

UN Global Compact

Communication on Engagement



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Dear Mr Secretary-General

I am pleased to reconfirm that the University of Sussex Business School continues to support the Ten Principles of the United Nations Global Compact on human rights, labour, environment and anti-corruption.

In this Communication on Engagement, we describe the actions our organisation has taken to support the Global Compact and its principles. We also commit to sharing this information with our stakeholders through our normal channels of communication.

Sincerely,

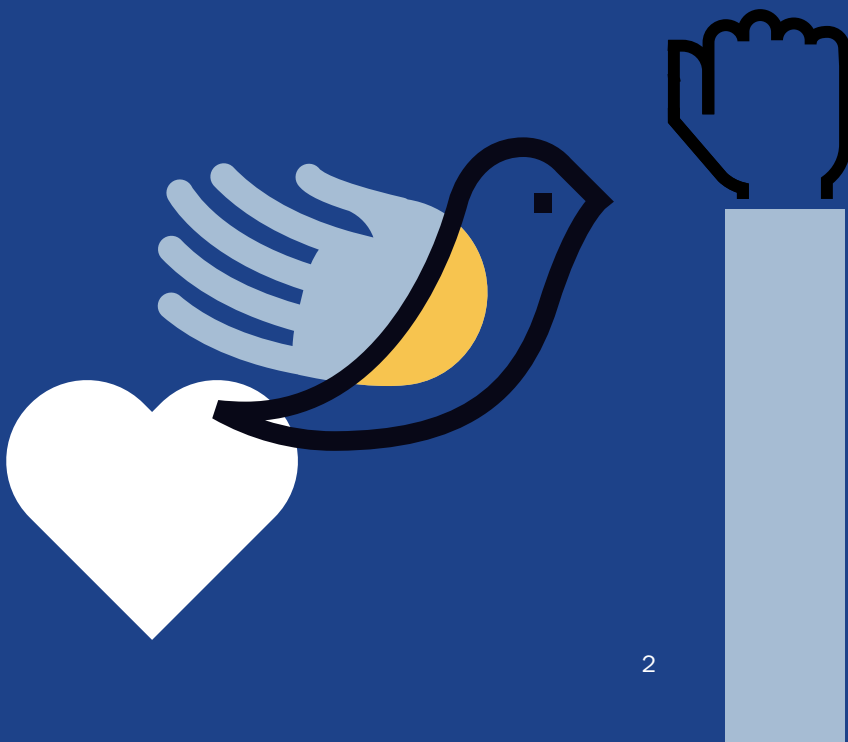


Professor Steve McGuire

Dean, University of Sussex Business School

Human Rights

(Principles 1 and 2)



PRINCIPLE 1:

Businesses should support and respect the protection of internationally proclaimed human rights

PRINCIPLE 2:

Make sure that they are not complicit in human rights abuses

IMPLEMENTATION

The School operates within the policies set by the University and which include:

- The requirement for all schools and departments to undertake risk assessments of all hazardous activities and have in place suitable control. This is supported by the SEF Quality, Safety, Health & Environment Team.
- Annual inspections undertaken by SEF to ensure Health & Safety issues are appropriately managed, this is supplemented by routine Building Manager inspections.
- A robust training programme for all staff on various Health & Safety issues including stress, work at height, risk assessment as well as accredited Institution of Occupational Safety and Health training for managers.
- Investigation of all workplace incidents and monitoring of emerging patterns or trends.
- Daily inspection of all welfare facilities, with repairs and maintenance to ensure that they remain in a safe working condition.
- Staff disciplinary procedures, grievance procedures and policies to prevent bullying and harassment at work¹.
- All chemicals, equipment and other ingredients are procured from accredited and vetted companies only.
- No products are produced for re-sale and where items are produced (usually as part of student's projects) it is subject to peer review and safety assessment.
- Designers under Construction (Design and Management) Regulations are provided specific training to ensure designs are safe and do not present a risk, including maintenance and repair work.

- Catering provided by Chartwells under contract with the University. All food hygiene codes adhered to in food preparation and re-sale.
- Staff who use higher risk chemicals subject to enhanced training and competency review and all chemicals are securely stored and not accessible to the public.

OUTCOMES

Efforts to follow the sustainable and socially responsible policies set out by the United Nations Global Compact through our policies and mentioned efforts above have led to the following:

- The University has earned a Bronze Award under the Athena SWAN Charter for its commitment to the advancement of gender Equality. The first award was in April 2013, the second was awarded November 2016. As this award is valid for three years from the announcement of the award, our third award is under renewal.
- The University has been granted HR Excellence in Research Award under the European Charter for Researcher, launched by the European Commission in 2005 to stipulate principles of good working conditions for researchers. First awarded to the University in 2013, the University successfully retained the award following reviews in 2015 and 2017. We have just completed our review for 2019.
- A range of family friendly policies are in place including maternity/paternity leave with enhanced pay. Furthermore, the university has a system in place to follow-up areas for improvement with action plans. With a process to improve employee wellbeing, this included a no charge employee well-being programme and the introduction of the cycle-to-work scheme, offering subsidised bicycle purchase to staff.

- The University's Access and Participation Plan, outlines the University's strategy to address, access and attainment within under-represented groups of students including black and minority ethnic (BAME) and those from defined disadvantaged groups. This plan is part of the University's registration and is approved by the Office for Students².
- The School also serves a large population of international (non-EU) students. Support for incoming international students is provided by the International Student Support Office, which provides information in relation to immigration and visas, living and working in the UK and banking and money. It also gives advice for families and guidance in relation to trips and events, welcome and arrival as well as preparing to return home. In addition, it provides academic information to international students in relation UK academic culture, academic misconduct, IT services and assessments.

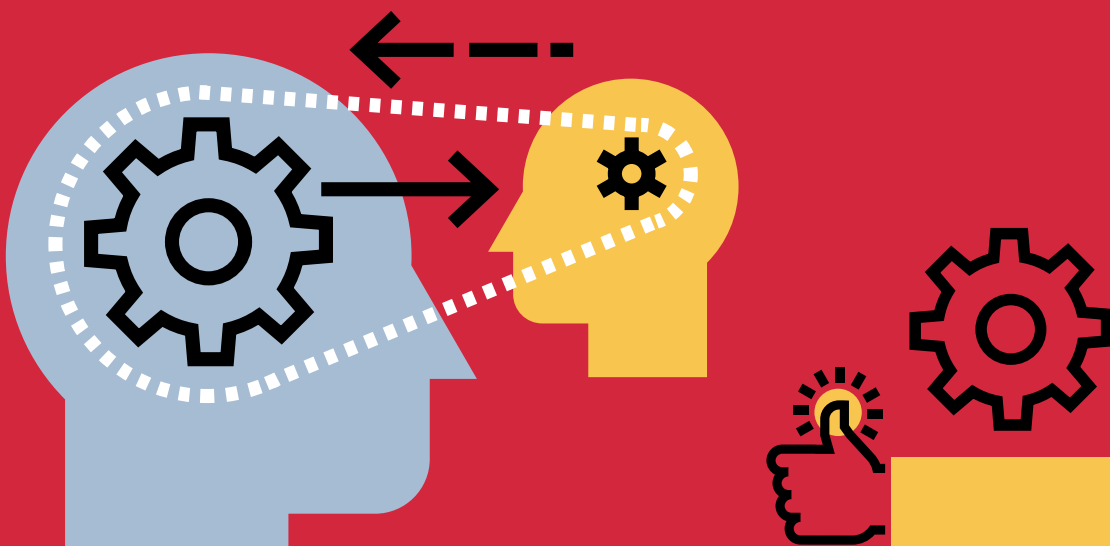
- The Widening Participation Scheme encourages young people to reach their full potential regardless of their background. The School continues to support the wider university initiative with the First Generation Scholar (FGS) scheme. This scheme is focussed on attracting young people from sections of society that are currently under-represented in higher education. The first cohort of FGS have recently graduated with a higher level of overall achievement in degree results to non-FGS. The Widening Participation Scheme also work closely with a range of schools and colleges in South East England which are in areas recognised for social deprivation.

In addition, the School also offers a Foundation Programme that allows students, who do not meet Sussex entrance requirements after Sixth Form and who successfully complete the Foundation Programme to progress to undergraduate studies at Sussex or in other UK universities.



Labour

(Principles 3, 4, 5 and 6)



PRINCIPLE 3:

Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining

PRINCIPLE 4:

The elimination of all forms of forced and compulsory labour

PRINCIPLE 5:

The effective abolition of child labour

PRINCIPLE 6:

The elimination of discrimination in respect of employment and occupation

IMPLEMENTATION

A variety of policies and guidelines are included in the Inclusive Sussex Strategy including the recent Dignity and Respect Policy for staff and students³, which addresses discrimination, bullying, harassment and violence. This is supported by Dignity and Respect webpages⁴, the creation of dignity champion roles and the introduction of compulsory diversity in the workplace training⁵.

The School operates within the policies set by the University and which include the following:

- Payment at least at the level of the National *Living* Wage, which is above the level of the National Minimum Wage.
- The School does not make use of 'zero-hours' contracts.
- University and legal equality responsibilities and policies for staff are outlined on its web pages⁶.
- Flexible working policy⁷.
- Authorisation routes/procedures for recruiting new staff, including procedures around who will be on and chair recruitment panels for different levels of appointments. Recruiting managers are also required to provide reasons for appointing the preferred candidate and for rejecting the others that were interviewed⁸.
- The Occupational Health service to which staff can be referred by managers so that appropriate measures are implemented in the work place⁹.
- The University recognises a number of Unions and has agreements in place to negotiate with them¹⁰.
- The University organisational development unit runs workshops and e-training for staff.

Other policies include redundancy and capacity to work amongst others¹¹.

Staff undertake online training modules some of which are compulsory depending on the role that they are undertaking. The current menu of courses and requirement to undertake them is listed below.

MENU OF COURSES**Diversity in the Workplace**

Mandatory for all staff and must be completed within the first month of employment.

Unconscious Bias

Mandatory for all staff and must be completed within the first month of employment.

An introduction to the Prevent duty as it affects higher education

Mandatory for certain key staff.

Freedom of Information and GDPR

All staff must complete both programmes within the first two weeks of employment.

Recruitment and Selection

All staff who are involved in recruitment are required to complete this course within a month of employment.

Finance training

Finance training courses are also available for all staff:

- Fraud Awareness
- Modern Slavery
- Anti-Money Laundering

RAISING CONCERNS

The University process for raising concerns is outlined through the web pages¹² and a concern may be raised via an online form. The School also has a number of boxes where concerns can be raised anonymously. The University also has a published complaints procedure for faculty, students¹³ and the public, along with an academic appeals process¹⁴.

AT A SCHOOL LEVEL A NUMBER OF SPECIFIC INITIATIVES HAVE BEEN ENACTED

- The School has an Equalities and Diversity Officer as well as an Equalities and Diversity Advisory Group. There is a section on the School website devoted to EDI¹⁵ that outlines School level activity. Relatedly, the School has established the Aspire staff/student mentoring scheme aimed at BAME students and staff, the School's interaction with Black History month, and a student LGBT mentoring scheme in conjunction with American Express.
- We participate in the Stephen Lawrence Scholarship Scheme'. Designed by Baroness Lawrence and a leading global law firm Freshfields Bruckhaus Deringer, the scheme aims to address disproportionate underrepresentation of black and black mixed-race men from less privileged backgrounds in City of London firms. Eligible students, if selected, secure summer internships at leading City financial institutions and thus enhance opportunities for future graduate employment.

OUTCOME

The University became a signatory to the Race Equality Charter in 2018.

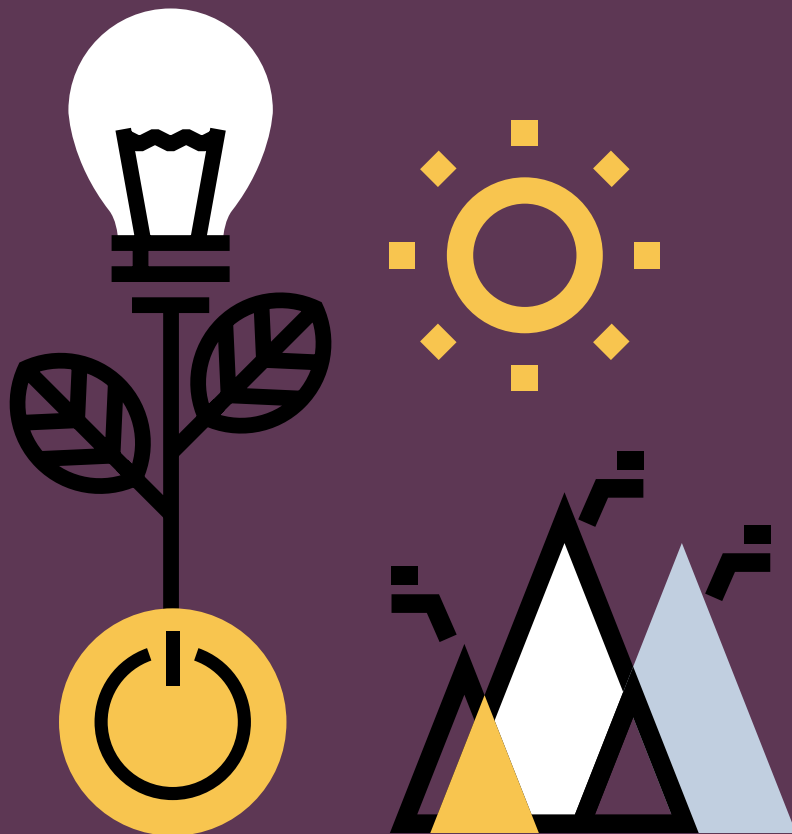
It has started to publish the gender pay gap in line with legislation that took effect in 2017. In the 2019 report, a median gender pay gap of 18.2% was reported (median 22.5%). This represented an increase on the prior year, which reported a median gender pay gap of 15.3% (median 20.8%). The University target is to half the gender pay gap (reported in March 2018 based on 2017 data) by 2024 to 10.4% calculated on the basis that the mean gender pay gap based on 2024 data published in March 2025¹⁶.

The School continues to monitor the ratio of female staff in comparison to the prior reported figures in 2016 and the University ratios. The overall % of female staff in the school by FTE was 42% in 2019 and remains consistent with the July 2016 rate of 43%. Within the faculty, the % of females at professorial level has increased from 16% to 19%. The higher ratio of females at the lower levels of the pay scale continues.



Environment

(Principles 7, 8 and 9)



PRINCIPLE 7:

Businesses should support a precautionary approach to environmental challenges

PRINCIPLE 8:

Undertake initiatives to promote greater environmental responsibility

PRINCIPLE 9:

Encourage the development and diffusion of environmentally friendly technologies

IMPLEMENTATION

The environmental objectives and targets of the University have been derived from baseline environmental reviews of eight key themes: community involvement, construction and refurbishment, emissions and discharges, energy and water, health safety and welfare, sustainable procurement, transport, and waste management. These form the basis of the Environmental Management Plan, which incorporates our Carbon Management Plan, as per the Higher Education Funding Council for England (HEFCE) Best Practice Guidance¹⁷.

The University Environmental and Sustainability policy was most recently reviewed in 2019 and maintains the commitment to safeguard the campus’ heritage, buildings and grounds¹⁸.

Sussex Estates and Facilities (SEF) are committed to minimising the environmental impact of University activities, and to safeguard the campus’s heritage, buildings and grounds. The University’s chosen approach to managing the environmental impacts of the University is via an approved Environmental Management System (EMS).

AWARDS:

The Business School’s home, the Jubilee Building, holds a BREEAM ‘excellent’ rating.

University Campus was awarded The Green Award in 2017.

OUTCOME

- Sustainability and environmental impacts are important considerations for any of the University’s building constructions or improvements. The University has reached its target of reducing 2020 carbon production by 44% against 2005/2006 baseline.
- Our University has a Combined Heat and Power (CHP) plant that generates electricity from the burning of gas, while providing heat for hot water and heating as a by-product, and we also use some solar power.
- In 2018/19, The University of Sussex achieved an improved “Upper Second Class” award, in the People & Planet University League table of UK Universities, up from a 2:2 award the previous year.
- The University of Sussex and SEF are working to maintain environmental policies and procedures to achieve ISO 14001.

