

Sharing Information and Progress Report

Principles of Responsible Management in Education

July 2017



Faculty of Business
and Management



University of
Chester

Letter of commitment from the Dean

As Dean of the recently renamed Faculty of Business and Management at The University of Chester, I am delighted to be pledging our ongoing and reinvigorated commitment to Responsible Management Education and the six PRME principles.

We have seen two busy years of development in the Faculty since our last report, in a somewhat turbulent higher education environment. Very much in keeping with PRME principles, all universities are required to do more with less, seek efficient ways of working and continue to develop future ready graduates. We have been achieving this through continued commitment to Education for Sustainable Development (ESD) in our curriculum, through our increased research activity and through developing the infrastructure of responsible management education in the Faculty.

This report highlights our achievements in these three key areas to date, and provides our vision and objectives for the future. We very much look forward to continued engagement with colleagues in the PRME community, and even greater impact in the local, regional and national discussions in the years to come.



Clare Schofield

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Overview

The Faculty of Business and Management encompasses Chester Business School, Warrington School of Management, the Department of Sport and Community Engagement, the Centre for Work Related Studies and the Work Based Learning Unit, along with programmes at University Centre Shrewsbury and a host of national and international partners.

In the preceding report period, the Faculty has reviewed and implemented new curricula at undergraduate and postgraduate to include responsible management, augmented the visibility of responsible management throughout doctoral research and our research activities, and developed groups and mechanisms through which our PRME commitments can thrive. These developments are outlined within this report within the PRME Principles framework, and via highlighting the relevant United Nations Seventeen Sustainable Development Goals (SDGs).

Progress on Previous Objectives

In our July 2015 report, we committed to working on the five key objectives. Progress on each of the objectives has been realised, although we recognise there is still work to do to fully achieve each.

1. To review the Faculty's portfolio of business programmes as part of a five-year review, which will further embed responsible management within the curriculum.

A full review of the Faculty's business programmes saw all programmes successfully revalidated in 2016. As part of this review, the Faculty committed to ensuring our graduates are globally, socially and ethically aware, with an ability and desire to make a positive impact on people, place and profit.

2. To engage in more collaboration with other UNPRME members.

The Faculty continue to seek collaborative opportunities with UNPRME members and have actively sought occasions to contribute to the debate. For example, Professor Paul Manning delivered a conference presentation at the joint 2016 EBEN/PRME annual conference at Nottingham Trent University. The presentation was delivered on the track: 'Pedagogy Beyond the Business School' (SDG 4).

3. To continue to manage our waste, energy and carbon emissions in targets for reduction.

The University has installed 411.8kWp of solar panels on 10 buildings across Parkgate campus, Queen's Park, Kingsway

and Sumner House. A total of 52,593.8kWh electricity has been generated saving the equivalent of 21.7 tonnes CO₂.

More than 10,000 LED lights have been installed on Parkgate Campus, Riverside, Kingsway, Queen's Park and Warrington since the last report. Buildings that have had LEDs and solar PV installed have seen, on average, 20% reductions in electricity consumption. In addition, Automatic Meter Reads to enable more accurate and reliable monitoring of energy consumption.

4. To embrace carbon literacy training for students.

As part of the full curriculum review, the Faculty has sought to include carbon literacy training for all students. As the programmes are being rolled in, the achievement of this objective has not yet been fully met. However, as part of our commitment to carbon literacy, we have recently completed a student led audit of all carbon literacy and sustainability activity within the curricula, with a full report due in late July 2017. A Climate Change Special Interest Group has been established for academic and support staff to collaborate on research, sharing of best practice to engage staff in sustainability and climate change.

5. To continue to develop our policy on green printing.

Within the Faculty, we are making strong progress on our green printing policy, with an overall reduction in printing for both staff and students of around 30%. This has been achieved in collaboration with students, with a further review of student requirements for printed material due in 2017/18.

6. To ensure that we are further developing our sustainability destination centres, especially with our new Shrewsbury campus.

