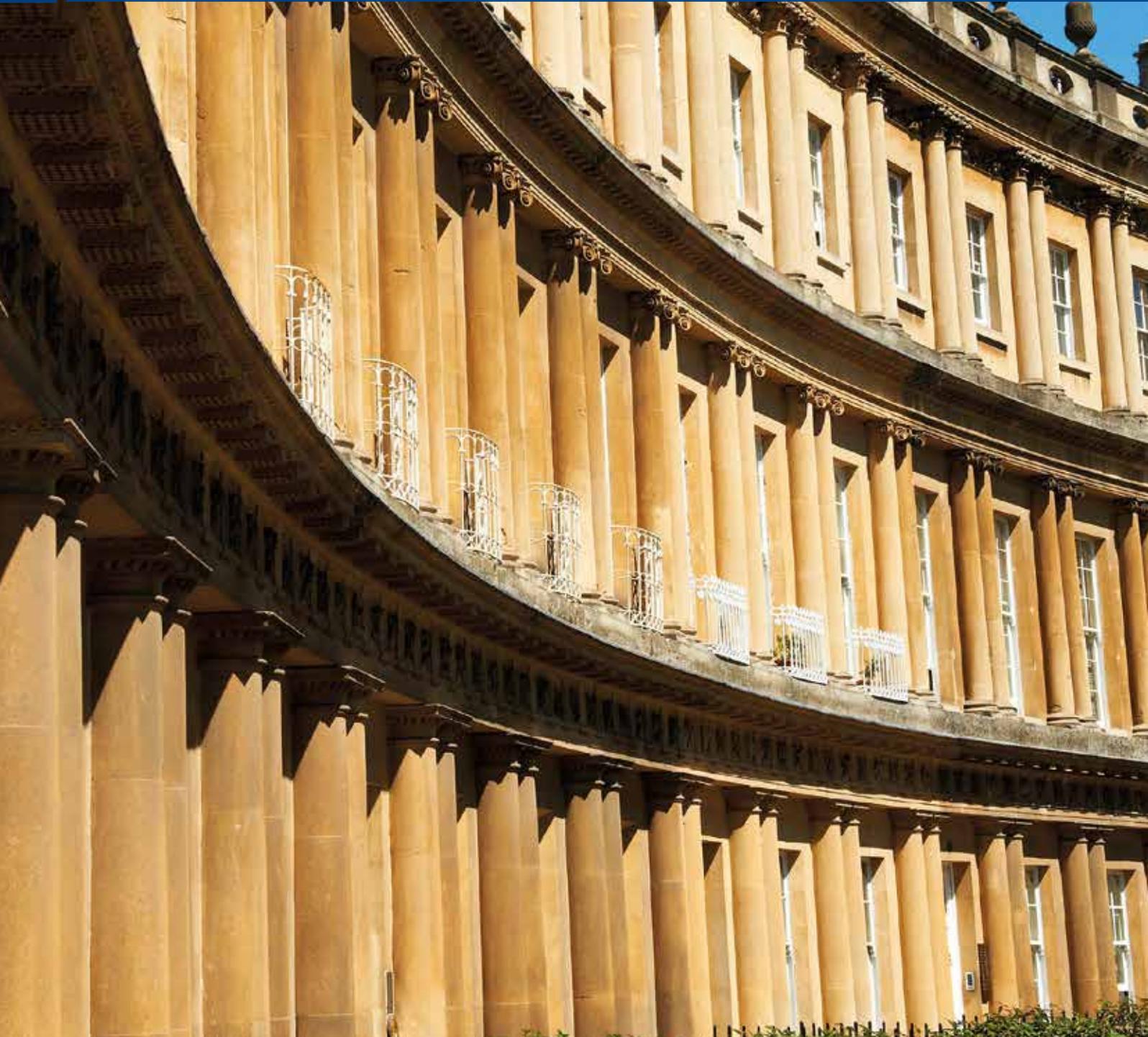


UN Principles for Responsible Management Education PRME

First SIP Report: Activity in the period
2011 – June 2017



Introduction



Our School has grown considerably in reputation and scale over the last five years and I am very proud to lead the School of Management as it responds to an increasingly challenging and uncertain world.

As we celebrate our 50th anniversary, we remain true to our core values and continue to deliver quality and excellence while fostering equality, diversity, inclusivity and accessibility.

Our Identity and Purpose:

- We engage business and society to influence the present and shape the future through our scholarship.
- We attract the brightest minds to produce the best business graduates and educate the next generation of leaders.
- We deliver forward-looking, practice relevant education to provide the best possible student experience.
- We achieve this through being a collegiate, socially responsible Management School conducting international, leading-edge research.

We foresee societies and leaders returning to a concern for integrity, sustainability, breadth of vision and responsibility. Furthermore, we believe that business and education are forces for economic and social good; that the effective, insightful and efficient management of business and government institutions is a key enabler in making the world a better, more connected place.

This report sets out how our activities are closely aligned with the six principles of responsible management education and we are proud to be associated with the PRME initiative.

A handwritten signature in black ink that reads "Veronica H. Hailey".