In August 2019 the Vice Chancellor reaffirmed the University’s commitment to sustainability by declaring a climate emergency. In doing so, the University commits to build upon its progress to date both in relation to its own operational performance as well as through its programmes of education and research. To date it has;

- Installed 3,000 solar panels across its campus, the largest solar energy project at any UK university
- Doubled the use of reusable mugs for hot drinks sold on campus
- Increased recycling and food waste facilities for students, staff and visitors
- Implemented sustainable transport initiatives, such as installing charging points for electric vehicles

- Established a socially responsible investment strategy, investing its funds in businesses that contribute to a social good
- Expanded online distance learning programmes
- Begun work to embed sustainability across its curriculum

These efforts will continue over the next reporting period.

- As reported in the PRME report (attached as Appendix 1) the School continues to embed the principles of responsible management education across its research, education and engagement activities. This continues to be a focus for us.



Anti-corruption

(Principles 10)



PRINCIPLE 10:

Businesses should work against corruption in all its forms, including extortion and bribery

IMPLEMENTATION

The School works within the University's policies, which include:

- Policies on probity and good conduct e.g. receipt of gifts, register of interests¹⁹
- A specific policy on fraud, bribery and corruption to which all staff, students and members of the University Council must adhere²⁰
- University procurement policies²¹

Colleagues from the School also works to research this field with colleagues from the Sussex Centre for the Study of Corruption²².

OUTCOMES

In 2019 the Whistleblowing policy was revised and renamed as the public interest disclosure policy and accompanied by the introduction of an online form to aid reporting²³.





Jubilee

BEACH
COLLISIE
RELY

SAFRAN

Liverpool
London counter part
with Christmas Eve

ARCTIC
MONKEYS
1992-2011

Appendix

References

¹ <http://www.sussex.ac.uk/humanresources/business-services/policies>

² <https://www.sussex.ac.uk/study/terms-and-conditions/access-agreements>

³ <http://www.sussex.ac.uk/staff/dignity-and-respect/index>

⁴ <http://www.sussex.ac.uk/staff/dignity-and-respect/index>

⁵ <https://www.sussex.ac.uk/organisational-development/online>.

⁶ <http://www.sussex.ac.uk/humanresources/equality>

⁷ <http://www.sussex.ac.uk/humanresources/business-services/flexible-working>

⁸ www.sussex.ac.uk/humanresources/personnel/recruitmentandselection

⁹ <http://www.sussex.ac.uk/humanresources/occupationalhealth>

¹⁰ <http://www.sussex.ac.uk/humanresources/business-services/unionagreements>

¹¹ <http://www.sussex.ac.uk/humanresources/business-services/policies>

¹² <http://www.sussex.ac.uk/ogs/policies/goodconduct/raisingconcerns>

¹³ <http://www.sussex.ac.uk/ogs/policies/student-discipline>

¹⁴ <http://www.sussex.ac.uk/ogs/complaintsappeals>.

¹⁵ <https://www.sussex.ac.uk/business-school/about/equalities-diversity-inclusion>

¹⁶ <http://www.sussex.ac.uk/humanresources/equality/gender-pay-gap>

¹⁷ <http://www.sussex.ac.uk/sef/services/sustainability/policy-and-strategy>

¹⁸ <http://www.sussex.ac.uk/sef/services/sustainability/policy-and-strategy>

¹⁹ <http://www.sussex.ac.uk/ogs/policies/goodconduct>

²⁰ <http://www.sussex.ac.uk/ogs/policies/goodconduct/fraudbriberyandcorruption>

²¹ www.sussex.ac.uk/procurement/

²² www.sussex.ac.uk/scsc/

²³ <http://www.sussex.ac.uk/ogs/policies/goodconduct/raisingconcerns>

REPORT ON THE
Implementation
of Principles
for Responsible
Management Education

Sharing information on progress



Letter of Commitment



On behalf of the University of Sussex Business School I am delighted to present this report. In the ten years since its founding, the School has developed an international reputation in key areas of management research and practice in relation to sustainability. In doing so, the School draws on academic foundations that stretch back fifty years, namely interdisciplinarity and a concern for solving real world problems. We are a new Business School, but one with strong roots.

The Science Policy Research Unit (SPRU) was the original home of management education at Sussex, and SPRU's approach to research and education, emphasising the interaction of technology and social science in addressing policy and organisational challenges, remains. This gives us a very distinctive profile among business schools. We believe that understanding the policy environment is important to educating effective managers and that understanding technological progress requires an appreciation of how societies respond to and, in turn, shape the use of new technologies.

The School's research in the area of sustainability goes back decades, long before the issue attained its current salience. The STEPS Centre is one of the UK's longest-standing and most successful research collaborations in the area. We have three

of the world's leading scholars in the area of energy, who in turn lead major research centres seeking solutions to the pressing problems of climate change. In areas as diverse as finance and human resource management, our research seeks to understand how policy, society and technology interact in private and public realms. Our newest research centre, DIGIT, is an ESRC-funded centre of excellence that draws on a range of academic disciplines to understand how technology is shaping the world of work.

This research informs our teaching, as does the extensive practical experience of our teaching staff. Work on ethics, sustainability and regulation are an integral part of our teaching across programmes. Our new BSc in Finance and Technology, for example, has a core module on regulation and ethics. In addition, several of our programmes explicitly address sustainability questions. We extend this work outside the classroom, with our students and staff active in community efforts to address environmental and social challenges.

Social and environmental questions have been central to the School since its foundation, and we look forward to continuing to strengthen our teaching, research and engagement to advance the field in the coming years.

Sincerely
Professor Steven McGuire

Letter from the PRME Team

We are delighted to be able to share our latest update on the School's progress embedding the Principles of Responsible Management Education (PRME) throughout its activities.

Over the period since the last report we have renamed as a Business School, restructuring to reflect this development, and the School has also been awarded both EQUIS and AMBA accreditation. In parallel, the University has unveiled an ambitious strategy, which crystallises its commitment to the principles that underpin responsible management education.

The departments within the School have a strong tradition of research in environmental, social and ethical related areas. This is reflected in the nine leading research centres that we play host to, e.g., Sussex Sustainability Research Programme, and the Social, Technological and Environmental Pathways to Sustainability (STEPS) Centre. Our leading research is infused into our curricular, co-curricular and engagement activities. The illustrations offered in this report are by no means comprehensive and we might have selected many more examples of similar activities taking place across the School.

We were particularly pleased to have our research included in the Financial Times feature on best practice examples of sustainability, ethics and social purpose in October 2019 alongside an international field of leading universities.

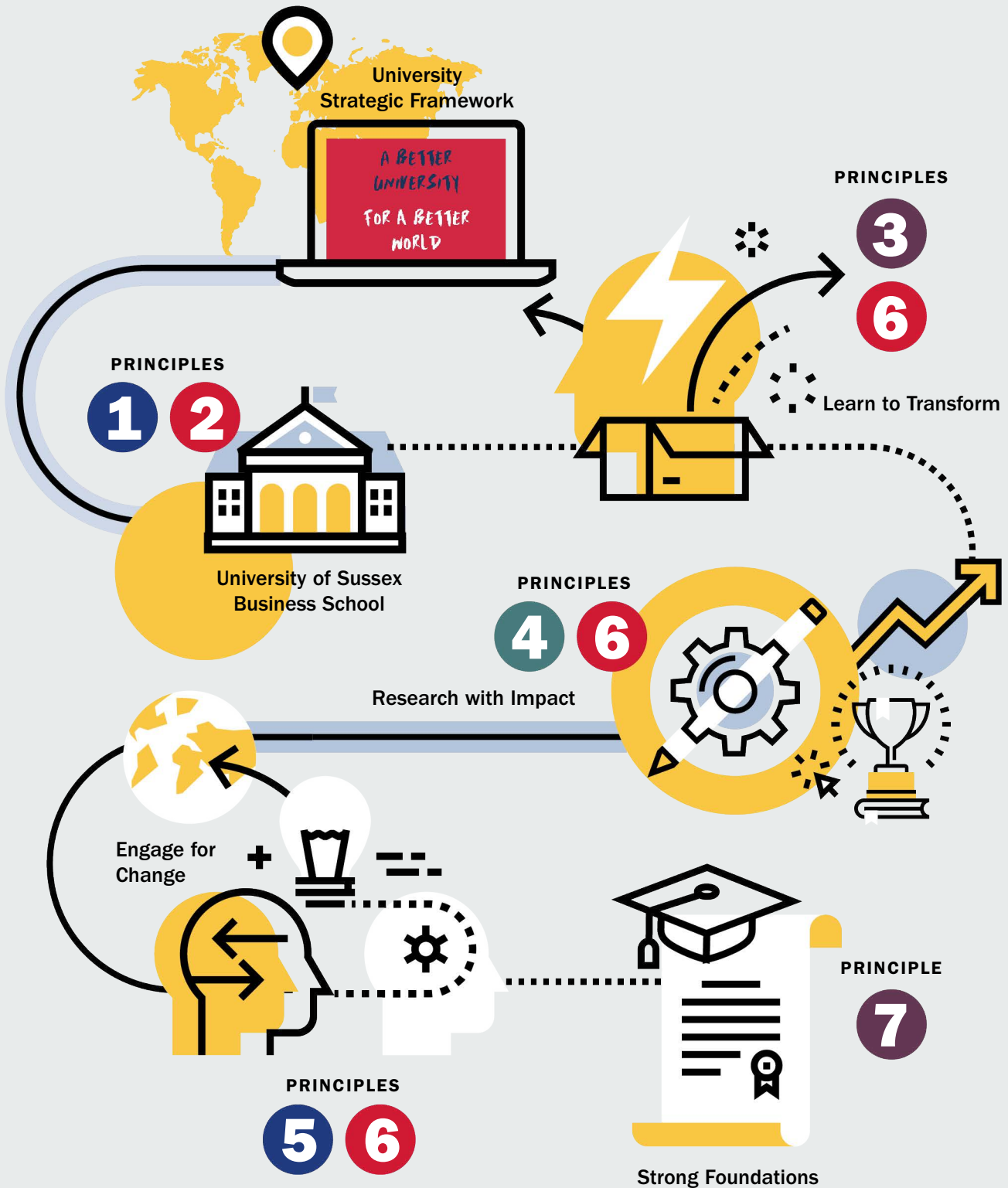
Our challenge remains to further increase the visibility of PRME with all colleagues and students in a systematic manner, to share and embed best practice and collaborate both internally and externally to advance our mission and commitment to responsible management education. We will be working together alongside colleagues, students, our Advisory Board and external stakeholders to progress this objective over the next two years.

Constantin Blome, Debbie Keeling, Susan Smith

Associate Deans for Research, Engagement and Education & Students.

At a glance

How the Principles are embedded in our strategic framework



About the University of Sussex Business School

The Business School is one of twelve Schools that make up the University of Sussex. It currently has approximately 4,300 students representing around 23% of the University's student population. The School welcomes a significant number of international students onto its programmes with students from 117 countries forming the student body in 2018/19.

The Business School's on-campus degree portfolio consists of taught programmes at the undergraduate and postgraduate levels as well as postgraduate research degrees.

The portfolio contains both general business school degrees, and more specialist degrees that reflect the specific research and teaching strengths of the School. Our programmes are primarily aimed at pre-experience students with the exception of the MBA, which is targeted to those who already have work experience. In 2018/19 the School successfully launched a handful of distance learning postgraduate programmes, which are delivered exclusively online.

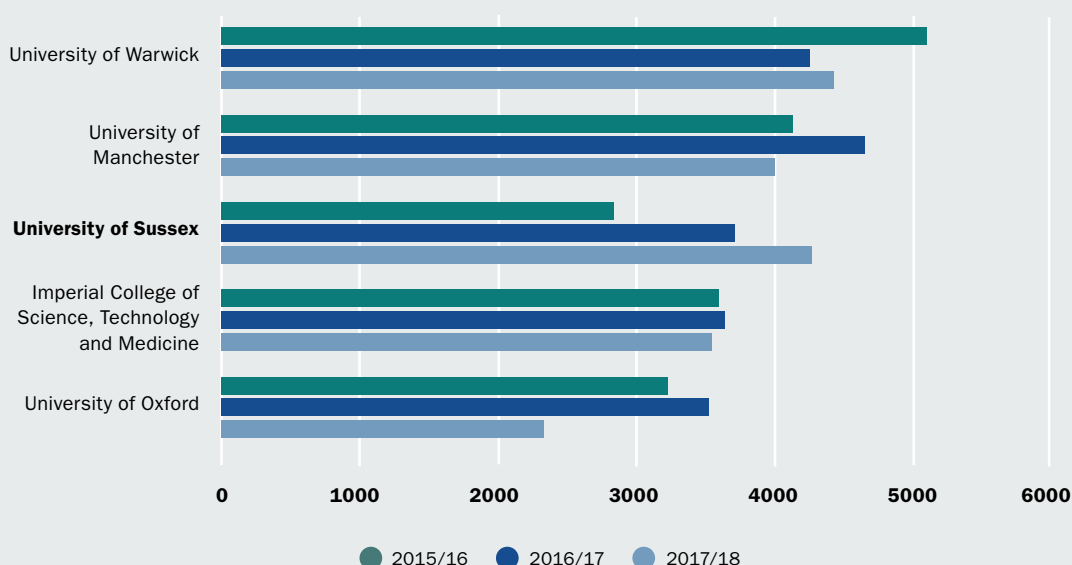
Over the reporting period the School has consolidated its position as a

fully integrated Business School and has earned both EQUIS and AMBA accreditations. At the programme level, we continue to extend the breadth and depth of accreditations from leading professional bodies in recognition of the close linkages between their curriculum and our own.

We are proud of our leading research profile and were ranked third in terms of research income over the three years from 2015/16 to 2017/18 in the Chartered Association of Business Schools annual research report.



TOP 5 BUSINESS SCHOOLS WITH RESEARCH INCOME OF AT LEAST £4M FROM 2015/16 TO 2017/18 (£000S)



**UNIVERSITY OF SUSSEX
BUSINESS SCHOOL RANKING**

3rd

in UK for research income
2015-2018 – *Chartered ABS*

1st

in UK and 3rd in world amongst
Science and Technology Think
Tanks (Science Policy Research
Unit) – *Global Go To Think Tank
Report 2018*

3rd

in UK and 16 in world in field of
Energy Economics – *Research
Papers in Economics 2019*

7th

in UK for graduate prospects in
Accounting and Finance – *The
Complete University Guide 2020*

8th

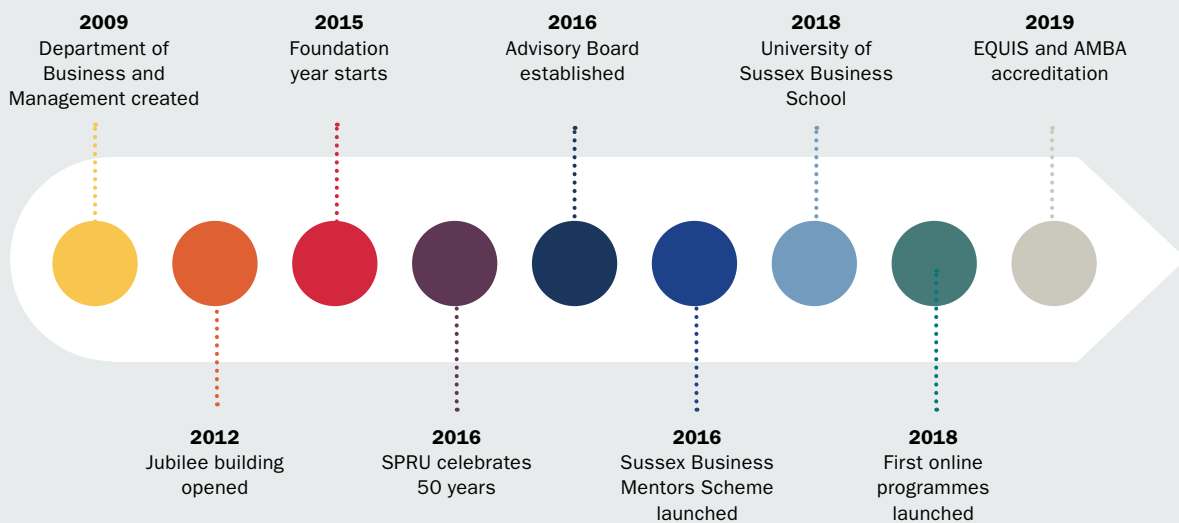
in UK for graduate prospects
in Business and Management
Studies – *The Complete
University Guide 2020*