University Centre Shrewsbury, established in 2015, is based in Shropshire which is one of the most sparsely populated counties in the UK. The county is rural with only approximately 6% comprising suburban and rural development so environmental and economic sustainability is vital to the county and its prosperity. The Faculty are supporting Shropshire Council to deliver their 2017-21 Economic Growth Strategy that seeks to understand Shropshire's natural and historic environment assets, knowledge and expertise, and the ways in which they can be used as resources. We are working with the Council and key agencies to create a centre of excellence for environmental sciences, technology and management and create an environmental innovation hub.



Progress Report

Principle 1/2/3: Purpose, Values and Method

Within our curricula, sustainability and business ethics are now integral to all programmes, with a specific focus on problem solving for the future as part of the strategic level 6 modules. Throughout each programme, the international environment, and its relevance to students and their future career, is central.

Through our graduate attributes, we commit to developing students who can;

- Demonstrate global awareness of their industry/subject (SDGs 4, 8)
- Identify and evaluate ethical, social and environmental challenges to business decisions and actions (SDGs 4, 11, 12, 13).

At each level of study, PRME principles are addressed in various lectures and workshop sessions. For example, at Level 4 a guest lecture was given by Professor Paul Manning to students on an entrepreneurship module, focussing on small business ethics and responsible management (SDGs 4, 8, 9). A student led audit of these commitments has recently been carried out, with the full report due to be published in late July 2017.

At level 7 our MBA offers an 'action and impact journey', which has ethics and integrity as a core value. These values are embedded within the module titles, content and assessments. Moreover, they reinforce the wider Faculty values, and other University initiatives, such as the 'Responsible Future' and ethical audit (SDGs 4, 8, 10, 16)

At doctoral level, we have made great strides in ensuring both the selection and training processes fully align with Sustainable Development Goals. This has meant that;

- The SDGs are mapped against doctoral training provision
- A greater range of SDGs have been successfully embedded into the doctoral training curriculum (e.g. SDGs 3, 4, 5, 8, 10, 12, 13)
- We have adopted the SDGs as a framework to select contributions to doctoral training
- We have adopted SDGs as a framework to help conceptualise and locate research projects.

In May 2016, a project was launched that aimed to create a unifying vision for action on sustainability and climate literacy, by embedding sustainable thinking into the student experience. The vehicle was a pan-faculty Level 5 Work Based Learning module. Seven Research Assistant placements were advertised to students, with successful candidates undertaking a 5-week placement.

The project brief around climate change was two-fold. The formal task resulted in a Climate Change Resource list, which was added to the online library database for student and staff use. The informal task led to the concept of a recycling gaming app, aimed at new Level 4 students, who have usually relied on their parents to do home recycling.

Future benefits from the developed recycling gaming app are expected to include reduced waste to landfill; a reduction in local council fines imposed on students for not recycling and a transformation to habitual recycling; improved relationships with local government, residents and wider society; and a continuous reduction in the carbon footprint of the University.

Since the completion of the 5-week placement in June 2016, this has served as case study at the Staff Conference, by demonstrating how a form of work based learning can create a unifying vision for action, and do so across multiple disciplinary, professional service, and identity boundaries. Further, a journal article has been published, with students co-authoring and a book chapter is in press.

*Wall, T., Hindley, A., Hunt, T., Peach, J., Preston, M., Hartley, C., & Fairbank, A. (2017 - in press). Work-based learning as a catalyst for sustainability: a review and prospects. *Higher Education Skills and Work Based Learning*, 7(2). DOI: 10.1108/HESWBL-02-2017-0014

**Hindley, A., & Wall, T. (2017 - in press). A unifying, boundary crossing approach to developing climate literacy. *Sustainability in the Curriculum of Universities: teaching approaches, methods, examples and case studies*. London, United Kingdom: Springer.



Principle 4: Research

Since our last SIP report, the Faculty's research has grown significantly, with responsibility and ethics developing as a stronger driver for our research agenda.