Professor Veronica Hope Hailey
University of Bath Vice-President
Dean, School of Management

The School of Management

A top business school, in a world class university, in a world heritage city.

Our rankings

We are one of the UK's best business schools with highly ranked courses and a strong record of internationally recognised research.

Most recently, we have been ranked 1st for Marketing and 2nd for Business and Management studies in the Complete University Guide 2018.

We have an excellent reputation for the quality of our research, which covers all areas of management. In the latest research evaluation exercise (REF 2014), we were ranked 8th in the UK.

We are also one of a select number of international business schools to have been granted five-year accreditation by EQUIS, the European Foundation for Management Development's (EFMD) quality inspectorate.

In the latest Teaching Excellence Framework, the University of Bath was awarded Gold.

Our community at a glance

We attract the brightest minds, to produce the best business graduates and educate the next generation of leaders.

- 100+ teaching and research staff
- 70+ Managerial and administrative staff
- 2,500+ students
 - 1,500 undergraduates
 - 500 Masters students
 - 250 Research students
 - 150 MBA students
- 16,000+ alumni in more than 150 countries



Principle 1

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

As a School, we strive to consistently improve our approach to, and the embeddedness of, ethics, responsibility and sustainability in all that we do. We see the three components as inherently intertwined and where we find structures or activities labelled under one of these components (such as sustainability), this very often covers all three.

Ethics, responsibility and sustainability have long been an important undercurrent in our activities. Over the past five years we have recognized the need to make our approach to these topics more explicit within our operational level activities but also within our governance structures.

As a University, our mission is:

‘to deliver world-class research and teaching, educating our students to become future leaders and innovators, and benefiting the wider population through our research, enterprise and influence’.

We are committed to ‘working responsibly and with respect for others’; ‘fostering equality, diversity, inclusivity and accessibility’; and ‘adopting best environmental practice’.

www.bath.ac.uk/publications/university-of-bath-strategy-2016-to-2021/attachments/university-of-bath-strategy-2016-2021.pdf

This strong foundation as a University has more recently found expression in the School. In July 2014, after eight months of consultation and deliberation with staff, the advisory board, students and alumni of the School, our revised Identity and Purpose was formalised:

- We engage business and society to influence the present and shape the future through our scholarship.
- We attract the brightest minds to produce the best business graduates and educate the next generation of leaders.
- We deliver forward-looking, practice relevant education to provide the best possible student experience.
- We achieve this through being a collegiate, socially responsible Management School conducting international, leading-edge research.

During this ‘Open Space’ process, we also identified the importance of sustainability to the leadership of the School.

The School's Advisory Board is made of members drawn from a variety of backgrounds both from industry and the public sector. Its purpose is to link the School with leaders from all sectors so as to expand our knowledge and skills, and to strengthen our connection to the broader community.

Members offer advice on issues such as executive development needs, graduate attributes, employability issues, fundraising and emerging technologies/business practices. Members help to guide the

School in its development and enable us to strengthen links between the academic community and its external constituencies. The Board meets formally twice a year but many of the members spend time in the School giving guest lectures to the students and attending various functions. www.bath.ac.uk/management/about/advisory.html

In 2011 we created a position on the School's Advisory Board for the express purpose of bringing sustainability into the core discussions and activities of this group. Richard Ellis, Director of Group Corporate Social Responsibility for Alliance Boots was appointed to this position and still sits as the sustainability expert on this board.

1.1.1 University governance structures and activity

Alongside the governance structures existing at the School level are those provided by the University as a whole. We are strongly embedded within the University and are active participants in the governance structures, policies, procedures and activities created at this level.

Sustainability & Carbon Management Steering Group (S&CMSG): This group was established in Spring 2011 to co-ordinate the sustainability agenda across the University. In so doing, it brought together the Sustainability and Low Carbon Advisory Group (in operation for more than 10 years), and Carbon Management team (2010-2011) to help ensure all sustainability activity was reported into the same structure for better oversight. Mainly focused on how we as an organisation improve our own environmental practice, this committee creates and monitors the implementation of the University's Environmental Policy. The implementation of the Carbon Management Plan receives the Energy & Environment manager's reports, and monitors/ advises

on such things as waste & recycling, biodiversity, transport, curriculum, and behavioural change. It therefore oversees a wide range of activities such as the sustainable construction of new buildings and BREEAM inspired self-certification of any building with a value in excess of £1 million. It also oversees our sector leading approach to carbon management. We were the very first UK HEI to go through the Carbon Trust Carbon Management process in 2003, and then produced a new Carbon Plan in 2011 which was held up as an exemplar for the public sector by the Carbon Trust. Through this strategic approach and our programme of improvement projects, we have seen our carbon footprint shrink by 10% and our energy use by over £1m worth over a period where the University has expanded significantly. Chaired by the Deputy Vice Chancellor, one of two academic positions is held by Dr. Krista Bondy from the School of Management. She is also in charge of the subgroup on sustainability in the curriculum.

There are also a set of policies that are not overseen by the S&CMSG but are related to sustainability and environmental activity. The first is the Sustainable Procurement Policy and Action Plan which have been created to help us *'procure in a sustainable manner. This means considering what impact we have on society, the economy and the environment when we buy our goods, services and works.'*
www.bath.ac.uk/procurement/sustainability/index.html.