TOP 10

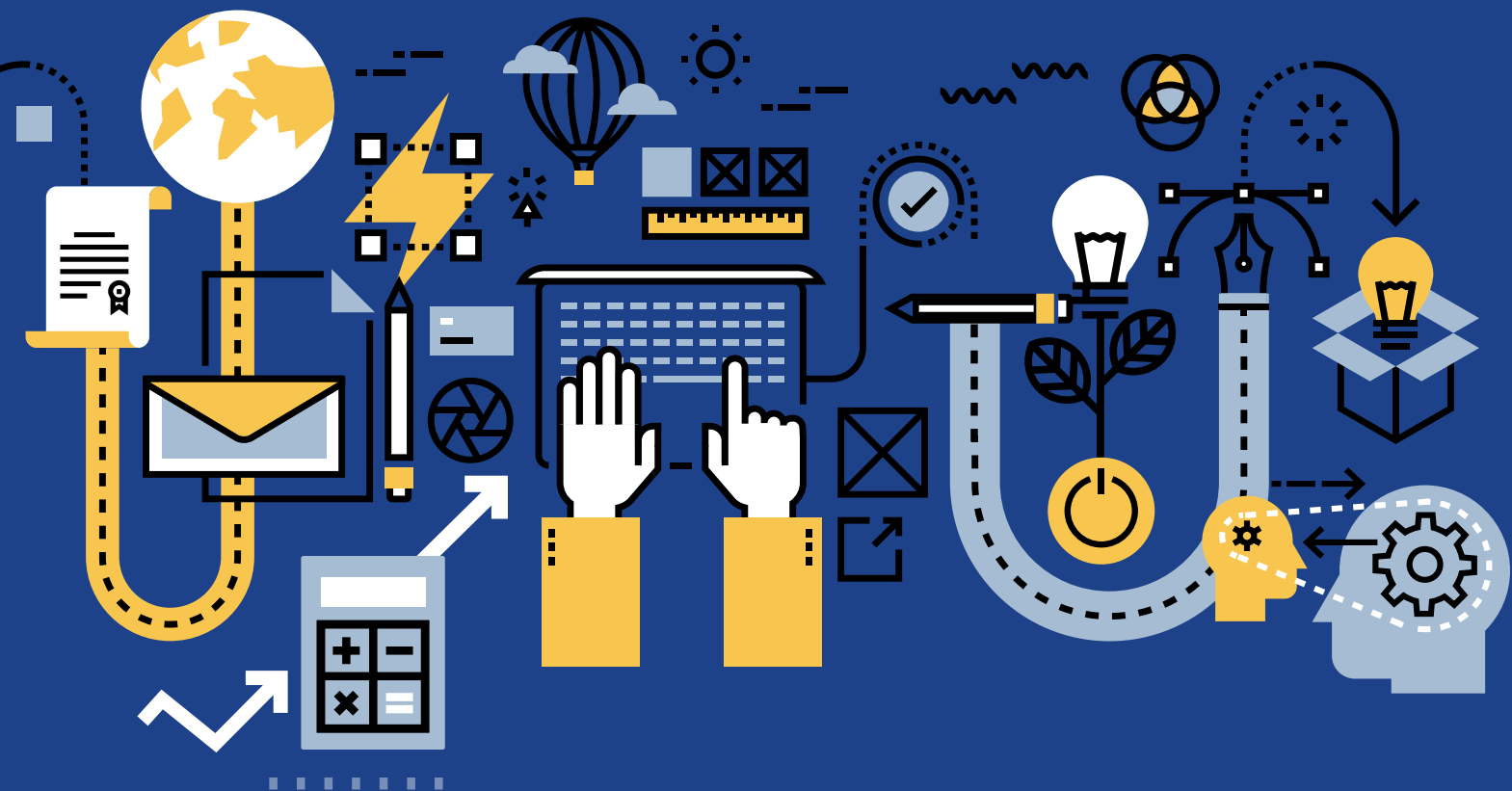
in UK for Business and
Economics – *Times Higher
Education World University
Rankings 2020*



UNIVERSITY OF SUSSEX BUSINESS SCHOOL TIMELINE



Principle 1: Purpose



1

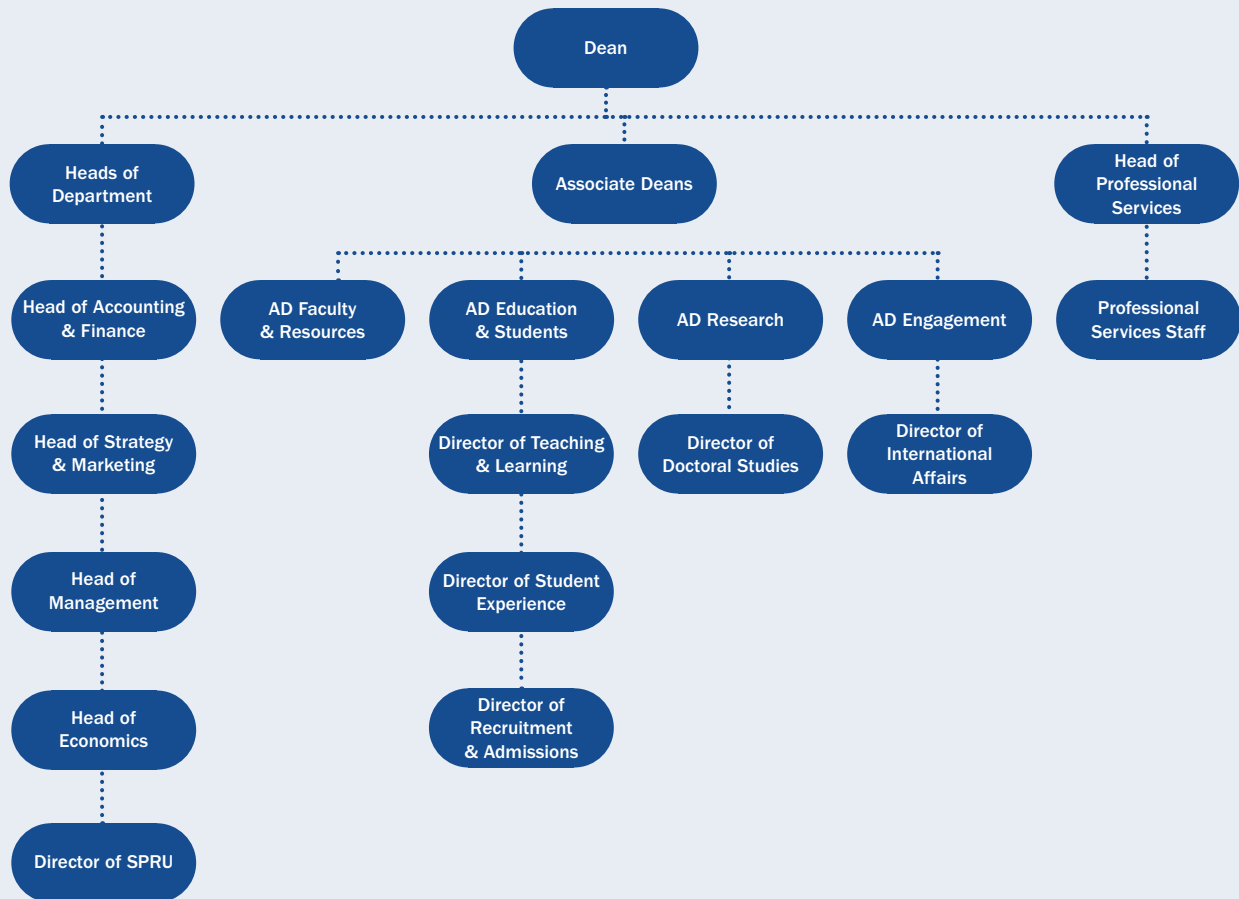
We will develop the capabilities of students to be future generators of sustainable value for business and society at large, and to work for an inclusive and sustainable global economy

Since our last report the University has unveiled its 2025 strategy – ‘A Better University for a Better World’ – which comprises four strategic pillars: Learn to Transform, Engage for Change, Research with Impact and Strong Foundations. The School has also re branded as a Business

School, adopting a structure that reflects the University strategy, through the creation of four Associate Dean roles – Education and Students, Engagement, Research and Faculty and Resources, to embed the 2025 strategy throughout its operations.

They, along with the Dean, the Head of Professional Services and the five Heads of Department, comprise the School’s senior management team. The Associate Deans work together and with their extended teams to embed PRME across their pillars of responsibility.

UNIVERSITY OF SUSSEX BUSINESS SCHOOL STRUCTURE



The School's vision, mission and goals continue to reflect the importance of responsible management and sustainability.

Our achievements to date were recognised during 2019, with the School achieving both EQUIS and AMBA accreditation. We continue to build upon the School's commitment to upholding the Ethics, Responsibility and Sustainability criteria applied by the accrediting bodies.

CAPACITY BUILDING

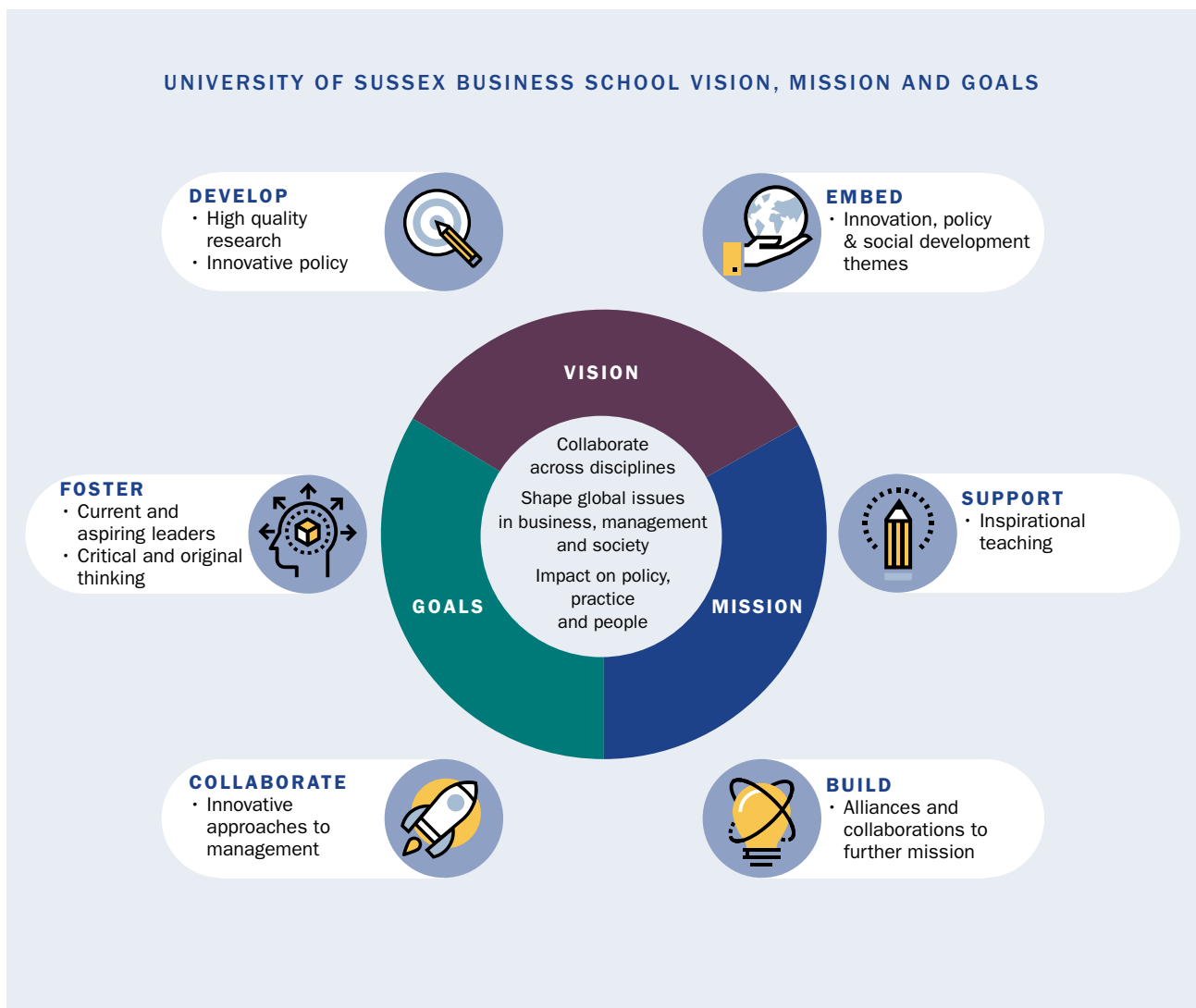
We continue to expand our faculty capacity to research, teach and further develop our curriculum through the introduction of specialist degree programmes, modules and new modes of delivery. For example Energy Policy MSc was launched in 2019 as a part-time, fully online programme, complementing the on campus version. Online delivery of programmes enables the School to reach diverse groups of students globally who often have other commitments, meaning that full-time on-campus learning is not practical.

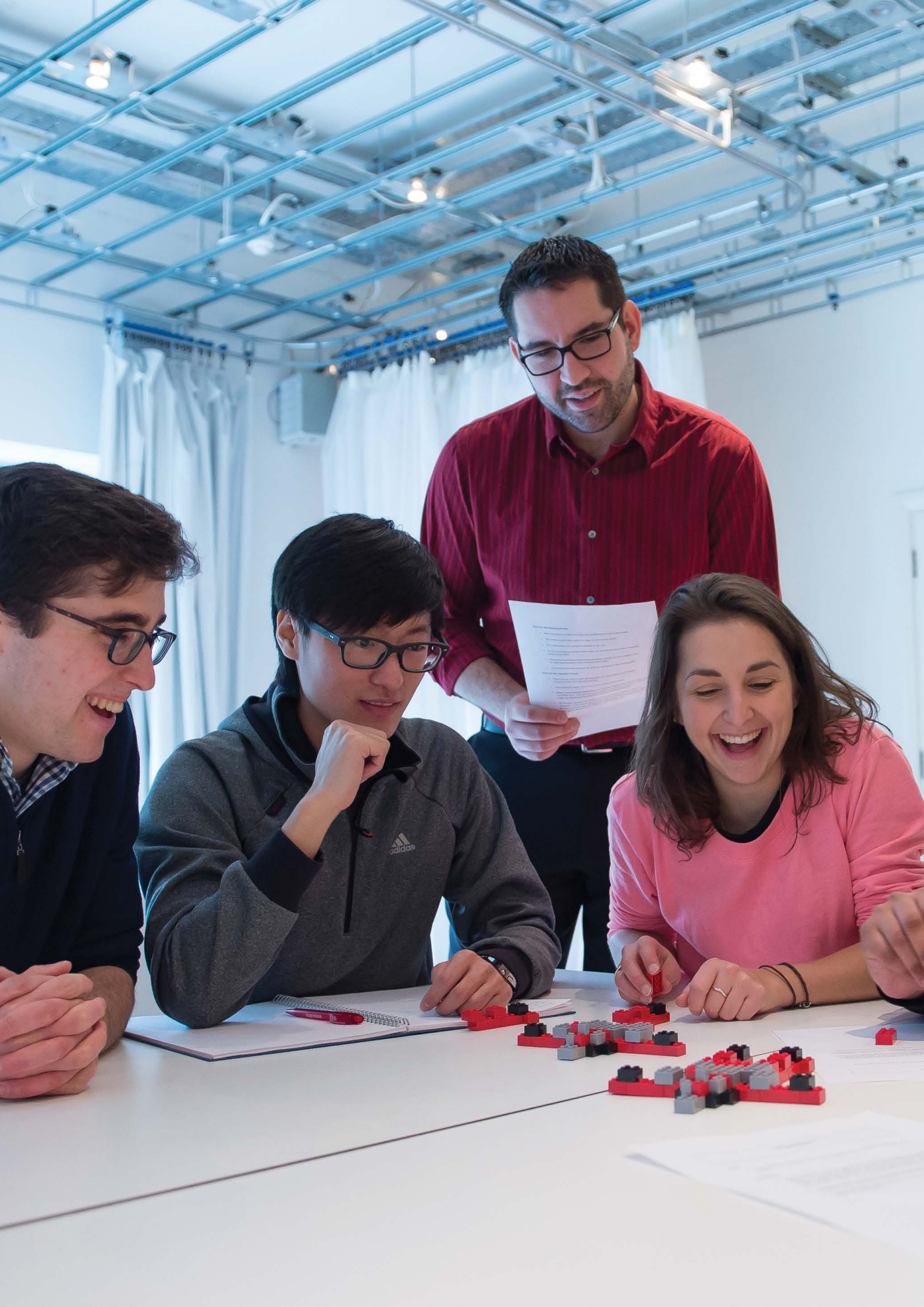
REFLECTION ON 2018 OBJECTIVE

Since 2018 the School has continued to build on its strengths and distinctiveness in sustainability and responsible management. It has operationalised its strategy, building additional capacity to reflect this priority.

