardship Report that has policy implications in terms of how global institutional investors (and Signatories to the Code) should discard their responsible investment and stewardship activities.

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.

Events

In November 2021, the School held its second ‘Durham University Sustainability Dialogue’ event, bringing together Durham University staff and students, as well as business leaders from a range of organisations and countries. The event explored themes such as: What is the relationship between human purpose and motivations and sustainability? How to enshrine social purpose in business? Will the decisive decade also be inclusive? What do we need to do to ensure it is? How can companies humanise their organisations to achieve necessary sustainability goals? It included a keynote address by Professor Simon Oliver, Van Mildert Professor of Divinity in the Department of Theology and Religion, to open up the debate about the responsibilities and possibilities for businesses to build a more sustainable world. The Sustainability Dialogue was very well attended – both in person and by participants joining online – and received excellent feedback. Moving forward, we will continue with organising Sustainability Dialogue events on an annual basis.

In January 2022, we conducted a successful trial of Carbon Literacy Training (CLT) for School staff and members of external organisations. The launch of CLT was instigated and organised by Dr Helen Goworek and Professor Geoff Moore, and comprised an initial group of 18 Professional Services staff, academics and industry practitioners. Helen has been trained as a CLT facilitator since 2020, subsequently working with the initiators of the content from Nottingham Trent University and the Global UN PRME office to offer this online training to Universities worldwide.

This training, which focuses on the positive actions that organisations can take to avert the impact of climate change, will be updated further for our staff in summer 2022 and will also be shared on an international basis with the PRME Working Group on Climate Change, for which Helen is the Research and Teaching Lead.



Individual staff involvement

Business School staff also engage with ERS at an individual level. For example, Professor Carol Adams is a leading academic influencing the development of sustainability reporting standards; Dr Joanna Berry is a member of the Northern Power Women’s Power List (since 2020); Professor Martyna Śliwa is the Vice Chair of the British Academy of Management for Equality, Diversity and Inclusivity (since 2020); and Dr Anna Tilba is a co-lead of a Working Group on Research, Data and Innovation as part of the UK Pensions Regulator (TPR) Diversity and Inclusion Strategy (since 2021). Furthermore, two members of DUBS faculty currently sit on the University’s Sustainable Procurement Group. More broadly, the University’s Greenspace initiative encourages all staff to engage with its sustainability programme, and particularly so via its network of Environment Champions in Colleges and Departments.



Since 2019, the School has also been involved in developing Durham University Advance HE's Race Equality Charter (REC) and its submission for a Bronze REC Award. The main aim of the Charter is to "improve the representation, progression and success of minority ethnic staff and students within higher education." It also seeks to diversify university curriculums (through the Decolonising the Curriculum project) and develop initiatives to help target identified areas of concern such as widening participation. A Self-Assessment Team has been established, formed of students and staff, to lead this work. Professor Martyna Śliwa (Associate Dean (ERS)) and Dr Laura Marsiliani (EDI Lead for Race and Ethnicity) represent the Business School on this team.

The School also continues to engage with the North East Initiative on Business Ethics ([NIBE](#)).

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

Carbon emissions



As a result of the Covid-19 pandemic and the consequent unavailability of colleagues it has not been possible to collect a complete set of accurate or representative data for the academic years 2020/21 and 2021/22. Data for these two academic years cannot be representative or compared with other years primarily due to the closure of buildings, travel restrictions and changes to working patterns and resource consumption, all of which will have significantly reduced the Business School's apparent carbon footprint.

Since the end of 2018/19, and hence beyond the period of our previous SIP, we developed a Carbon Management Plan which has committed the School to a 45% absolute reduction across all of our activities in emissions of carbon dioxide by 2030, using 2017/18 as the base year and the achievement of net zero emissions by 2040.

Within its current operations, a particular priority for the School remains a reduction in its carbon emissions, which we will continue to closely monitor and update in future SIP reports. However, in line with the ERS Strategy to monitor and improve our own ERS-related activities, we will continue to engage consultants to audit more precisely our carbon emissions and to support our Carbon Management Plan.

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. For example, 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.

Such activity is set within the broader agenda of Equality, Diversity and Inclusion (EDI), and the School's engagement with this is within the context of the [University's EDI policies and practice](#). Gender equality forms one part of this agenda, and we reported in our last SIP that we were granted the Bronze level Athena SWAN award in October 2018. We have since developed an action plan with the view to applying for the Silver level of award in the future. Whilst our ability to implement some of the actions has been negatively impacted by the onset of the Covid-19 pandemic, we have made good progress in some of the areas, such as workload transparency, and progression and promotion. We have launched an initiative for discussing matters related to equality, diversity and inclusivity: 'EDI Fora'. Additional resources have been allocated to the broader EDI Agenda in the Faculty of Business and to the Athena SWAN project. An information campaign has resulted in increased awareness of the support that is available to staff in regard to maternity, adoption and paid parental leave.