One key way in which we do this is to include social and/ or environmental criteria as part of the weighting system when sending out and reviewing tenders on new products. The Accommodation, Hospitality and Security Services also have their own *Environmental policy*. Developed as part of their ISO 14001 accreditation, this policy ensures the explicit management of environmental issues within these services to the benefit of all students and staff.

Ethics committee: This committee has been in existence since 1998 and *'is responsible for advising Senate on the development, implementation and review of institutional*

procedures and guidelines relating to ethical issues arising from teaching, research and other related institutional activities.'

www.bath.ac.uk/statutory-bodies-committees/bodies-and-committees-senate/ethics/

As part of this work the committee oversees such things as compliance with the Code of Ethics (www.bath.ac.uk/about/values/ethics/code-of-ethics.html), the Code of Good Practice in Research (<http://www.bath.ac.uk/corporate-information/code-of-good-practice-in-research-integrity/>), annual monitoring reports from each department on ethics in research activity, and the work of departmental ethics officers. In addition to this, there is a robust process for evaluating any ethical issues that arise in proposals for externally funded research and consultancy projects. The Principal Investigator must complete an Ethical Implications of Research Activity form. This is then passed onto an independent Second Reader whose job is to critically evaluate the assessment and make any necessary recommendations. Once this process is complete, the form is then reviewed and approved by the Heads of Division. The completed and signed form is then passed to the Departmental Research Ethics Officer, who will review issues for action and inclusion in Departmental Annual Monitoring Report, and may also advise on identifying/ assessing ethical issues and completion of this form. Where significant ethical issues arise on which additional guidance is required, this can either be given within the Faculty/School through the department ethics representative or the Research Committee or, exceptionally, by the University Ethics Committee. If a research project is awarded funding from the Economic and Social Research Council or other funding councils, the Social Science and Humanities Ethics Committee reviews the research and makes suggestions to ensure the research is carried out to the highest ethical standards. Professor Ammon Salter from the School of Management is a member of the University Ethics Committee, and our departmental Ethics Officer is Dr. Chris Dawson. These two, together with the Associate Dean for Research (ADR), are responsible for compiling the annual monitoring report and for reviewing all

ethics forms. They are also responsible for championing research integrity within the School and for inducting new staff members into the University's rules and procedures.

Concordat to Support Research Integrity:

In March 2014, the outcome of a review on our compliance with the Concordat to Support Research Integrity was submitted to the Pro Vice Chancellor. It identified many ongoing activities that aim to continually improve our identification and mitigation of any ethical concerns within our research. These activities include an update of our Code of Good Practice in Research; revised research ethics and integrity webpages (www.bath.ac.uk/research/governance/ethics/); revised forms used to assess the ethical implications of research prior to submission for external funding; and dissemination of the Concordat to Heads of Department. All academic staff, research staff and doctoral students are required to complete an online ethics training course. The Office of the University Secretary is establishing a periodic review cycle of ethics/ research integrity-related policies, processes and forms.

Equality and Diversity Committee: The Equality and Diversity Committee has been in existence (in various forms) for over 20 years. It is responsible for 'the promotion of equality of opportunity across the University' (www.bath.ac.uk/statutory-bodies-committees/jointcouncil/edc/), which includes formulating policy and making recommendations to the University Senate and Council, oversight of all equality & diversity related activities and monitoring their effectiveness, and advising and encouraging groups on how to effectively implement relevant policies and guidance.

There is also a sub-committee called the Equality and Diversity Network that is comprised of all departmental Equality Co-ordinators. It is responsible for operational aspects of the implementation of policy at the departmental level, disseminating good practice, feeding issues through to the Equality & Diversity Committee and for submitting the annual equality analysis. Our Departmental Co-ordinator is Deborah Lewis. The Committee also has a working group called the Equality Management

Group who are responsible for the creation and review of the University's Statement of Equality Objectives 2016-18 (www.bath.ac.uk/equalities/policiesandpractices/EqualityObjectives.pdf), and for approving the individual equality analyses. Finally, there is the Degree Attainment Group who 'monitor, investigate and address disparities in degree attainment between different groups of students, primarily those which are protected groups under the terms of the Equality Act (particularly by ethnicity, disability and gender).'
www.bath.ac.uk/statutory-bodies-committees/jointcouncil/edc/degree-attainment-group/index.html

This group reports formally (via minutes) to the Equality and Diversity Committee as well as to the University's Learning, Teaching and Quality Committee and the Widening Participation Strategy. The work of these bodies is integral in the provision of a range of services to staff and students throughout the University. For instance, students can access disability assessment and arrangement of alternatives, funding advice and help related to the stress of different experience such as sexuality, exams and leaving home. Both students and staff can access such things as an onsite nursery; counselling, mental health and wellbeing services; a process for dealing with complaints of harassment, bullying and victimization; and mediation services. For staff there are a number of provisions to support different lifestyles and needs such as flexible working, which is provided automatically for academics and available to other staff; maternity benefits higher than the statutory requirement and other forms of leave; and clear, consistent guidance on sickness absence and academic promotion.