CURRENT OBJECTIVE

We will establish a PRME steering group which will comprise a representative selection of colleagues and students to create project proposals and track progress against the School's PRME objectives.





Principle 2: Values



2

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

The University's values provide a framework to guide the School's activities and interactions.

KINDNESS

We will seek to be known as a 'kind' institution. We will care for each other and for the world around us, in responsible and sustainable ways. We will value collegiality and mutual support across all of our actions and activities.

INTEGRITY

We will ensure that everyone within our community is treated with dignity and respect.

INCLUSION

We will value and celebrate the diversity of our campus community and partners, and what they bring to our activities.

COLLABORATION

We will put collaboration at the heart of all that we do, seeking out productive and creative relationships. We will acknowledge and celebrate everyone's contribution.

COURAGE

We will speak out on issues that concern us and will face up to difficult challenges. We will support those who have the courage to change and be bold, innovative, creative and experimental.

BUSINESS SCHOOL VALUES



The School Equality, Diversity and Inclusion working group has continued to undertake work to support the Inclusive Sussex strategy which spans employees and students. The group is chaired by Jacqueline O'Reilly, Professor of Comparative Human Resource Management.

Recently, the working group has undertaken a series of initiatives designed to raise awareness and to start to narrow the BAME award gap, including inviting a series of external speakers, creating a reading list for Black History month and the launch of a staff-student mentoring scheme, Aspire.

ASPIRE MENTORING SCHEME



I want to be a scheme mentor because I didn't have access to this type of mentoring as a student, and struggled to find a connection with non-BAME students around me. I have lots of mentoring experience and it is something I thoroughly enjoy doing.

Jessica Kistnasamy
(Communications Coordinator)



RESPONSIBLE PUBLISHING

We are keen to keep innovating in terms of our responsibilities to not only external but also internal stakeholders. A recent example of the School's commitment to corporate and social responsibility is the collation and championing of a collection of works on building responsibility into management education. We have partnered with Emerald Open Research (which are signatories on the Declaration of Research Assessment - DORA) to stimulate and facilitate the development, publication and promotion of works that advance responsible management education.

The works will be multifaceted and offer not only thought and agenda setting pieces, but also tools and methodologies for practitioners to be able to use freely as they will be open access. In this venture we are encouraging our staff to work with practitioners to co-create pieces for the collection. The Emerald Open Research platform is explicitly structured to advance the UN Sustainable Development Goals. We have plans for further collections to be hosted on the platform which will focus on how the work undertaken within the Business School advances the UN SDGs.

SUSTAINABILITY INITIATIVES IN THE BUSINESS SCHOOL

The School participates in a variety of sustainability initiatives which include both staff and students.

GREEN IMPACT AWARD

The Business School Green Impact team was awarded a bronze Green Impact Award in March 2019.

Some of the initiatives that led to the award included the following:

- reducing waste at the twice-weekly Business School coffee mornings by encouraging staff to bring their own mugs, saving up to 200 paper cups from being used and thrown away per week
- introducing compost bins for food waste in staff spaces
- securing space on campus for a Business School allotment where staff have been able to grow fruit and vegetables
- starting a book exchange
- Fairtrade Foundation presentation to Business School staff and students during Fairtrade Fortnight

The School's Green Impact team continue to work on a number of initiatives with staff and students.



SUSTAINABILITY ON CAMPUS

The University's continued work on campus sustainability and creating an environmentally friendly infrastructure was rewarded by a rise of six places in the 2019 GreenMetric Ranking of World Universities placing Sussex 5th in the UK and 13th in the world.

The ranking comprises measures of setting and infrastructure, energy and climate change, waste, water, transportation and education and research.

The ranking position reflects progress to date in realising the University's ambitious plans in this area. For example, it is working towards a target of reducing its carbon emissions by 45% by 2025 (from June 2017 levels).



REDUCING WASTE

The University food outlets have taken action to reduce waste related to sales of hot drinks

Encouraging customers to bring their own cups: If customers use a Mug for Life or their own cup to buy a hot drink at SussexFood outlets, they receive a 30p discount. In the autumn term of 2018 when the scheme was first launched, Sussex Food processed 30,000 transactions, where reusable cups were used marking a 400% year on year increase.

Providing specialist recycling bins for hot beverage cups: The 'Simply Cups' recycling bins are provided at food outlets. The cups collected are sent to specialist fibre recovery facilities in the UK where the plastic film is removed and recycled, and the paper gets turned into reprocessed fibre. The fibre is then used for packaging or turned into functional new products such as decking or outdoor furniture.

TRANSPORT

The University has undertaken a range of initiatives in support of its sustainable campus plans including the following:



Cycle to work: Cycling to work provides a means of incorporating exercise into our daily routines. The campus is equipped with a range of cycle parking, free showers for all cyclists and dedicated cycle paths providing safe access to the campus. There is no need to own a bike as there are docking stations for hire bikes on campus as well. Staff can also take advantage of the cycle to work scheme, which offers tax incentives to employees to purchase a bike for commuting purposes.



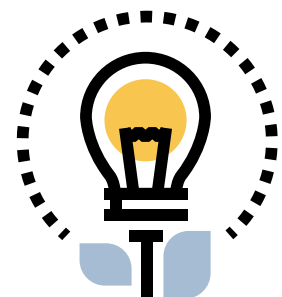
Electric vehicles: Sussex Estates and Facilities is committed to a fully electric fleet and already have 8 electric vehicles in operation around campus. The limited range of electric vehicles on the market is a current barrier to replacing the remainder of the fleet. Staff and students have access to electric car charging points and the Jubilee car park, which opened in 2018, is equipped with nine electric car charging points adding to the existing 7 charging points available at other campus locations.

REFLECTION ON 2018 OBJECTIVE

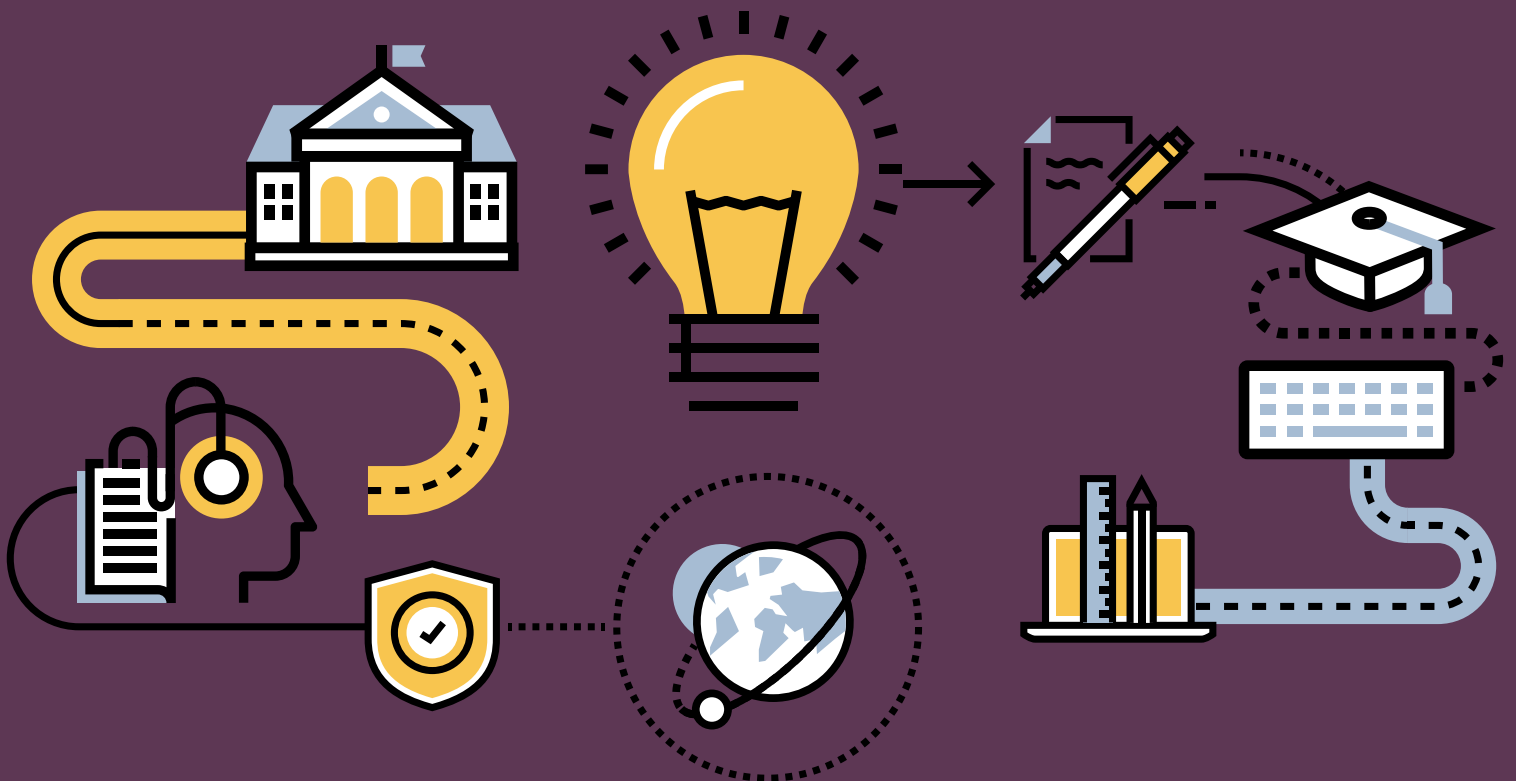
We have worked to raise awareness of the PRME values across our research, teaching and outreach over the period since 2018. This is an ongoing process rather than a one-off activity and will be continued in the next reporting period.

CURRENT OBJECTIVE

We will continue to work to raise faculty awareness of PRME across the Business School and to increase visibility of the related teaching, research and engagement activities.



Principle 3: Method



3

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership

CURRICULUM

The School's learning goals form the DNA of a Sussex Business School graduate and are embedded in the learning outcomes of all our programmes.

The learning goals seek to support our students to develop:

- Discipline specific knowledge, methods and technologies
- As good team players
- As responsible students and citizens
- Good communication skills
- As independent critical thinkers who challenge the status quo

The mapping of degree programme content to the learning outcomes at a programme level is considered during the ongoing cycle of individual programme reviews, which involves stakeholders across the University as well as external business representatives.



IN FOCUS – ETHICS, RESPONSIBILITY AND SUSTAINABILITY (ERS)

The curriculum includes both explicit ERS degree programmes and modules as well as modules, which embed ERS content. Some modules are core whilst others are options. The range of explicit ERS modules has increased as course review and development has taken place e.g. the addition of the optional module Marketing Ethics and Society (992N1) to both the MSc in International Marketing and MSc in Marketing and Consumer Psychology.

New degree programme development offers the opportunity to embed both explicit ERS modules at the heart of the programme as well as build ERS themes throughout the degree. For example in 2019/20 two new degree programmes commenced

- MSc Accounting and Finance which includes the optional module Accountability and Ethics (991N1)
- BSc in Finance and Technology which includes the core module Ethical Trading and Market Abuse Regulations (N1625).

ERS EMBEDDED WITHIN MODULES

- N1065 Introduction to Business and Management (L4) core
- L1100 Big Data and Economics (L6) option

EXPLICIT ERS MODULES

- N1574 Social Responsibility, Sustainability and Business Ethics (L6) core
- N1602 Enterprise in the Circular Economy (L6) option

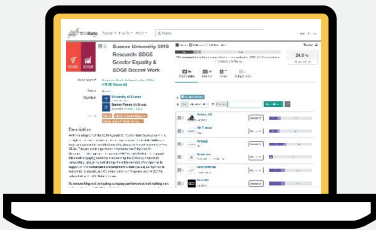
EXPLICIT ERS PROGRAMMES

- MSc Sustainable Development
 - on campus
 - online

TEACHING

A range of illustrative examples of how our teaching incorporates ERS principles and dialogues is provided below.

WIKIRATES



The N1574 Corporate Social Responsibility and Ethics module uses the Wikirates site – a tool devised to help students to research corporate metrics and is designed help inform responsible investment decisions

EMBEDDED ETHICS TEACHING

As part of the N1516 Auditing module students evaluate the importance of ethical codes within the accountancy profession, and how they are constructed and enforced by professional bodies. They do so through appraising the fundamental ethical principles outlined by the International Accounting Ethics Standards before applying the Ethical standards to a recent case of corporate failure, BHS, to understand how the Financial Reporting Council judgement drew on those principles.

The lecturer is a member of the ICAEW Ethical Standards Committee which contributed to the International Ethics Standards Board for Accountants’ (IESBA) consultations and the adoption of the IESBA code into the Institute of Chartered Accountants in England and Wales (ICAEW) 2020 Code of Ethics.



GUEST SPEAKERS

Alumni Hollie Sanglier and Ella Baker (BSc Marketing and Management 2018) returned in December 2019 to present to students on N1070 Marketing Strategy about the launch of their company Soaked which has responsible management as one of its core propositions. The eco-friendly shampoos and conditioners are sold on subscription and refill pouches are sent to customers to top up reusable bottles.



RESEARCH ETHICS

Business School undergraduate students have the opportunity to undertake an extended piece of independent research and all postgraduate taught students complete either an extended project or dissertation. To enable them to conduct the research effectively and ethically students undertake research methods modules in preparation.

For example, at the undergraduate level N1567 Empirical Finance project module is a 30 credit module and runs across both semesters in the final year. The first semester covers research methods and leads to the research proposal, which is further developed in the second semester into a full study.



DISSERTATIONS

Many students undertake dissertations that are related to a broad range of responsible management themes.

SELECTION OF 2018/19 PRME RELATED UNDERGRADUATE DISSERTATION TITLES

The ethics behind social media marketing – The case of corporate social responsibility and Facebook

How much action is the right action? An empirical study into how a luxury brand's actions against counterfeit goods affect consumer response towards the brand

Exploring the impact of ethical marketing on consumers' purchasing decisions – A study of the impact of Fairtrade label on students in Brighton

Investigating consumer values, attitudes and purchase intention of natural personal care products

How has corporate social responsibility affected financial performance and corporate governance? A case study of Volkswagen and its competitors in the automotive industry

Exploring the relationship between intention and behaviour of socially responsible consumption and the barriers to sustaining ethical behaviours with specific reference to Generation Z in the UK

'You have come a long way, Baby': The effect of female empowerment in video advertisement on brand interest in female-identifying consumers

Are small fast-food service based businesses responsible for applying Eco-friendly methods within their operations in Brighton?

A study on consumers' behaviour in ethical use of digital marketing information and practices

The importance and significance of corporate social responsibility for investment banks in the UK

Pakistani consumers' perception of corporate social responsibility

To what extent does university education affect consumers' attitudes in consumer social responsibility: A comparative study between global studies and business school students at the University of Sussex

A comparative study investigating the perceptions of the United Kingdom and Hong Kong university students towards CSR

To what extent can organisations be deemed as responsible for the lack of female representation in senior roles?

How can diversity practices and employee engagement increase organisational fairness within the workplace?