Key developments since our last SIP report include research into:

- Building psychological and organisational resilience, thriving and well-being in workplaces and in education (SDGs 3, 5, 8, 10)
- Exploring collective and connected cultural orientations in work and education (SDGs 1, 2, 3, 4, 5, 8, 10, 12, 13, 17)
- Innovative and institution-wide approaches to embed climate literacy, climate change pedagogies and pedagogical resources in education (SDG 4, 13, 17)
- Responsibility and ethics in coaching education and research (SDGs 3, 4, 5, 8, 10, 12, 13, 16, 17)
- Infusing responsibility into leadership learning and development (all SDGs)
- Aging, health, and tourism (SDGs 3, 11, 12)
- The MBA Student and Business Ethics and Responsible Management: Attitudes and Opportunities for Development'. (SDGs 8, 16).

A key dimension to this has been the partnership working (SDG 17) with professional bodies to deliver impact of this work, including the Chartered Institute of Personnel and Development (one of the oldest bodies championing work and working lives), the European Mentoring and Coaching Council in Brussels, and Lapidus International (the words for wellbeing association).



Principle 5/6: Partnership and Dialogue

The Faculty continues to work to develop the infrastructure that facilitates increased dialogue and action between stakeholders, both within academia and from industry in order to extend PRME values.

- We have launched the International Thriving at Work Research Group with support of various professional bodies to promote human-planet thriving. This research group draws on ideas including resilience, well-being, thriving, inter-cultural learning, and social justice, in the context of work and learning) (SDGs 3, 4, 5, 8, 10, 12, 13, 16, 17).
- We have successfully launched the cross-faculty Climate Change Special Interest Group, to promote research and impact projects as well as doctoral research in this area (SDG 13)
- Our ethics procedures, applicable to all under- and postgraduate research projects, have been adapted to include reference to PRME principles and the Prevent Agenda
- Professor Paul Manning's work with the Cheshire Constabulary's Ethics Committee is an ongoing dialogue that includes a practical consideration of the significance of social responsibility for a public service
- As a major local business within the Higher Education sector, our university's decisions should be endeavouring to embed positive social, economic and environmental impacts throughout the supply chain. The University has signed up to NETpositives Supplier Tool to encourage and enable our suppliers to create bespoke sustainability action plans. Ensuring that we engage with our suppliers to improve their environmental and social responsibility, and that the values and actions within our supply chain correspond with our Procurement Policy.

FOCUS – Equality, Diversity and Inclusion Group

The Faculty has recently launched an Equality, Diversity and Inclusion group, which works in partnership with Student Support and Guidance, Forum for Research into Equality and Diversity (FRED), Students Union and the Equality and Diversity Forum to better promote and support equality and inclusion for both staff and students (SDGs 3, 8, 10). The aim of the group is to ensure all staff and students are able and are supported to have their voices heard in a meaningful way in all aspects of university life through an inclusive culture and to challenge inequalities in business and society.

The group has already identified a number of special projects, which will be both staff and student led, into a range of equality challenges, for example; Evaluating current staff and student feedback mechanisms; Implementing trans* policy and supporting staff and students in this regard; Developing a 'return to study' project for students with long term conditions and illness, including mental health; Evaluating and developing the diversity in marketing for our courses and Faculty and; Evaluating social mobility and career development barriers for staff and students.

Faculty of Business and Management Key PRME Objectives

Over the next two years, we commit to focussing our efforts on the following three objectives:

Objective One:

Recognise excellence amongst staff and students in developing impacts relevant to the Sustainable Development Goals (Principle 1 & 2).

Objective Two:

Integrate sustainability into staff development, training and research opportunities (Principle 3 & 4).

Objective Three:

Increase the integration of the Sustainable Development Goals within partnership working (Principles 5 & 6).

Conclusion

We are proud of our achievements since the last SIP, but recognise there are opportunities to continue our progress in a number of areas. This report reflects both our distance travelled and our recognition of those future opportunities. We will continue to review and revise our practice and policies in order to continue to work towards a sustainable and fair society for all.