There are also some equality and diversity related activities that are not overseen by the E&D committee. These include for instance the mentoring programme to create 'supportive and non-judgmental relationship[s] in which a more experienced individual undertakes to help a less experienced individual to fulfil their potential and ambitions' (www.bath.ac.uk/learningandteaching/rdu/researchersatbath/mentoring/index.html).

1.1.2 Students' Union

The Students' Union provides many opportunities for students to get involved in ethics, responsibility and sustainability related activities. The first is through a range of societies such as Engineers without Borders, People and Planet and Bath University Model United Nations Society. The SU Activities Officer has created a forum for discussion and a project structure to facilitate these students taking forward green projects on campus. One of the main goals of this macro-structure is to ensure that these opportunities for improving environmental issues on campus are embedded within the SU structure so as to continue in future years. The SU also sponsors a Green Week each year to bring students, faculty and staff together on green issues.

1.2 Formal Commitments

The University is engaged in a number of sector-wide initiatives of which the School of Management is an active participant. Many of these initiatives are focused on improving gender equality within the Higher Education sector. As a university, we have a history of active participation in *Athena Swan*. Despite this being a STEM focused initiative, other departments around the University are expected to comply with the Athena SWAN Action Plan 2014-16. For instance, all School of Management staff are expected to undergo interview panel training as part of the plan to help ensure more women are recruited to academic positions.

In 2013/14, the University was also part of the first cohort to attend the *Aurora*, women-only leadership programme run by the Leadership Foundation.
www.lfhe.ac.uk/en/programmes-events/programmes/women-only/aurora/index.cfm?utm_source=programmes&utm_medium=email&utm_campaign=aurora

This programme provides workshops for women in the HE sector who are interested in investigating senior management positions within the HE sector, such as Dean, Vice-Chancellor etc. The goals are to provide a foundational skill set to women interested in senior positions, and encourage others to consider these positions as part of their

career path. Three women from the School of Management attended the first running of this programme and are now acting to help the incoming cohort.

1.3 Ethics, Responsibility and Sustainability in Educational Offerings

We utilize a number of structures to ensure transparency and equality of students. The first is by following the New Framework for Assessment which has further standardized the processes around assessment and awarding of degrees. The second is through our generic marking schemes that are made available to all students in both undergraduate and postgraduate programmes in their induction packs. These ensure students are aware of what is expected for the award of a particular grade and that similar pieces of work are given similar grades. The third key structure that is used as part of our educational offerings is Moodle. Every unit has an equivalent Moodle site where information about the unit is provided. There is also a move towards electronic submission through Moodle, which not only uses less resource of paper and person time etc., but provides convenors the opportunity to have assignments automatically evaluated via Turnitin. One of the key debates being discussed within the SU is that of blind marking of coursework (as exams are already blind marked). When requested by students, blind-making is utilized on coursework unless there are pedagogical reasons why this cannot be achieved. An example of this is MN30109 Business to Business Marketing where the assessment is based on students applying for a job as a key account manager, using theory to demonstrate why they are appropriate for the job.

Key changes:

- Explicit inclusion of social responsibility in our mission statement and of a sustainability expert on our advisory board
- Introduction of widening participation and Aurora
- Introduction of MSc in Sustainability & Management degree

- Creation & participation in Institute for Policy Research
- Overall general increase in activity within governance and operations including teaching and research.

Key challenges:

- Strategic plan that explicitly incorporates sustainability (including ethics and responsibility) as integral. Consideration of a policy of faculty and staff involvement related to these issues.
- Business ethics training for all students as mandatory and consideration of other topics (such as CSR within MBA)
- Better representation of sustainability related companies & posts in careers work
- Continue to improve performance and provide opportunities to facilitate excellent research and teaching in these areas, while also using best practice on our own activities.
- Improve communication and marketing of related efforts



Top: MSc students working with local businesses

Above: Undergraduate students at the School of Management

Principle 2

Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

In August of 2013, an assessment was conducted to determine the extent to which aspects of sustainability (which was defined as including ethics except research ethics, and responsibility) were found within the unit templates for all units across the university. Updating this assessment to include the previous year, a conservative reading of the unit templates indicated that of the 247 units provided by the School of Management, 36 included aspects of sustainability as a significant element of the unit, and 20 in which aspects of sustainability was core. This means that in 23% of our units, aspects of sustainability are significant, if not core, to the delivered content in the unit.

2.1 Undergraduate teaching

At the Undergraduate level, we have a suite of programmes to improve students understanding of ethics, responsibility & sustainability. Within the BSc in Business Administration (BBA) and BSc in Management programmes, all first year students are required to take a full year course that introduces them to many business topics, including social and environmental issues within business. They are also required to take MN20414 Research Project where research ethics is a strong component of their learning. Students can then follow this up by choosing from a suite of units that introduce them to these issues within their particular discipline (such as MN10466 Accounting and Organisations, MN30372 Social Marketing, or MN30475 Sustainable Operations Management), but also a set of units that focus on responsibility and sustainability specifically (such as MN20445 Corporate Responsibility: Principles & Perspectives or MN20448 Business and the Natural Environment). Options in responsibility and sustainability are available for students in each year of their degree.