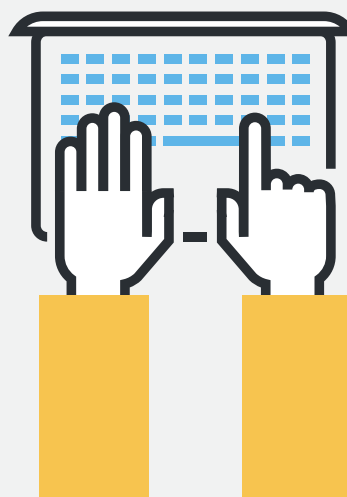
Online gambling behaviour and problem gambling - How have young adults been influenced by the increase in sports betting online in the case study of English Football in the UK?

An analysis of corporate fraud cases of major US and EU companies and the implications on the stock market

How CSR can influence customers' spending habits and affect the financial performance of a business – A case study of the Apparel industry.

Transforming the dynamics of auditing and the accounting profession using blockchain technology

Can central bank digital currencies stabilise failing economies? An examination of the Venezuelan Petro





THE REAL JUNK FOOD PROJECT BRIGHTON – STUDENTS, FACULTY AND SOCIAL ENTERPRISE COLLABORATION

The Real Junk Food Project network which aims to intercept food waste and feeding people who need it on a 'pay as you feel' basis.

The Brighton Project approached the Business School to help collect and analyse data on specific aspects of their operation to help with development of future funding bids and grant applications.

Dr Shova Thapa-Karki, Senior Lecturer in Entrepreneurship and Sustainability, worked with the Project to define their research needs and appointed three students to carry out the work, acting as supervisor for their research. The students' work contributed evidence to the Project's submission to its funders in relation to the following:

- Impact of the pay as you feel scheme
- How people – staff, volunteers and diners – benefit from engaging with the project

- Experiences of volunteers and outcomes related to their experiences

The students were also able to use the experience as the basis for their Undergraduate dissertations, the titles of which are listed below.

- Social impacts and the challenges of impact measurement in social enterprises – The case of real junk food project in Brighton
- The role of social enterprises and circular business ecosystems in tackling food waste in Brighton
- Are participative pricing business models a good fit for social enterprises operating in the food waste sector?

Coverage of the work was included in the Sussex Chamber of Commerce Business Edge Magazine in Autumn 2019 edition.



COLLABORATIONS

The School offers a number of programmes in collaboration with other Schools including the School of Psychology, the Department of Informatics and the School of Engineering & Informatics. This enables students to combine disciplinary specialisms. At the undergraduate level, examples include the BSc in Economics and International Relations. At the postgraduate level, examples include the MSc Marketing and Consumer Psychology.

CO-CURRICULUM

The array of co-curricular activities that support ERS objectives is broad and includes competitions, societies and one-off events.

COMPETITIONS

The School participates in national competitions as well as running a number of competitions tailored to specific programmes or groups of students.

PRME ESSAY WRITING COMPETITION



In April 2018, Tara Hadden, a Business and Management BSc finalist, won second prize in the PRME UK and Ireland Chapter essay writing competition for her essay exploring the role societal impact agents play in encouraging sustainability of profit maximising corporations.

ANNUAL BUSINESS SCHOOL MARKETING COMPETITION

MSc International Marketing students participated in the annual competition which requires students to respond to a brief set by the competition sponsor. In the 2018/19 academic year the sponsor was ASOS.

Brief: to develop the next student acquisition campaign to achieve 50,000 new student sign-ups to the brand’s website and convert them to purchasers. Students were also tasked with making recommendations on how to maximise customer lifetime value.

Winning campaign: the #RefillRestyle campaign proposed giveaways of sustainable water bottles with unique designs as an incentive to sign up to ASOS.

During the competition, teams benefitted from support from James Sutton, Teaching Fellow in Marketing, who ran a pitch skills workshop, a presentation skills workshop and individual sessions.



SOCIETIES

The University hosts a wide range of student societies, many of which closely align to PRME. In addition there are also a number of active societies that operate within the School. These societies often run PRME related events e.g. the Business Society has organised a number of events including a Black History month event and a BAME entrepreneurs panel discussion.

The impactful work of our student societies has been recognised at a national level.

Project 36, an Enactus project founded by Economics and International Development student Chris Youngman, was shortlisted for a national Green Gown award in 2018. The project sought to use social enterprise as a tool for sustainable change, and was one of eight finalists shortlisted in the Enterprise category.

Project description: The project is named after the 36% of women of child-bearing age affected by iron deficiency anaemia (IDA) in Nepal. It undertook research fieldwork and relationship building with the village of Paimey in the Tanahun region prior to entering the implementation phase.



ONE-OFF EVENTS



In November 2019, the Business School hosted a UN Global Compact PRME discussion on how impact investing can stimulate innovative technologies that address climate change. The panel discussion was timely ahead of the UN COP25 conference in Madrid and within 24 hours of the EU parliament declaring a global climate emergency. The panel consisted of Neha Coulon, Head of EMEA Capital Strategies in the Sustainable Finance division at J.P Morgan, Dr Matthew McCarten, Spatial Finance lead at the University of Oxford, Simon Greenman, Global AI Council Member, World Economic Forum, Prof Jeremy Hall, Director of the Science Policy Research Unit (SPRU), Jessica van Thiel, Founding & Managing Partner of Pathfinder, a social enterprise for sustainable development solutions, and Alex Martial, a Sussex third-year undergraduate student in Marketing. Attendees came from the private and public sectors and a range of academic institutions.

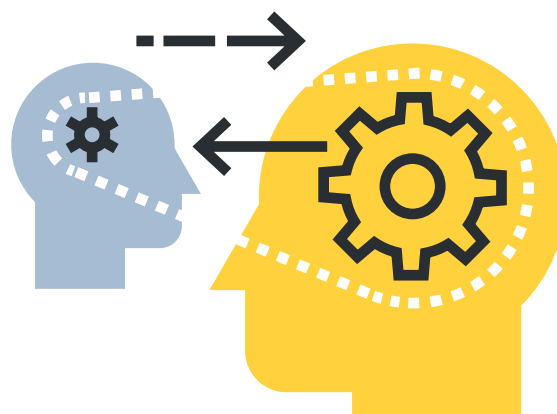
REFLECTION ON 2018 OBJECTIVE

All students learn about social, environmental and ethical responsibilities relevant to their studies following the establishment of School learning goals, which were adopted into all degree programme learning outcomes. We continue to ensure that this coherence is maintained through our ongoing cycle of programme reviews.

CURRENT OBJECTIVE

The School will devise further opportunities to enable and encourage students to reflect upon and articulate their learning and development on ERS themes.

We will map module content related to ERS themes to help increase the visibility of ERS themes throughout our curricula.





Principle 4: Research



4

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

Sussex is renowned for its long tradition of interdisciplinarity and collaboration, as well as its pursuit of knowledge and understanding for societal benefit and the public good. Our core values of kindness, courage, integrity and collaboration are naturally allied to the Principles of Responsible Management Education and lie at the heart of all that we do. While this is true of the University as a whole, it is especially apparent in the research we undertake here in the Business School. Unusually for a business school, a great deal of our research has a clear public policy focus, and much specifically targets the deep social, economic and environmental issues that have come to define the great research challenges of our time.



ENERGY AND SUSTAINABILITY

The School has a proud history of sustainability research. At present, this is manifest in a number of interdisciplinary research programmes and centres.

The Sussex Sustainability Research Programme (SSRP) was established by the University in 2016 with an initial investment of £3m over a five-year period. The Programme is a cross-school initiative with a mandate for undertaking interdisciplinary research providing world-class science to advance our understanding of the complex connections, synergies and trade-offs between the 17 UN Sustainable Development Goals (SDGs). To date, the Programme has funded 23 substantive research projects covering a broad range of SDGs. The Business School is one of the core member schools of study which, together with the Institute for Development Studies (IDS) which shares the University campus, contribute to the intellectual leadership of SSRP, as well as undertaking substantial research via the Programme's funded projects. Indeed, the SSRP Secretariat

is housed and managed by the Business School, and a number of our academics lead or contribute to SSRP-funded research projects.

See: <http://www.sussex.ac.uk/ssrp>

The Programme seeks to address complex overlapping socio-economic, technological and environmental challenges to achieving the SDGs by better understanding the interactions between them, exploring how trade-offs can be minimised and synergies maximised in order to capitalise on the efficiencies of an integrated approach. SSRP's projects are carried out with partners in 14 low- and middle-income countries (primarily in sub-Saharan Africa and Asia) and in the UK, and cover topics that cut across important subject areas of the SDGs such as trade, debt and the environment; biodiversity and food production; climate and food insecurity; and global health and the environment. Business School staff with funded SSRP projects include colleagues from Economics, SPRU, and Operations & Supply Chain Management'. Participation in SSRP has expanded the School's sustainability research across departments.



SUSTAINABLE SUPPLY CHAIN DEVELOPMENT IN FOREST COMMUNITIES

The School is also home to the Social, Technological & Environmental Pathways to Sustainability ('STEPS') Centre. Initially funded by the Economic & Social Research Council (ESRC), the Centre resides in SPRU – one of the five constituent departments of the School and a world-renowned science and technology policy think tank in its own right. See: <http://www.sussex.ac.uk/spru> For over a decade, STEPS has operated as an interdisciplinary global research and policy engagement centre uniting development studies with science and technology studies. The Centre's research covers a broad range of topics, including: agriculture and food; energy and climate change; urbanisation; health and disease; water and sanitation; and technology in which society and ecologies are entangled. Part of a Global Consortium with hubs in Africa, China, Europe, Latin America, North America and South Asia, STEPS research explores how poor and marginalised communities can be involved in identifying and diagnosing problems and prescribing courses of action, often in a way that involves challenging power and assumptions, and exploring many different values, perspectives and possible futures.

See: <https://steps-centre.org/>



Many other SPRU researchers are deeply involved in sustainability research at all levels, from PhD projects to large-scale research groups led by professors who are at the very forefront of sustainability research. One such group is the Sussex Energy Group (SEG). Under the direction of Professor Benjamin Sovacool, the Group has grown to include over 70 members from across the University and has long been one of the UK's largest recipients of grant funding for research into sustainable energy and energy policy. Over the last 5 years, the group has won a total of £22m from a range of research funders including Horizon 2020 and the UK research councils, leading or contributing to over 20 projects.

One such project is the UK Centre for Research into Energy Demand Solutions (CREDS). Led by the University of Oxford with SEG heading up the 'Digital Society' research strand, the Centre aims to advance our understanding of the changes in energy demand needed for the transition to a secure, affordable, low carbon energy system. Similarly, the National Centre for Energy Systems Integration (CESI) brings together energy experts from SEG and around the world to better understand the energy network and future supply and demand, paving the way for a smart, flexible and low carbon energy infrastructure that will help ensure the sustainability of the future energy provision in the UK.

See: <http://www.sussex.ac.uk/spru/research/themes/sussexenergygroup>



SUSSEX SUSTAINABILITY RESEARCH PROGRAMME

Scoping the performance indicators and data architectures for sustainable supply chain development in forest communities

Authors: Alexander, University of Sussex Business School; Redden, University of Sussex, School of Global Studies; Alvarez Astrain, University of Sussex, School of Global Studies; Roberts, University of Sussex Business School; Centro de Conservación, Investigación y Manejo de Areas Naturales (CIMA), Peru; Instituto Centro de Vida (ICV), Brazil

BACKGROUND

The primary barrier to sustainable supply chain development in primary forest is agricultural land use expansion. This is a global problem, particularly in the tropics, where the expansion of agricultural land is rapid.

METHODS

Research methods include:

- Stakeholder analysis to identify key actors, interests, power, and influence in the forest sector, including government, NGOs, and local communities.
- Interviews with government, NGOs, and local communities to understand their perspectives on sustainable supply chain development.
- Focus group discussions to explore the challenges and opportunities of sustainable supply chain development.
- Case studies of existing sustainable supply chain initiatives.
- Participatory action research to develop performance indicators and data architectures.

FINDINGS

- There are significant barriers to sustainable supply chain development in forest communities, including the expansion of agricultural land.
- There is a need for a sustainable supply chain development framework that is based on the principles of sustainability, justice, and equity.
- The framework should be based on the principles of sustainability, justice, and equity.
- The framework should be based on the principles of sustainability, justice, and equity.

CONCLUSIONS

A sustainable supply chain development framework is needed to address the challenges of sustainable supply chain development in forest communities. This framework should be based on the principles of sustainability, justice, and equity.

Deathwatch for the Amazon

At a more grass-roots level, sustainability research is encouraged and supported through a dedicated School-level Research Mobilisation Group (RMG). Now in its 5th year, the Sustainability RMG serves as a forum in which researchers from across the School can come together to discuss their interests in sustainability in a supportive interdisciplinary setting. Like all the School's other Mobilisation Groups, this group is open to academics of all levels and disciplinary backgrounds and provides a ready-made peer group with which Business School researchers can work in collaboration to develop project designs, grant applications and research papers.

See: <https://www.creds.ac.uk/>

Similar groups exist for a number of PRME-related research subjects. For example, the Circular Economy (CE) RMG was established in May 2019 to provide structured support for research into this increasingly important subject. The Group meet regularly to discuss CE research in progress, exchange ideas and best practice, and develop research grant applications in the Circular Economy field. The Group also serves as a main point of contact with other stakeholders in the field, including Brighton & Hove City Council and Circular Brighton & Hove – a multi-stakeholder network of citizens, companies, social enterprises, universities and third sector organisations coming together to promote the CE agenda and implement CE practices at a local level. The core members of the Circular Economy RMG represent the Business School within Circular Brighton & Hove, acting not only as advocates for CE research but as knowledge exchange partners, translating research outcomes for practical application and channelling them directly into the local networks which can make best use of them.

Research Mobilisation Groups have also been established in a number of other PRME-related areas, including: Conflict, Migration & Development (see below); Science, Politics & Decision-Making; Labour Economics, Education & Health; International Trade & Foreign Direct Investment; the Future of Work Hub and the Supply Chain 4.0 Hub. Sustainability, ethical governance and social responsibility are core themes cutting across all these groups. The latter, for example, focuses on sustainable supply chains in the age of Industry 4.0. In addition, we hope shortly to establish RMGs in the areas of Behaviour, Experiments & Social Wellbeing and Corporate Ethics, Influence & Accountability, which will focus on issues of similar relevance to PRME.



IN FOCUS



SEG DIRECTOR, PROFESSOR BENJAMIN SOVACOOOL

Prof Sovacool's research focuses primarily on energy policy and security, renewable energy infrastructure, climate change mitigation, and climate change adaptation. He is, among other things:

- Lead Author of the Intergovernmental Panel on Climate Change's Sixth Assessment Report (AR6) (due for publication in 2022)
- Advisor on Energy to the European Commission's Directorate General for Research and Innovation
- The recipient of the 2019 USERN Prize for his work on 'Social Justice in an Era of Climate Change and Energy Scarcity', and recipient of the Dedication to Justice Award of the American Bar Association.

Prof Sovacool has recently been nominated to advise Climate Assembly UK – the country's first nationwide citizens' assembly on climate change. Furthermore, a recent article of his – 'Sustainable Minerals and Metals for a Low-Carbon Future' – has just been published in the prestigious journal *Science*. The article, which covers a host of PRME-related issues, can be found here:

<https://science.sciencemag.org/content/367/6473/30>

SUSTAINABLE DEVELOPMENT

Over the years, the School has played a key role in pioneering development studies as an area of academic research and a good deal of our current research concerns issues of sustainable development – particularly on the economic and policy fronts, but also in the areas of finance, management and strategy.

CENTRE FOR POVERTY AND INEQUALITY RESEARCH

Under the directorship of Dr Julie Litchfield, the Centre for Poverty and Inequality Research has effectively



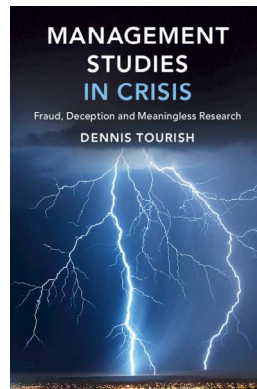
harnessed the interdisciplinary approach and values that Sussex embodies to produce world-class research into a number of global issues. Covering areas such as education, labour, gender, health and migration, the Centre's research explores the deep and complex issues driving poverty and inequality – in many forms – in both the Global North and South.