As we strive to move from the Bronze Award towards Silver, work continues on recruitment and admission of students as well as the monitoring of attainment levels across all programmes.

Moving forward, we will align the work of our Charter Marks including Athena SWAN and the Race Equality Charter ensuring the best possible education and work experiences for our students and staff. We also intend to implement reverse/reciprocal mentoring as a means of raising awareness of EDI challenges and improving inclusivity amongst our staff.



Staff volunteering

The University and School have an integrated approach to community outreach and public service, structured around the Staff Volunteering and Outreach (SVO) programme. Staff are encouraged to volunteer for up to 5 days per annum in work time, and the programme runs 30-40 team days annually, working with 20-30 community partners.

Staff volunteering is now well-embedded in the School, with a regular and diverse range of events supporting community partners (recent examples include working in local gardens, providing warehouse support for a local Foodbank, undertaking craft activities for local hospices, and site maintenance for a local wildlife trust). The School appointed two dedicated Volunteering Champions in 2019 to arrange the events and encourage staff to take part to work alongside the University's central volunteering team. One of the current champions, Jenn Smith, was named Staff Volunteer of the Year at the University Volunteering Awards in 2020 and since earned her ILM (Institute in Leadership and Management) certificate in Volunteering and Community Engagement.

As the table below shows, due to the Covid-19 pandemic there was a significant decrease in engagement over the past three years:

Table 1 Staff Engagement with Volunteering Events, 2016/17 - 2020/21

Year	No. events	No. staff	Total Hours
2016/17	12	941	296
2017/18	6	32	172
2018/19	9	56	326
2019/20	2	12	92
2020/21	1	6	73

Notwithstanding Covid-related setbacks in our overall volunteering activities, the School has continued to build on its earlier achievements. For example, since 2017, we have been supporting and growing our involvement in the Feeding Families initiative. This charity supports families in need at Christmas through donating food hampers and gifts for specified families. Over the past four years, School-level donations have increased – and have included not only donations from staff but also from students, and the initiative has expanded across the whole University.

Assessment of progress

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

1. We will implement additional changes in the curriculum from 2019/20 to further embed ethics, sustainability and responsibility into our programmes. We will also review our programme offerings to see whether, for example, an MSc Management (Sustainability Consulting) might be an appropriate programme development, and will explore the possibility of scholarships for PhD students researching on ERS-related topics.

We have seen further developments in the curriculum and, particularly through the Assurance of Learning mechanism, we carry out regular informed analyses across the School showing that all students are being exposed to ERS-related topics. Our bespoke Open Course on Sustainability, Ethics and Responsibility, has been offered to all new students since the beginning of 2019/20 and is popular with the students, gaining excellent feedback.

2. We will continue to engage in relevant research principally via the three Research Centres and one Institute 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, Accountability and Governance; and the Institute for Local Governance. We will continue to encourage doctoral research in this area.

This continues to be an area of strength in the School, with the analysis showing a widespread and further increasing engagement by faculty and doctoral students.

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.

Whilst the Covid-19 pandemic has put constraints on the School's ability to establish new partnerships, in the reporting period we have continued with engagement activities, and these have been re-gaining momentum since the end of lockdown restrictions.

4. We will implement the Carbon Management Plan which we have put in place, and report on the effect this has on our carbon emissions.

We continue to collaborate with a consultancy to analyse our carbon emissions and we are implementing our Carbon Management Plan.

5. We will make progress on the action plan related to our Bronze Award of the Athena SWAN Charter on gender equality, in anticipation of applying for the Silver level in the future.

We continue our work on the Athena SWAN action plan. Whilst the Covid-19 pandemic has impacted on some actions, we have made good progress in the areas of workload transparency, and progression and promotion.

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.

We have maintained our commitment to this area, but unfortunately the onset of the Covid-19 pandemic imposed a serious constraint on our staff and students' ability to engage in hands-on volunteering activity over the past two years.

Future objectives

1. We will continue with implementing curriculum changes to further embed ethics, sustainability and responsibility into our programmes. We will offer a module on Sustainability and Ethics to all our Online MBA students from 2022/23 onwards.
2. We will continue to engage in relevant research principally via the four Research Centres 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, and Accountability and Governance; and the Centre for Macroeconomic Policy.
3. We will make further progress with decolonising the curriculum.
4. 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.
5. We will continue with implementing the Carbon Management Plan which we have put in place, and with reporting on the effect this has on our carbon emissions.

6. We will make further progress on the action plan related to our Bronze Award of the Athena SWAN Charter on gender equality, in anticipation of applying for the Silver level in the future.
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.

Contact person

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Appendix 1

Sample of research outputs from 2019/20 and 2020/21

Durham Faculty are shown in **bold**

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