We have many examples of best practice teaching at this level. For instance, MN30372 Social Marketing starts from the 'general agreement that the goal of social marketing is "to influence the ... behaviour of target audiences to improve their personal welfare and that of society"' (Andreasen, 1994). Students are taught the key concepts and conceptual frameworks in social marketing and their implications for social marketing campaigns. They are also given the skills needed to apply marketing techniques to social contexts like health promotion, energy conservation, and recycling'. The main focus is on changing voluntary behaviours of a society. The assessment for this unit asks students to create a social marketing campaign to promote either mental or physical health targeting a specific group of people at the university (e.g. students, staff, and visitors). They then present their campaign outside on the campus so that all staff and students can see and interact with their campaign. In previous years this led to partnerships formed with the Tiki café on campus to provide free coffee and the distribution of leaflets around mental health stigma. It led to better awareness on campus about the risks associated with premature hearing loss and the behavioural change needed to reduce its likelihood. It also led to a pop-up-spa offering head/neck massages, hand massages and nail treatments to help increase self-care for students and thus relieve stress.

Our BBA students are also required to undertake a Final Year Project (FYP). This project requires students to work with an external organisation in search of a solution to a current business issue for that organisation. Around 15% of these projects focus on aspects of ethics, responsibility and sustainability.

2.2 Postgraduate Teaching

2.2.1 Postgraduate and executive teaching

At the Postgraduate level, we also have a suite of units dedicated to improving students' literacy and ability to apply ethics, responsibility and sustainability. For Master's students, we offer a specialised degree called *MSc in Sustainability and Management*, where students from a range of backgrounds come together to immerse themselves in the fundamentals of sustainability. In the first semester, along with taking economics, marketing, and operations management, students take MN50511 Business Ethics and MN50478 Environmental Management. The business ethics class is also available to students on the MSc in International Management. In the second term, students take a research methods course that includes discussions of research ethics and integrity, and dedicated courses on the topics of corporate social responsibility, governance and accountability, and strategies for applying sustainability tools within organisations. Each of these options is open to MSc International Management and MSc in Management students. MSc in Marketing students are able to choose the corporate social responsibility course. All students are required to take the relevant research methods unit. MSc in Management students can also choose to specialise in corporate social responsibility such that three of their options in the second term come from these courses mentioned above. As with the undergraduate level, there are also a range of courses that deal with ethics, responsibility and sustainability issues from a disciplinary perspective such as MN50357 Marketing & Society or MN50454 Business in Emerging Markets).

We also have many examples of best practice happening at the postgrad level. For instance, MN50511 Business Ethics starts from the premise that 'business ethics is a critical area for management and one that management schools have been repeatedly criticized for ignoring. Managers who either lack an understanding of business ethics or choose to ignore critical ethical issues during decision making have been credited as the key reason for many management problems. Business is therefore under ever increasing pressure to ensure decisions are made in support of both business objectives and ethics. This course is designed to provide students with the knowledge and tools necessary for making good, ethical decisions, and to identify the impacts of the normative ethical frames they use'. Students are assessed on their ability to evaluate a business decision of their choice from a moral perspective and to justify why they believe that decision is right/wrong. By focusing on the evaluating of actual practice, students must come to understand the moral underpinnings of the decision, but also their role as moral actors in the decision making process.

Started in 1997 and with the last intake in June 2012, the School ran a part-time

programme *MSc in Responsibility and Business Practice*. 'This programme signified one of the first attempts in management education to address corporate responsibility issues. The programme is concerned with developing a new management philosophy where environmental, social and ethical criteria are central to business policy, alongside financial performance. Fundamentally influenced by the principles and practices of action research, encouraging disciplined inquiry, experiential learning and reflection, the programme was led by Professors Judi Marshall and Peter Reason'. This programme has been very influential and alumni from this programme still speak very highly of the learning they achieved while in attendance. This has helped to build strong relationships with alumni to this programme.

MBA and Executive MBA students, have two options available to them that directly address ethics, responsibility and sustainability - MN50527 Responsible Business Strategy and MN50528 Sustainable Business Practices which were introduced in 2012/13. The first module focuses on providing a foundation for ethics and corporate social responsibility, giving students the opportunity to engage with

the business case in particular. The second module is more applied and more critical, focusing on how we 'do sustainability' and how we need to reflect on our practice so as to improve our engagement with social and environmental issues. Feedback from these modules has been very positive with students arguing the need for them to be a part of the core MBA material. For instance feedback from students in the 2013-14 cohort of MN50528 indicated:

'This lecture was very interesting to me since it had an unexpected approach. In fact I believe this module should be compulsory, since it not only talks about the environment, but it promotes creativity that enable solutions beneficial to the long term business strategy, and also provides benefits to the environment. It was also interesting that this module allowed some ethical and philosophical discussions, which shouldn't be excluded from business practices and learnings, since every decision made by a business it will have an impact on different areas, systems, individuals, environment and so on.