The School also enjoys strong links in these areas across campus, including with both the world-renowned Institute of Development Studies and the Department of International Development, which is consistently ranked number 1 in the world for development studies (according, for example, to the QS World University Rankings). Furthermore, as previously mentioned, the School has a research mobilisation group focusing on Conflict, Migration & Development, which is also led by Dr Litchfield and which draws on expertise across a number of the School's departments.

RESPONSIBLE MANAGEMENT

Several researchers across the School take a deep interest in responsible management education as an area of study in its own right.

Prof Dennis Tourish, for example, recently published a hard-hitting study examining the questionable ethical and governance practices underlying a good deal of contemporary management scholarship and education. Focusing on leadership studies, research misconduct, and research practices generally, among other topics, *Management Studies in Crisis: Fraud, Deception and Meaningless Research* is a clear expression of how principles of responsible management education and scholarship feature prominently and in the School's research base.



SOCIETY AND PUBLIC GOOD

Professor Richard Dickens has researched extensively on issues pertaining to inequality, poverty and unemployment – particularly in respect of the National Minimum Wage and related policies. An Independent Member of the Low Pay Commission, Professor Dickens works in an area that lies at the heart of a number of complex socio-economic issues. His research has generated significant impact in a number of key policy areas, leading to real-world changes in levels of poverty and inequality throughout the UK.

The Transformative Innovation Policy Consortium (TIPC) is a group of policy makers and funding agencies working together to give substance to a new framing for Science, Technology and Innovation policy that aims to address global societal challenges, as encapsulated in the SDGs, including climate change, inequality, employment and pathways to economic growth and development. The Consortium involves building new platforms for a mutual learning process between the Global North and South and between research and policy. It comprises academics, policymakers and funders across 10 countries on 4 continents.



NEW PRME-RELATED RESEARCH PROJECTS

To give an indication of how deeply entrenched the Principles are in the School's research culture, the following is a snapshot of some of the research projects which kicked off in the last academic year (2018-19). These are just some of our most recent projects, and they all have in common a deep concern for issues of sustainability, responsible innovation, and fairer economic development for societal benefit.

TRANSFORMATIVE INNOVATION POLICY HUB AFRICA

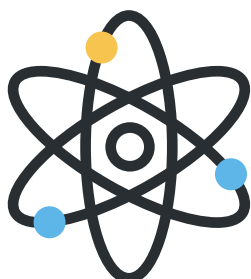
The Hub develops the Transformative Innovation Policy approach, which focuses on the transformation of sociotechnical systems with a view to achieving more sustainable, inclusive and equitable societies. This approach (pioneered in SPRU) aims to develop a new way of thinking about the role of science, technology and innovation in the implementation of the SDGs and to guide countries along new alternative paths of socioeconomic development.

UPDATING THE CASE STUDIES OF THE POLITICAL ECONOMY OF SCIENCE GRANTING COUNCILS

This project supports the Science Granting Councils Initiative (SGCI) by carrying out research to advance existing knowledge of the political and economic context of Science Granting Councils in selected countries and regions. The research involves five national case studies in developing countries and will aid the SGCI in strengthening the capacities of science granting councils to support research and evidence-based policies that contribute to social and economic development.

TRANSFORMATIVE INNOVATION IN THE FOURTH INDUSTRIAL REVOLUTION

The fourth industrial revolution brings rapid technological advances in artificial intelligence, robotics, the internet of things, biotechnology and others that will have significant impacts on our production, consumption and social systems. With developing countries facing the greatest of these challenges, the aim of this research is to develop and test a new theoretical framework for understanding the governance and policy issues surrounding the question of how the transformative potential of these new technologies can be exploited to address the SDGs.



RENEWABLE ENERGY SYSTEM INTEGRATED AT THE BUILDING SCALE

This project seeks to reduce the primary energy consumption of the whole building sector across the EU. The aim is to develop a configuration that uses a combination of promising renewable energy technologies and an innovative heat pump-based configuration, for heating, cooling and electricity that could reduce dependency on fossil fuels, lower CO2 emissions, and increase energy security.

STEERING RESEARCH AND INNOVATION FOR THE GLOBAL GOALS

Led by SPRU and UCL, a consortium of seven leading universities, research centres and the UNDP are working together to better understand the ways in which science, technology and innovation contribute, or not, to meeting the United Nations Sustainable Development Goals (SDGs) in Low- and Middle-Income Countries. The project will develop an integrative framework for understanding the myriad connections between technological developments and the SDGs, and will consider the synergies, competing priorities, trade-offs, and the main actors at local, national and global levels.

SOCIAL INNOVATION IN ENERGY TRANSITIONS

This project works with a range of stakeholders from across energy initiatives in industry, academia, government, councils, and local actors to create a better understanding of social innovations in the energy sector, and to critically assess the success, contributions and future potential of social innovation in achieving a sustainable energy future.

RESEARCH CULTURE & ENVIRONMENT

As stated in our latest research strategy (published October 2018), we aim to deliver “high-impact research that cultivates unique solutions to real-world problems for economic, environmental and societal benefit”. This aim is in firm alignment with the objectives of PRME, and is clearly reflected in our broader research strategy and its underlying policies and practices, which serve to facilitate the creation of high-impact research that is of the greatest value to society as a whole, as well as serving the needs of businesses, policy makers and other organisations and stakeholders.

By having such a strong research focus on PRME-related issues and embedding the Principles in our research strategy and culture, they have become very much part of the fabric and identity of the School. Indeed, we are becoming increasingly renowned as a School that is distinctive largely in virtue of its research strengths in sustainable development and science and innovation policy for the public good. This is one of the reasons prospective faculty and students alike choose to come here to undertake their research. These benefits flow over to the teaching and engagement sides too, with students, partners and other stakeholders all benefitting from research – and research-led teaching and knowledge exchange – that in many cases is fundamentally concerned with sustainable development and the responsible management of corporations, organisations, communities and governments.

This is reflected in the research we undertake at all levels: from world-renowned professors to early career researchers and PhD students. Indeed, through our Research Mobilisation Groups, members of our postgraduate research community are encouraged to engage and collaborate with senior research colleagues around PRME-related research topics; and both our PhD programme and several of our research-led masters' programmes provide further means of cementing the role of postgraduate students in advancing PRME-related research topics and developing capacity, knowledge and expertise in these areas.

REFLECTION ON 2018 OBJECTIVE

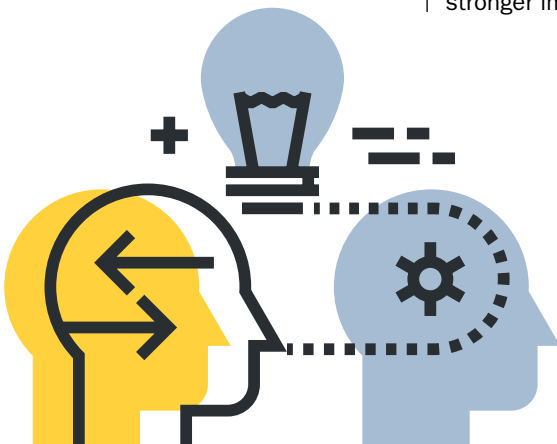
We are happy to report that our research capability in PRME-related subjects has grown considerably over the last two years. As the above list of PRME-related research projects (plus related research publications – see Appendix) testifies, our research portfolio features a broad range of PRME-related research activity across all five departments. Our increased research output in PRME-focused areas is the result largely of our burgeoning reputation as a world-leading centre of excellence for research in the areas of sustainable development and energy policy. It is also the result of our growing ability to attract and retain top international talent in key subjects, along with enhanced in-house support for research in general.

This support – for example in the form of new initiatives such as the Research Mobilisation Groups – coupled with greater research capacity, has enabled us to forge stronger links across all five departments as well as facilitating the engagement of more students with PRME-related research topics. The new groups garner the interest of researchers at all levels and embed the Principles firmly in the research culture of the School. As a result, we continue to generate knowledge critical for the creation of sustainable social, environmental and economic value, and with greater intensity and stronger impact than ever before.

CURRENT OBJECTIVE

The School will continue to place PRME at the heart of our research strategy; to further develop capacity and capability in key PRME-related research areas; and to enhance our research environment and culture to better facilitate responsible management education, research and practice.

- We will enhance and consolidate student engagement with PRME by undertaking a number of substantial revisions to our postgraduate research offering, ensuring the Principles are embedded in the design of a new MRes degree and reiterated throughout an enhanced PhD programme.
- We will continue to develop our expertise in core PRME research subjects – building particularly on our current strengths in sustainable development and energy policy research – to continue generating knowledge for the creation of sustainable social, environmental and economic value.





Principle 5: Partnerships



5

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges

The School strategy for external engagement aligns closely with that of the University (Sussex 2025), specifically the Engage for Change pillar. This pillar envisages enabling students and staff at the University to be connected, engaged, entrepreneurial, and creative citizens of the world. Our connections with business take in a broad remit, encompassing not only large and global commercial organisations but also entrepreneurs and social enterprise. We have three specific aims in engaging with business:

- Enabling current students and the business world to engage and learn from each other
- Ensuring the relevance and reach of our research in terms of value to business
- Empowering our students to make an impact on their world through developing employability and entrepreneurial skills

With specific reference to PRME, we aim to develop partnerships that are meaningful. By focusing on these three objectives we can leverage our distinctive themes of innovation, management of the public realm, and social development. Looking at management of the public realm for example, the School does not merely focus on for-profit companies in its corporate connections strategy, but also looks at public sector organisations, not-for-profit organisations, and others. The School actively promotes volunteering through fairs and volunteering opportunities. The School also works with many international non-governmental organisations in the area of social development.

ENABLING CURRENT STUDENTS AND THE BUSINESS WORLD TO ENGAGE AND LEARN FROM EACH OTHER

The School assures the business relevance of teaching and learning, which it sees as a core element in responsible management education, through a number of strategic initiatives including involvement of our Advisory Board in curriculum development and accreditation of programmes by professional bodies.

The School Engagement Team links up with faculty to provide opportunities for learning from national and international business partners through case studies, guest speakers, placements and internships. External speakers from the private and public sectors regularly give talks to our students. We continue to seek to maintain diversity in our guest lecturers ensuring: students have access to social and green enterprises: commercially orientated organisations share experiences about challenges in meeting social and environmental responsibilities. (See Principle 2)

Programmes continue to be accredited by a broad range of leading professional bodies (See About the University of Sussex Business School). Such accreditations not only ensure the relevance of our education to the world of business, but also act as a conduit through which the different perspectives on global social responsibility can be fed into our curriculum and provide a business frame for understanding these issues for our students.

ENSURING THE RELEVANCE AND REACH OF OUR RESEARCH IN TERMS OF VALUE TO BUSINESS

Connecting with businesses is a vital element to ensure that our research is both relevant to and reaches businesses in a manner that they can action the findings. We are engaged in multiple activities that help us to address this objective, including funded research projects, collaborative research partnerships, supporting and being members of community networks, and sponsoring local awards.

FUNDED PROJECTS

Research by Dr Adrian Ely is directly informing the recommendations of the United Nations Conference on Trade and Development (UNCTAD) to country governments, as they develop policies for achieving the UN’s SDGs. Through a specially commissioned report, a consultancy to produce a new framework and subsequent partnership work, he has introduced the concepts of ‘directionality’, ‘grassroots’ and ‘hybrid’ innovations into UNCTAD’s agenda, which are shaping the ways in which science, technology and innovation are used – inclusively and sustainably – to reduce poverty.



COLLABORATIVE RESEARCH PARTNERSHIPS



The Community Water Partnership represents a collaborative approach to address Regulator demands for water companies to work more closely with other agencies to identify and support vulnerable households. Brighton and Hove became one of the first areas in the country to use a partnership approach to address both water efficiency and affordability in one programme. The Community Water Partnership brought together Southern Water, the domestic water supplier for the region, and a partner of the School; Brighton and Hove City Council, which is responsible for 11,000 social housing properties; the Consumer Council for Water, a statutory body which has a particular interest in water affordability, and researchers at the University of Sussex, in the School of Law, Politics and Sociology and the Business School. The partnership built on Southern Water’s offer to its customers of a free water-saving visit by also including a water affordability component and conducting research with households. This water efficiency and affordability programme was focused on social housing belonging to the City Council – much of which is located in low-income communities.

The Water Executive Summary Report was published in November 2019 and a DIY Manual for saving water was produced with and for local people – called the ‘Take12 Booklet’.

NETWORKS & SPONSORSHIPS



The School maintains active membership of Sussex Chamber of Commerce, Gatwick Diamond for Business, Coast to Capital Local Enterprise Partnership, South East Local Enterprise Partnership, Wired Sussex and the Scale-Up Institute, amongst others. Membership of the Chartered Association of Business Schools (CABS) provides us with access to professional development opportunities and professional networks, as well as benefitting from CABS influence in lobbying and advocacy on behalf of its members with business and government bodies.



We sponsor two awards: the Creative Industries Award, Sussex Business Awards; the New Business Award, Gatwick Diamond for Business. Sponsoring these awards offers benefits to our staff as they involve faculty as panel judges, including site visits, providing faculty with up-to-date knowledge on current business needs and developments. They also aid the development of businesses within our community, through provision of feedback from our panel judges (in which they are able to feed in their research-

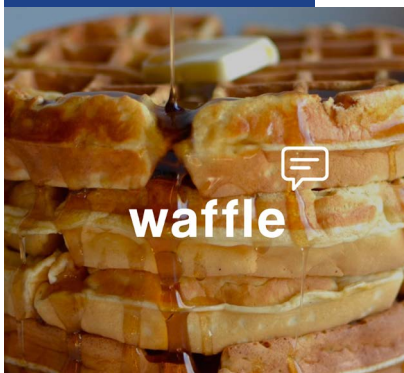
informed expertise), and recognition at a gala award event. We were also headline sponsors for the GDB Re-energise conference in Jan 2020. This conference focuses on engaging businesses in dialogue on responsibility and resilience in managing and developing their businesses. Speakers were drawn from outside of the business world (including sports personalities or those who have faced traumatic experiences). The audience encompasses both for-profit and not-for-profit organisations and tickets were made available for both faculty and students.

EMPOWERING OUR STUDENTS TO MAKE AN IMPACT ON THEIR WORLD THROUGH DEVELOPING EMPLOYABILITY AND ENTREPRENEURIAL SKILLS

An important part of our responsibility to our students is to ensure that they are world ready, recognising that they are not only stakeholders but also essential partners in the future development of socially responsible approaches to business. The employability aspect of our strategy focuses on bringing students into contact with business with a view for them to gain valuable business experience and building employability into the curriculum. The most high-profile initiative in this space is the professional placement year. Other initiatives include shorter business experiences such as field trips and international study trips. In addition, by embedding employability in the curriculum with problem solving, analysing data from multiple sources, report writing, business case development, marketing plans and introducing business tools, students are prepared for the world of work. These elements complement our curriculum delivery described earlier.

The School actively supports students in their entrepreneurial aspirations, including teaming up with the Natwest Accelerator and enabling our students to participate in the Catalyst programme run through the University's SINC (Sussex Innovation Centre).

STUDENT ENTREPRENEURS



Recent graduate Julian Bourne (BSc Finance 2018) successfully founded Waffle, a fintech app, with some friends whilst at University winning the Start-up Sussex Award in 2017/18 before going on to win the national Pitch@Palace People's Choice award.

Waffle is a personal assistant chatbot which connects users with restaurant deals in their area, thereby helping restaurants to maximise their space usage and reduce food waste and help people to save money on eating out at the same time.

PROFESSIONAL PLACEMENT YEAR



EMILIA ROBERTS

BSc Marketing and Management with Psychology (with a Professional Placement Year)

Professional Placement at Samsung Electronics

What were your highlights of the year: Being given responsibility from day one and managing strategies that were recognised by senior management and rolled out to all European markets

What Pre-conceived notions of working world did you have before starting your placement:

The idea of a fast-paced environment seemed very daunting at the start of placement, however, working in this kind of company has made me realise that this is something I really enjoy and will now look for when seeking job opportunities.

How has your placement prepared for a career after Sussex:

Completing a placement has been the best decision during my time at Sussex. Most graduate schemes and introductory level marketing roles ask for a years experience so it has really helped with my employability and I'm excited to see how my experience can help me.