University of Chester Sustainability Update

The university has made great progress across its five key sustainability objectives since the last report, and we are happy to report our progress.



1. Reduce the University's carbon footprint by 30% by 2015 and 43% by 2020.

The University's carbon reduction targets were set against a 2005 and 2008 baseline. Since then the University has significantly grown. In 2015 the University's carbon footprint (based on energy consumption) was 17,582 tonnes CO₂. Therefore, the Energy Management and Sustainability Unit have reviewed the most up to date consumption figures, and created a revised baseline that includes Thornton Science Park and Queen's Park. Taking this on board, we aim to reduce our emissions by 43% against the 2014/15 baseline of 17,582 Tonnes CO₂e. This equates to a new target of 7560 tonnes requiring a reduction of 10,022 tonnes CO₂e by 2020.

2. Raise the profile and participation of health and sustainability initiatives at the University to staff, students and prospective staff and students and the wider community.

The University has held two Wellbeing Fairs, hosted jointly by Health 4 All, Student Support and Guidance and the Sustainability Unit. <http://www.greenchester.co.uk/node/84>



FOCUS – Cycling Students

A new partnership with Bren Bikes and the University has been agreed. Bren Bikes is a local social enterprise committed to offering people with learning disabilities and autism the opportunity to experience supportive work placements throughout Cheshire. This partnership not only aims to provide more work placements for people through Bren Bikes, it will also provide students at the University with opportunities to get involved in marketing, engineering, sales and cycling placements. This scheme also goes the extra mile in encouraging students and staff to get on their bikes and use more sustainable modes of transport, get fitter, and improve their wellbeing through the power of exercise.

The University of Chester Bicycle User Group (UoC BUG) has been reinstated in 2016/17 with support from staff across the University. It is a platform for staff and students to promote cycling as a healthy, green and fun way to commute to work or for leisure and to discuss cycling related issues at the University and in the wider community. Recently the UoC BUG collaborated with the Chester Cycling Campaign to a 'Cycle Maps for Chester' project, which gave staff, students and the local community the opportunity to contribute to the creation of a new cycling map of the area in and around the City of Chester, based not just on officially designated cycling routes, but also on the known short-cuts and quiet routes.

3. Increase the University of Chester's position in the People & Planet Green League.

In 2016/17 the University achieved a 2:1 classification in the People & Planet University league and were ranked 41st /150 compared to 33/151 in 2015. The methodology for the league table was altered for 2016 and relied on People & Planet volunteers assessing the information on University websites rather than a submission from the University. We are in a similar position to 75% of institutions in the league that are not currently on track to meet carbon reduction targets. However, we are excelling in the Staff and Student Engagement (90% score) and Education for Sustainable Development (100% score).

4. Achieve EcoCampus Platinum and ISO14001 by 2015.

The University achieved EcoCampus Gold in April 2014, however, due to reduced resources over the last few years, the University has not achieved EcoCampus Platinum (equivalent to ISO14001). However, work continues across the institution and particularly within Estates and Facilities to implement procedures to improve the University's environmental management systems.

5. Raise the profile of the university by winning 'Green awards' for best practice.

The University has won the Environmental/Sustainability category at the Educate North Awards consecutively for the last three years. <http://educatenorth.co.uk/2017-winners>.

The University was shortlisted for three Green Gown Awards in 2016; for the Food & Drink, Research & Development – Student and Student Champion. The Catering team won the Food & Drink category for the implementation of the Eco Takeout boxes. While Alex Lerczak, MSc Sustainability for Community and Business graduate was Highly commended for his research exploring the extent to which sustainability is integrated within the curriculum.



Food & Drink

http://www.sustainabilityexchange.ac.uk/green_gown_awards_2016_food_and_drink_universit1

Research and Development – Student

http://www.sustainabilityexchange.ac.uk/green_gown_awards_2016_research_and_development5

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