Overall I really enjoyed this module and was very surprised to learn it has not been offered before given the enthusiasm, energy and high standard of instruction delivered by the module leader. I found the stakeholder emphasis on sustainability during this module particularly interesting as the content delivered has far reaching application across all of the topics covered by this MBA. Taking this into account it is surprising that the contents of this module are not part of the core curriculum.

There are aspects of this course that should be part of the compulsory section - it is one of the only (if not the only) future focused courses.



MBA students at the School of Management

All MBA students are required to take a final project/ dissertation which includes discussion of research ethics.

An important note for the MBA programme is that we have been rated 17th in the world on the 2016 Global Green MBA ranking conducted by Corporate Knights. Having replaced the Beyond Grey Pinstripes assessment of ethics, responsibility and sustainability within MBA programmes, the Global Green MBA evaluated publicly available information on the 100 Schools found on the Financial Times Global MBA Ranking 2013. These Schools were assessed on three indicators: curriculum, institutes & centres and faculty research. We scored particularly well on faculty research (joint third in the world), which demonstrates the strength of content that students receive given our research-led teaching approach.

2.2.2 Masters level dissertations and the new practice track

Ethics, responsibility and sustainability have also featured prominently in the dissertation topics taken up by students within postgraduate programmes. For instance, if we look at the titles of masters dissertations submitted in the most recent (2015-16) academic year as an example, we find that 27% of submitted dissertations directly address these areas.

Starting from the 2014/15 academic year, we have been offering students on most of the MSc suite of degrees the opportunity to select between a dissertation and a practice track. The practice track will provide an opportunity for those students who are interested in non-research based careers in industry, to apply the concepts learned within the taught component to a 'live' business issue. Working with a partner organisation students work in groups to respond to an issue facing the organisation and use learned concepts to provide solutions. Teams are created for different programmes of study ensuring they are cross-disciplinary. All solutions are presented back to the organisation(s).

2.2.3 Research students

Research students also benefit from educational offerings at the university on these topics. For instance, as part of the MN50511 Principles and Skills of Management Research unit, all first year doctoral students are exposed to a half-day on research integrity. The university also offers an online module, Research ethics and governance, for students whose work includes working with human or animal subjects.
www.bath.ac.uk/learningandteaching/rdu/courses/pgskills/modules/RP00258.htm

2.2.4 Sustainability Massive Online Open Course (MOOC)

In Spring of 2013-14, the University of Bath launched its second MOOC, titled Make an Impact: Sustainability for Professionals. The purpose of the course is to provide an overview of sustainability as relevant to managers in a range of organisations including profit, non-profit and government sectors. Topics covered include the key drivers to sustainability, the use of standards, the importance of stakeholder engagement, governance (including the use of codes of conduct), innovation for sustainability, the use of metrics and indicators and the application of management tools www.futurelearn.com/courses/sustainability-for-professionals. Two School of Management staff were instrumental in the design and delivery of this programme – Dr. Krista Bondy and Dr. Baris Yalabik.

2.3 Widening participation

Our Widening Participation (WP) team has created a range of activities designed to inspire and excite 'under-represented groups who have the potential to benefit from higher education.'
www.bath.ac.uk/study/teachers-advisers-parents/widening-participation/index.html

The WP team creates agreements with particular schools or colleges to help ensure that the activities designed coincide with school or college curriculum in areas where the University can provide subject expertise and to enable students to develop the academic skills necessary for a successful application to university. We are also partner with other universities such as Oxford and Bath Spa, and are part of the UNet Universities Partnership to help improve our reach. The WP team includes staff dedicated to particular disciplines, including business and management, and we also have Dr. Felicia Fai, the Director of Widening Participation and Outreach for the School of Management. Within this area we are engaged in a number of activities such as subject taster days for years 10 and 12 where students can go into further depth on familiar topics, including business. Residential summer schools target years 11 and 12 and provide students with the opportunity to 'experience life at a research

MSc Course	PRME Topics	Total	% total
MSc Accounting & Finance Suite	17	154	11.04%
MSc in Entrepreneurship & Management	20	42	47.62%
MSc in HRM & Consulting	28	55	50.91%
MSc in Innovation & Technology Management	11	30	36.67%
MSc in International Management	19	57	33.33%
MSc in Management	12	93	12.9%
MSc in Marketing	13	54	24.07%
MSc in Sustainability & Management	15	15	100%
Total	135	500	27%



An MSc workshop at the School of Management

intensive university, explore a subject in more depth, work on a project or develop some new skills’.

www.bath.ac.uk/study/teachers-advisers-parents/widening-participation/activities-events/summer-Schools/index.html

The On Track to Bath two year programme provides a range of activities throughout years 12 and 13. Students can choose business and management as one of four discipline specific tracks aimed at ‘improve[ing] attainment, expand[ing] higher order thinking skills and develop[ing] academic study skills’ The first year of this programme involves a “Dragon’s Den” style format where students meet on campus once a month for six months and work in mixed school groups to develop an idea for a new product or service, which they then pitch to a board of “Dragons” composed of school staff, local businesses and entrepreneurs. They are supported in these sessions with talks and sessions delivered by management faculty, PhDs, entrepreneurs and business organisations. They get a taste of what it might be like to attend lectures, and the transferable skills we try to instil in our undergraduate students. The second year of this initiative is focussed on supporting students through the UCAS application process, especially guiding them as to how to make their application attractive

to Bath. We also have our own programme *The Bath Supported Social Enterprise Projects*. This initiative is aimed at years 9 and 10 and is being trialled in 3 local schools in Bath, Frome and Yate. We worked in conjunction with each school to encourage pupils to develop business plans for social enterprise projects of value to their local community over the period of one semester. The initiative is partly to encourage pupils to think about the relationship between business and society, and to develop some awareness of business issues. Crucially it also aims to help develop self-confidence and self-awareness so that pupils feel confident that they would thrive in the higher education environment.