START-UP SUSSEX FINALISTS 2018/19

Business School students who reached the finals of the competition in 2018/19 are listed below representing 50% of those who achieved finalist positions in the overall competition and successful winners of a range of prizes:

Mark Rynston (LLB Law w/ Business), **TheLawMarketplace.com** – a legal marketplace connecting individuals or businesses with the right legal representation – winner of second place

Cristobal Matte (MSc Strategic Innovation Management), **Airkeep** – a peer-to-peer collection and storage service 'like Airbnb for luggage' – winner of third place

Caspar Preston (FDN Business Management & Economics) and Alexander Annett (BSc Economics), **COLLAB** – a connective marketplace app for musicians to meet and collaborate

SOCIAL IMPACT PRIZE FINALISTS

Jon McGlashan (MSc Project Management) and Carolina Avellaneda Cadena (MSc Environment Development and Policy), **Bubble Life** – replacing plastic packaging for liquid beauty products with a biodegradable membrane – winners of second place

Miguel Figueroa Calsina (MSc Strategic Innovation Management), **Upower** – connecting people to a simple, sustainable ride on a scooter

ENGAGEMENT WITH PRME NETWORKS, SUCH AS CHAPTERS, CHAMPIONS OR WORKING GROUPS

In addition, we engage with and contribute to external networks focused on PRME and forwarding the agenda on corporate social responsibility, including organized workshops, conferences and other events for knowledge exchange and debate including:

- PRME UK and Ireland South East Chapter
- Global Responsible Leadership Initiative (GRLI)
- Ellen MacArthur Foundation Network
- World Benchmarking Alliance Ally

WORLD BENCHMARKING ALLIANCE

The Business School is a World Benchmarking Alliance Ally



The Alliance brings together a number of partners and is focused on SDG17 Partnership for the Goals. During 2019 it published three indices to facilitate measuring corporate performance and progress towards the goals. The indices have been used for teaching purposes within the Business School.

Our strategy and active role in developing dialogue across stakeholders is explained in the next section on Principle 6: Dialogue.

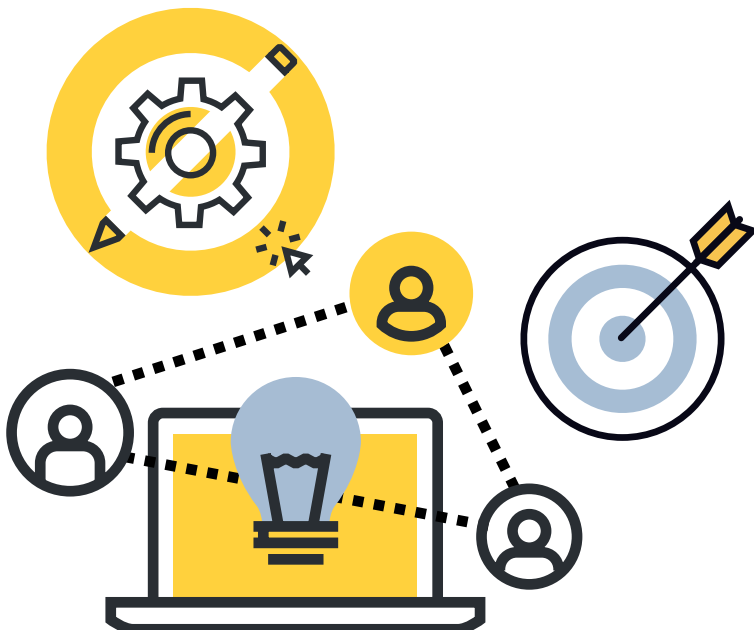
REFLECTION ON 2018 OBJECTIVE(S)

Our partnership approach has been successful in facilitating interactions with diverse stakeholders on critical issues related to global social responsibility and sustainability, as well as playing a key role in developing our students into world ready citizens. We have been successful in exploring (and taking) opportunities to engage in international networks that promote education and research on sustainable development in Higher Education (e.g. PRME Chapters).

CURRENT OBJECTIVE(S)

We will maintain our active involvement in relevant networks, including sponsorships, and championing research partnerships that advance the SDG agenda. One specific example that is planned for development is our involvement in the Anti-Modern Slavery network, with the possibility of developing a hub of expertise (incorporating expertise on human trafficking and corruption) that would be a 'one-stop' shop for organisations needing advice on this important topic.

In alignment with the University, we will be strengthening our support of entrepreneurial activities, with a specific focus on the development of social enterprises, an area in which we have distinct expertise.





Principle 6: Dialogue



6

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability

The School aims to foster and facilitate dialogue on global social responsibility and sustainability, and especially those areas related to the SDGs in which we have specific and world-leading expertise (for example, 7 Affordable and Clean Energy, 8 Decent Work and Economic Growth and 11 Sustainable Cities and Communities). We do so by utilising a diverse portfolio of mechanisms and we continue to engage in an impressive range of activities that contribute to existing and emerging debates on global social responsibility and sustainability issues. This portfolio enables us to achieve three key strategic objectives:

- Raising awareness of global social responsibility and sustainability issues related to our expertise is achieved through face-to-face events such as one-day keynote lectures and seminar series, alongside web (including podcasts), media and social media, and publications.
- Networking and connecting to engage key stakeholders in immersive debates around these topics and facilitate collaborative partnerships is achieved through conferences and symposia, plus support for student-led organisations.
- Wider education, solutions development and action planning around SDG relevant topics is advanced through our workshop and bespoke training series, as well as summer schools.

We are provocative in our approach and in all activities aim to stimulate challenging discourse. This approach is underpinned by our research centres (featured under Principle 4) reflecting Sustainability as a core theme for the School and the wider University:

- Sussex Sustainability Research Programme (SSRP) – research, publications and policy commentary on sustainability matters including climate, food security and health. Two years after its inception, the Programme is having a significant impact on the sustainability agenda locally, nationally and internationally.
- STEPS (Social, Technological and Environmental Pathways to Sustainability) – an ESRC-funded research centre that leads the way on UK sustainability research
- The Sussex Energy Group (SEG) – undertaking highly impactful research across a range of energy-focused research areas, including renewable energy and sustainable energy policy.

In addition to these major research groups and centres, the School has established three interdisciplinary Research Mobilisation Groups (RMGs): the Sustainability RMG, Circular Economy RMG and Supply Chain 4.0 RMG. All serve to facilitate research that deals in various ways with issues of sustainability in relation to business and management studies and science and technology policy.

RAISING AWARENESS OF SOCIAL RESPONSIBILITY AND SUSTAINABILITY

Activities for raising awareness are a vital part in the first step towards engaging stakeholders in dialogue.

Keynote lectures enable us to raise awareness to large groups of internal and external stakeholders through a prestigious and high-profile event.



The Sussex Energy Group Keynote Lecture 2019 featured Amory B. Lovins delivering a lecture on 'Astonishing Energy Futures'. Amory B. Lovins is Co-founder, Chief Scientist, and Chairman Emeritus of Rocky Mountain Institute in Colorado (RMI) – an independent, apolitical, nonprofit think-do-and-scale tank that helps create a clean, prosperous, secure, low-carbon energy future. The lecture detailed how profound shifts in both energy demand and supply are setting the stage for rapid change in almost everything we thought we knew about energy. What then is the future of our energy system?

SEMINAR SERIES

Seminar series enable those within (including students) and external to the School to keep up-to-date with the latest developments and debates.

The Energy and Climate Seminar Series tackles issues around climate change, energy policy and sustainability. It features internal and external speakers from a range of sectors such as academia and government, as well as practitioners.

The Autumn 2019 programme listed below illustrates the breadth and depth of the series:

- 8th October: Steve Sorrell – The Limit of Energy Sufficiency: How rebounds and spill-overs can erode energy savings
- 15th October: Christina Demski – Public perceptions of energy security and low-carbon energy transitions across Europe
- 22nd October: Antti Alahäivälä – The Role of Gas in Future Power Systems with High Share of Renewable Energy
- 6th November: Adam Vaughan – Climate & Energy Journalism – Experiences from The Guardian and New Scientist
- 12th November: David Toke – Nuclear power safety – is that reason for lack of development? – An international comparative perspective
- 19th November: Siddharth Sareen – The Legitimisation of Solar Energy Uptake in Portugal

COMMUNITY EVENTS

We coordinate and collaborate on events held within the community to engage with stakeholders on issues emerging from our research in meaningful ways.



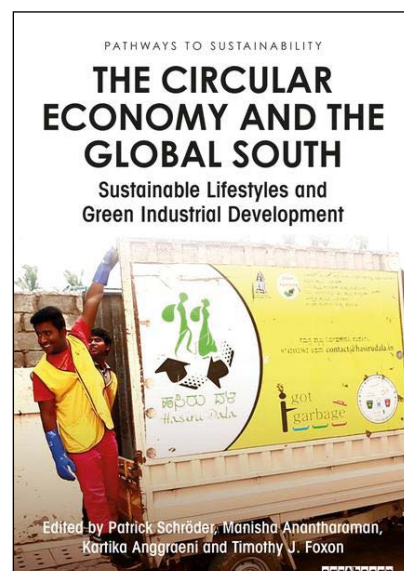
For example, the 2019 ESRC Festival of Social Science featured a number of events involving faculty including

“#MeToo: A journey towards a harassment-free workplace”, which examines how the social movement is changing working practices and shifting perceptions of accountability for the abuse of power in the workplace

“Future of Work in Greater Brighton CoLab”, which explores the socio-technical transformations that are changing the nature of work and the social impacts of this.

PUBLICATIONS

Publications allow us to reach a wider and global audience. We are committed to responsible publishing and have outlined our work in this area under Principle 2.



For example, Tim Foxon and Patrick Schroeder from SSRP (with other authors) released the book ‘The Circular Economy and the Global South’ in 2019. The book focuses on the circular economy in relation to developing countries which to date is not fully understood. The book presents a broad range of case study countries including Argentina, Brazil, China, Colombia, India, Indonesia, Kenya, South Africa, and Thailand, and illustrates how the circular economy can be used as a new lens and possible solution to cross-cutting development issues of pollution and waste, employment, health, urbanisation and green industrialisation.

OPEN ACCESS PUBLISHING

Open Access publishing is now being recognised as a primary responsibility in the democratisation of knowledge. The social and economic benefits of Open Access publishing align with the Government’s commitment to transparency of data and making ethical use of the general tax paying public’s money. Professionals, patients, journalists, politicians, civil servants or interested amateurs will be better informed as a result of having access to the latest research. Universities play a lead role in this. Our commitment to Open Access publishing is demonstrated by:

- As chair of the Open Access Coordination Group (OACG) for Universities UK (UUK), Professor Tickell has made 13 recommendations to research funders, university leaders and policy developers on funding, administrative burden and transparency to ensure the UK maintains its world-leading position, ahead of Germany and the Netherlands. The advice includes calls for a UK-wide policy ambition covering the next five years, with a focus on achieving open access as the default publication option, delivering financial sustainability for research

performing organisations, and value for money on public investment in research.

- Active involvement in Open Access Week, which is an annual global event broadening awareness and understanding of open access to scholarly research results and celebrating open access to data, publications and more.
- One of our School's Professors is on the Research Advisory Board for Emerald Open Research, Responsible Management Gateway (there are six gateways, each publishing research aligned to the United Nations Sustainable Development Goals).

We also actively promote awareness of and access to our research insights, engagement activities and publications both through our website and also by targeted marketing efforts. Further, many of the School's faculty engage the wider public in a dialogue on issues related to global social responsibility and sustainability via Twitter, blog posts, TV and radio.

NETWORKING AND CONNECTING FOR DEBATE

By facilitating networking and connecting stakeholders we play a key role in advancing debates and providing enabling spaces for the development of collaborative partnerships to emerge. In this reporting period we have hosted or were partners in at least 7 conferences and 5 symposia related to PRME-related topics (primarily addressing SDGs 5, 7, 8, 9, 11 and 12 to reflect our core expertise).

As outlined in the section on Principle 4, the School is host to several research centres that have specific relevance to PRME and the SDGs. They play a significant role in the School's dialogue activity. For example:

THE SUSSEX SUSTAINABILITY RESEARCH PROGRAMME (SSRP)



The Sussex Sustainability Research Programme (SSRP) was established to help mobilise the research community to play its part in achieving global SDGs. Supporting dialogue, SSRP runs many events throughout the year including an Annual Symposium. A particularly noteworthy event is the international roundtable on achieving the Sustainable Development Goals (March 2018). The international roundtable discussion was organised by Wilton Park in association with Sussex Sustainability Research Programme (SSRP) and the British Council. More than 50 representatives from a wide range of organisations, including the UN, UK government departments, academia and environmental groups, examined six of the 17 SDGs – specifically those pertaining to water, energy, cities, consumption and production, land, and implementation – to understand these interactions. The event provided recommendations to the UN High-Level Political Forum on Sustainable Development.

Knowledge Exchange Networks provide transparent channels for debate and discussion between academic and non-academic stakeholders. For example,

- Policy@Sussex is a funded initiative to develop more effective ways to engage policy makers and to package research in a manner appropriate to policy processes (e.g. Select Committees).
- The Brighton and Sussex Universities Food Network (BSUFN) is a multi-disciplinary network, established in 2012 to bridge the gap between researchers and practitioners working in local community food initiatives.
- The (international) NEXUS network fosters thinking about the interdependencies, tensions and trade-offs between food, water and energy security, in the broader context of environmental change.

STUDENT SOCIETIES

Students of the School are active in 44 student societies that relate to PRME and more broadly the SDGs.

A prominent example is the Sussex chapter of Enactus, an international community of students, academics and business leaders committed to using entrepreneurial action to create a more sustainable world. Its initiatives include:

- The SOCIAL project to support the development of local charities and social enterprises by improving their presence in and use of social media.
- RED, a project developing sustainable power generation methods in Zimbabwe and Malawi.

The Enactus chapter has received a number of awards for its activities, including Enactus UK Nationals Semi-finalists (2018) and Green Gown Award Finalists (2018), and has raised over £17,000 for projects.

Other social action societies at the University include Women Mean Business, Amnesty and Pluralist Economics at Sussex. The founding of the Women in Business student society, not only, resulted in events, but also, one of our students went on to set up an association (GLOW) to support young women's career ambitions.

MENTORING

The School participates in and administers a number of mentoring programmes, which support our PRME commitments.

- Aspire, BAME staff/student mentoring (see principle 2)
- LGBT mentoring programme with American Express
- Business mentors
- Connect + University Alumni mentoring platform

WIDER EDUCATION, SOLUTIONS DEVELOPMENT AND ACTION-PLANNING

A final step in engagement is to build capacity and develop solutions that lead to action and implementation. These activities collectively enable us to build capacity in our stakeholder communities as well as providing skills and knowledge and platforms necessary to put insights and expertise into action.

EDUCATION CORE PROGRAMMES

We continue to actively facilitate our students' interaction with external stakeholders throughout their studies. E.g. all undergraduate students have the opportunity to undertake a professional placement year between their second and final years of study. As a means of engaging students in thinking about PRME-related topics, students are required to describe corporate social responsibility and sustainable development issues in relation to the placement organisation in their final assessment report.

SHORT COURSES

Beyond our core programmes, we also run short non-credit bearing courses. For example:

STEPS CENTRE SUMMER SCHOOL

Open to doctoral and post-doctoral researchers is run annually (since 2012). It is supported by the ESRC, International Science Council (ISC) and others. The two-week immersive course focused on theories and practical approaches to sustainability, through creative, interactive and participatory learning. It includes the STEPS Annual Lecture, an event open to the public. Participants explore the theme of pathways to sustainability through a mixture of workshops, lectures, outdoor events and focused interaction with STEPS Centre members.



SOLUTIONS DEVELOPMENT AND ACTION PLANNING

TIPC CONFERENCE 2019 ANNUAL CONFERENCE

The Transformative Innovation Policy Consortium 2019 annual conference 'Towards a Global Research Agenda' brought together policymakers and researchers with a shared commitment to tackling the challenges outlined by the Sustainable Development Goals. It outlined the issues faced by policy makers in implementing ambitious global goals such as 'net zero' carbon emissions, and the role of funders and researchers in tackling these.

The series included the following:

- Implementing a new 'European Green Deal': At a panel led by the European Environment Agency, speakers highlighted the desire for policy pathways to head in a new, transformative direction, with innovation, systems change and sustainability transitions at the core.
- Learning from the Global South: During the week, members of the TIPC Africa Hub from Ghana, Kenya and Senegal shared case studies on E-waste management, nomadic education and virtual universities.
- Towards a new research agenda: The event showcased almost 60 projects for transformative change, sharing the learning of scholars and practitioners around Transformative Innovation Policy.