2.4 Ethics and Integrity of student work

All PhD students are required to gain ethics approval for their research. At the end of their first year of study, MPhil/ PhD students are required to submit a report and to undertake an oral examination. If they are successful, they are transferred onto the PhD programme. As part of this transfer process, each student is required to complete a modified Ethical Implications of Research Activity (EIRA) form (see also University Ethics committee). This form is reviewed by the examiners during the transfer process and any issues are discussed during the oral

For student submissions on taught degrees, there are two key ways in which the School encourages ethics and integrity of assessed work. The first is our increasing use of Turnitin for submitted work. Starting in 2011/12 we ensured that every student in their first year of study (whether UG, PG or MBA etc.) had their coursework submitted through Turnitin in at least one unit in the first term. The purpose of this activity was to identify and provide feedback to students who were struggling to understand proper referencing. The second is a University-wide requirement for all students to receive an 85% or higher mark on an Academic Integrity Test. This checks the student’s understanding of plagiarism and referencing within the specific discipline, and must be successfully completed to ensure progression to the next stage in the student’s degree. It is used to ensure students are not only aware of the need for proper referencing, but also what they need to do to ensure they are referencing properly.

examination, and reflected in the transfer report documentation. Once complete the modified EIRA form and transfer report are sent to the School’s Research Student Committee (RSC) with the recommendation of the examiners. The RSC then evaluates the reports and, if satisfied, recommends these cases to the Board of Studies (BoS) for evaluation. If satisfied, the BoS then approves transferring the student onto the PhD programme. If concerns are raised at RSC or BoS, the issue is referred, in the first instance to the Ethics Officer for the School. If further consultation is required it would then be taken to the University Ethics Committee for consideration. These documents are also on file for the Research Committee.

Principle 3

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



An MBA workshop at the School of Management

3 Policy and communications

At this stage, we do not have an explicit policy on faculty and staff involvement in ethics, responsibility and sustainability. This is something that we intend to explore and develop in the near future.

Communications is an area in which we are committed to making further improvements. In the last year, we have made the following changes:

- Our Centre for Business, Organisations and Society (CBOS) launched the Bath Business and Society blog. The aim of the blog is to provide new insight on the role of business in society and other topical issues, drawing on research expertise to inform discussion. Faculty, researchers and students are invited to contribute and new posts are published every week. <http://blogs.bath.ac.uk/business-and-society/>
- Every issue of the Dean's newsletter reflects on issues of ethics, responsibility and sustainability, emphasising their importance to both the Dean and the School.
- These issues are also highlighted and discussed during staff inductions.
- MSc students receive more information about unit options in relevant topics.
- Student inductions include information on how the school is working to reduce our footprint.

Principle 4

Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

4 Ethics, Responsibility and Sustainability in Research and Development

The School of Management has a strong presence within the academic community on ethics, responsibility and sustainability research. Of the 109 faculty, 31 have one or more papers/ books that directly investigate issues of ethics, responsibility and/ or sustainability. This means that 28% of our faculty have engaged in research in these areas, and there is at least one member of faculty from each of our subject groups involved in related research.

4.1 Research centres

One research centre within the school is dedicated to the topics identified above. The Centre for Business, Organisations and Society (CBOS) is a leading research centre for the study of corporate social and environmental performance www.bath.ac.uk/cbos. Their research focuses on the relationship between business and society, evaluating and challenging the role that organisations play. They are particularly interested in corporate social responsibility and sustainability as value-laden, political and strategic phenomena.

CBOS is an issue-based group and its members are drawn from a range of functional backgrounds. They work with leading scholars, facilitating the development of international networks and increasing the scope for international collaborative research. They regularly work with decision makers in business and not-for-profits to inform them of the changing nature of business responsibilities and the importance of engaging in socially and environmentally responsive behaviour.

The work carried out by CBOS is guided by the following key aims:



1. To produce world-leading research on corporate social and environmental behaviour and performance;
2. To actively engage with practitioners in order to inform management practice and influence government policy;
3. To provide a research environment for doctoral students that builds the skills and expertise required for excellence in research;
4. To develop a hub for international and interdisciplinary research in the business and society field.

Our International Centre for Higher Education Management (ICHEM) is concerned with capacity of higher education to contribute to global wellbeing. Established in 1994, the centre brings together interdisciplinary scholars and doctoral researchers from more

than 25 countries to develop alternative strategies for sustainable higher education systems. www.bath.ac.uk/ichem

ICHEM work with governments, higher education institutions and international organisations, providing policy recommendations and leadership insights. They also provide a space for discussion and engagement with innovative, ethical and sustainable strategies through seminars, conferences and master classes.