BESPOKE TRAINING

Examples of training on global social responsibility matters over the report period include:

- Making Innovation Systems Work: Transformative Policies and Good Practices
- Innovation Policy in a Changing Global Context
- Science, Technology and Innovation Policy for Turbulent Times
- Making Innovation Systems Work: Transformative Policies and Good Practices

Bespoke training enables us to work with organisations around our core expertise areas and facilitate both capacity building within organisations and the implementation of expertise into practice.

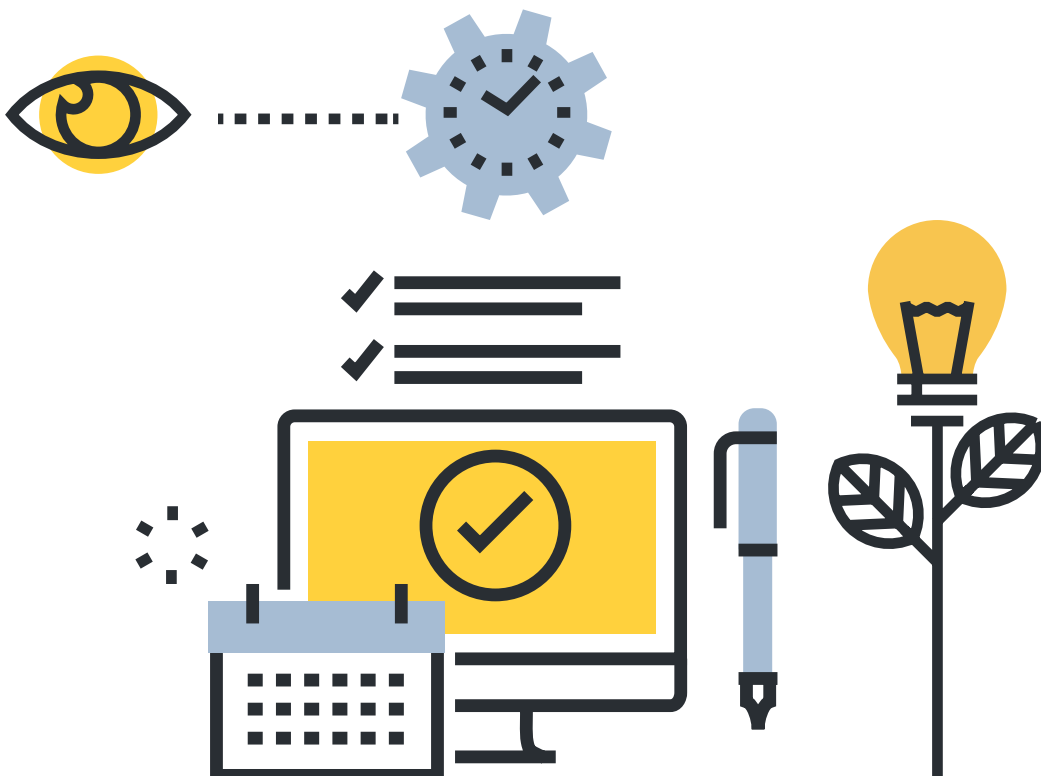
REFLECTION ON 2018 OBJECTIVE(S)

We have fulfilled our objective to continue interacting with a range of stakeholders on critical issues related to global social responsibility and sustainability. In particular, we committed funds for the external stakeholder engagement activities, related either to research, teaching or generation of societal impact, as detailed above that advanced the goals of sustainability and global social responsibility.

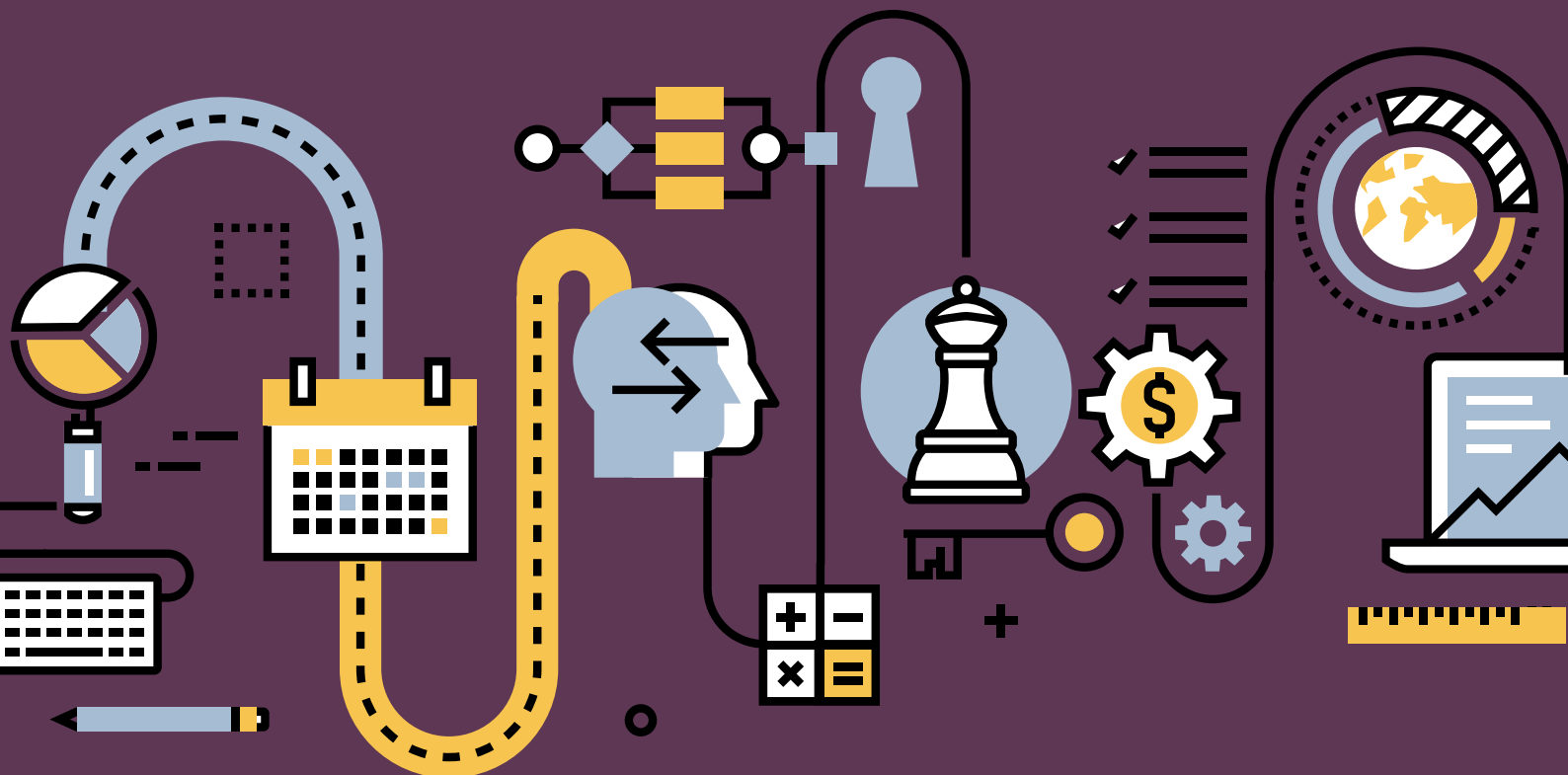
CURRENT OBJECTIVE(S)

We plan to continue with our ambitious and impactful activities that reach diverse stakeholders and cover a broad spectrum of PRME related issues. This includes growing our bespoke training.

Whilst we have strong research centres that underpin our activities, we will also continue to cultivate our coherent research identity by actively promoting emerging areas and high-performing research groups, consistently championing areas of core research strength. In doing so, we will enable our impact on the promotion of dialogue to flourish.



Principle 7: Organisational Practices



7

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

The University is committed to embodying its values and continues to develop its organisational practices to promote environmental and social sustainability.

In August 2019 the Vice Chancellor, Professor Adam Tickell, declared a climate emergency, outlining the University's commitment to helping to address this global challenge at all levels

“We know that, in declaring a climate emergency, our students and supporters will hold us to account for our own actions. We welcome that scrutiny and will continue to take steps wherever we can to stand by our words.”



To achieve the University's goals environmental reviews have been undertaken across 8 themes:

- Community involvement
- Construction and refurbishment
- Emissions and discharges
- Energy and water
- Health, safety and welfare
- Sustainable procurement
- Transport
- Waste management

The reviews formed the basis of the University Environmental Management Plan.

Environmental assessments, certifications and awards received include the following,

- BREEAM excellent rating for the Business School's Jubilee Building
- The University is working to achieve ISO 14001
- Campus Green Flag Award 2017
- Fairtrade University

In addition the University is a signatory to/member of a number of leading equality, diversity and inclusion frameworks

- Athena Swan Bronze Award (University)
- Race Equality Charter signatory 2018
- Stonewall Diversity Champion 2018
- Disability Confident Level 1 2019

There are a number of organised networks open to staff and/or students e.g. BAME staff network, staff disability network, student LGBTQ+ society. The University is currently in the process of appointing Staff Dignity Champions.

REFLECTION ON 2018 OBJECTIVE(S)

This principle is new.

CURRENT OBJECTIVE(S)

To support the University in embedding PRME related values and practices within the School.



Key Objectives 2020–2022

PRINCIPLE 1 PURPOSE

We will establish a PRME steering group, which comprises a representative group of colleagues and students to create project proposals and track progress against the School's PRME objectives.

PRINCIPLE 2 VALUES

We will continue to work to raise faculty awareness of PRME across the Business School and to increase visibility of the related teaching, research and engagement activities.

PRINCIPLE 3 METHOD

The School will devise further opportunities to enable and encourage students to reflect upon and articulate their learning and development on ERS themes.

We will map module content related to ERS themes to help increase the visibility of ERS themes throughout our curricula.

PRINCIPLE 4 RESEARCH

The School will continue to place PRME at the heart of our research strategy; to further develop capacity and capability in key PRME-related research areas; and to enhance our research environment and culture to better facilitate responsible management education, research and practice.

- We will enhance and consolidate student engagement with PRME by undertaking a number of substantial revisions to our postgraduate research offering, ensuring the Principles are embedded in the design of a new MRes degree and reiterated throughout an enhanced PhD programme.
- We will continue to develop our expertise in core PRME research subjects – building particularly on our current strengths in sustainable development and energy policy research – to continue generating knowledge for the creation of sustainable social, environmental and economic value.

PRINCIPLE 5 PARTNERSHIP

We will maintain our active involvement in relevant networks, including sponsorships, and championing research partnerships that advance the SDG agenda. One specific example that is planned for development is our involvement in the Anti-Modern Slavery network, with the possibility of developing a hub of expertise (incorporating expertise on human trafficking and corruption) that would be a 'one-stop' shop for organisations needing advice on this important topic.

In alignment with the University, we will be strengthening our support of entrepreneurial activities, with a specific focus on the development of social enterprises, an area in which we have distinct expertise.

PRINCIPLE 6 DIALOGUE

We plan to continue with our ambitious and impactful activities that reach diverse stakeholders and cover a broad spectrum of PRME related issues. This includes growing our bespoke training.

Whilst we have strong research centres that underpin our activities, we will also continue to cultivate our coherent research identity by actively promoting emerging areas and high-performing research groups, consistently championing areas of core research strength. In doing so, we will enable our impact on the promotion of dialogue to flourish.

PRINCIPLE 7 ORGANISATIONAL PRACTICES

To support the University in embedding PRME related values and practices within the School.





Jubilee

BEACH
COLLIERIE
RELY

SAINTFRAN

liverpool
London counter part
with Christmas Eve

ARCTIC
MONKEYS
1992-2012

Appendix

Publications

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Research Grants

Jacqueline O'Reilly

ESRC
Digital Futures at Work Research Centre
£3,369,084

Tim Foxon, Steven Sorrell

EPSRC
UK Centre for Research on Energy Demand
£1,448,963

Karoline Rogge

European Union
Governing sustainable energy-mobility transitions (EMPOCI)
£1,200,000

Mari Martiskainen

Centre for Research into Energy Demand Solutions
Fuel and transport poverty in the UK's energy transition
£600,000

Florian Kern/Benjamin Sovacool, Phil Johnstone, Andy Stirling

NERC
Fracking', framing and effective participation
£507,463

Rob Byrne

Loughborough University/DFID
Modern Energy Cooking Services Programme
£499,163

Robert Byrne

British Council
Transformative innovation and the 4th Industrial Revolution for Sustainable Development
£496,454

Steven McGuire, Ingo Borchert, Michael Gasiorek, Peter Holmes, Vikrant Shirodkar, Alan Winters

European Union
RESPECT – Realizing Europe's Soft Power in External Cooperation and Trade
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Jacqueline O'Reilly

European Union
Closing gaps in social citizenship: new tools to (EUROSHIP)
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Sabine Hielscher

European Union
Social innovation in the Energy Transition (SONNET)
£306,118

Andy Stirling, Phil Johnstone, Rose Cairns

ESRC
Governance of Sociotechnical Transformations: GCRF - T2S (Transformations to Sustainability)
£302,578

Robert Byrne, Julian Gregory, Paul Nightingale

British Academy
Capability building for infrastructure delivery
£299,762

Paul Nightingale

Economic and Social Research Council
Improving Project Delivery (Project X)
£278,669

Fiona Marshall/Jonathan Dolley

British Academy
Inclusive Green Infrastructures for Urban Well-Being
£245,000

Mari Martiskainen

European Union
Solar-Biomass Reversible energy system for covering a large share of energy needs in buildings
£221,402

Jo Chataway, Fiona Marshall, Tommaso Ciarli

DFID
Understanding knowledge systems and what works to promote sciences technology and innovation in Kenya, Tanzania and Rwanda
£190,659

Tim Foxon

EPSRC
Operationalising Socio-Technical Energy Transitions
£181,197

Roberto Camerani (SPRU)

EU award led by UPEM
Research Infrastructure for Research and Innovation Policy Studies
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Paola Manzini

Leverhulme Trust
Economic Choices and Cognitive Diversity: A Window to the Human Soul
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Michael Hopkins

Wellcome Trust: Research on Research
How can team science be better evaluated?
£169,971

Anthony Alexander

ESRC
Analysis of socio-economic and environmental data linked to deforestation (Brazil and Peru)
£165,000

Benjamin Sovacool

European Union
SWS Heat: Developing the next generation technologies of renewable electricity and heating/cooling
£130,652

Chux Daniels

International Development Research Council
Transformative Innovation Policy Africa Exploratory Hub
£121,368

Nachi Subramanian

Royal Academy of Engineering
Perishable food cold chain logistics in Turkey
£30,196

Peter Dolton

Office of Manpower Economics
Total Reward, Pay and Pensions in the Public Sector Pay Review Body Remit Groups
£29,873

Sam Roscoe

EPSRC
Redistributed Manufacturing in Deployed Operations Project
£21,000

Ingo Borchert

European Union
Jean Monnet Trade and Investment in Services Associates Network
£16,798

Ralitsa Hiteva

British Academy – Rising Star
Methods and pathways for engagement with infrastructure services
£14,993

Chux Daniels, Jo Chataway

ESRC award led by Open University:
Linking industrial and social innovation for inclusive development: lessons from tackling cancer care in Africa
£13,152.91

Dimitra Petrakaki & Petros Chamakiotis

British Academy/Leverhulme
Exploring the role of digital health platforms in improving healthcare practice and delivery in developing countries: the case of MedicineAfrica
£9,863

Ralitsa Hiteva

British Parking Association
Connected Values
£8,925

Steven Brieger

British Academy/Leverhulme
Organizational Social Mobility Support and Employee Outcomes
£5,500

Mari Martiskainen

Social Sciences and Humanities Research Council
Energy deprivation in everyday living
£1,516

Achilleas Boukis

American University of Sharjah
Consuming Luxury in the Sharing Economy

Matias Ramirez

British Council
Higher Education Alliances with Mexico

Martin Schleper/Constantin Blome

OECD
Sharing the costs and value of supply chain due diligence in the case of conflict minerals



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