Members of School faculty are also involved with the Institute for Policy Research (IPR). 'Formally established on 1 February 2013, it brings together many of the University's research strengths to foster inter-disciplinary research of international excellence and impact.

It bridges the worlds of research, policy and professional practice to enable us to address some of the major policy challenges we face on a local, national and global scale' www.bath.ac.uk/ipr/about/index.html. Its policy themes include environment and sustainability; governance and policy design; and poverty, work and justice.

4.2 Grants & funding

Since 2011, our researchers have submitted total grant applications worth over £25million. Of these applications, total applications with a sustainability theme amounted to just under £3million, representing over 10% of applications by the School of Management.

We have seen successes from a variety of funding sources, and have had successes with 13 grants, from 7 different PIs, totalling £332,300. The School of Management currently has a portfolio of 35 grants, totalling just under £5m. Of that, 5 grants have a sustainability theme, totalling £63,588.

4.3 Research projects

There are many within the School who are engaged in relevant research projects. For some faculty, these issues are central to the research project, for others they are important but not central. Below are a few examples of research where ethics, responsibility and/ or sustainability are central to the project. Not only do these examples demonstrate the proliferation of related research across our subject groups, but also the range of individuals involved. This is only a sample of the faculty and projects involved in this area.

- Annie Powell and Professor Andrew Millington of the BSBE group completed a HEFCE funded project in 2010-2011, which investigated the integration of social, economic and environmental sustainability into the educational programmes, research and their organisational practices and processes of UK business schools. Working jointly with members of ICCSR at the University of Nottingham, the team developed guidance in the form of mini cases,

tools and models derived from research into those business schools that have already made commitments on contributing to sustainability education. The project concluded with a series of workshops. Annie Powell wrote the following papers arising from this research: a) Godemann, J., Herzig, C., Moon, J. and Powell, A. (2011) "Integrating Sustainability into Business Schools - Analysis of 100 UN PRME Sharing Information on Progress (SIP) reports. 58-2011 ICCSR Research Paper Series. Nottingham." And <http://amle.aom.org/content/15/4/703.abstract>

- Dr. Haiming Hang of the marketing group is working on the use of advertising in games targeted at children. 'Advergaming are electronic games that are used to advertise a product, a brand or an organisation. They are accessible on social media sites, companies' own websites and as downloadable content or apps on mobile devices'. In conjunction with Professor Agnes Nairn (EM-Lyon Business School) they 'review the latest research evidence on what we do and don't know about the use of advergames and their effects on children, and makes recommendations for industry and regulators'. This ongoing project was discussed on BBC News 24 on May 31, 2014 www.bath.ac.uk/ipr/our-publications/policy-briefs/advergaming-its-not-childrens-play.html
- Dr. Baris Yalabik of the IDO group and Dr. Richard Fairchild of the A&F group are investigating international environmental agreements, such as the recently agreed Paris climate deal, to investigate how these can be designed to optimise both the intended environmental benefit (focusing on emissions), while also maintaining economic prosperity. They have co-authored a report on this for The Conversation <https://theconversation.com/why-soft-climate-deals-are-better-than-tough-ones-51720>
- Dr. Phil Tomlinson and Dr. Rob Branston of the BSBE group are investigating the revival of old industrial districts and regions, and in particular governance

issues associated with these across the broad range of stakeholders. They look at which actors are getting involved and how they are interacting with each other to determine the best ways of redeveloping the industry and the region. This project has close links with key stakeholder such as British Ceramic Confederation, LUCIDEON, BID, and the British Jewellery Quarter.

- Professor Pierre McDonagh of the marketing group is working on the concept of sustainable consumerism. In particular, he is challenging the dominant social paradigm and its implications for sustainability.
- Professor Stephen Pavelin and Dr. Johanne Grosvold from the BSBE group are investigating sustainability within supply chains, focused on issues of reputation and power asymmetry.
- Dr. Iain Davies of the marketing group is investigating retailing ethics. Specifically, he is looking at how markets are made in sustainable product markets such as fair trade, ethical luxury and sustainable fashion.
- Dr. Emma Brandon-Jones from the IDO group is looking at sustainable supply chain management and supply chain risk, focusing specifically on the institutional and capability factors influencing the adoption of ethical and environmental practices within supply chains.
- Dr. Krista Bondy of the BSBE group is investigating the practice of alternative governance in companies using principles of deliberative democracy, and the extent to which this helps build resilience to changes in social and natural systems.
- Dr. Philip Cooper from the AFL division is engaged in research on the use of economic valuation and accounting for social-ecological interactions, for example he was leader of a work package investigating these issues in the context of marine ecosystems and associated business sectors such as tourism, fisheries and energy as part



of a collaborative project with natural scientists under the EU FP7. He was recently an invited speaker at the First Oxford Conference on Impact Valuation and the Food System. In conjunction with colleagues from our Department of Economics he organised an international conference on Transnational Environmental Protection at Bath in 2015 and subsequently was a guest editor for a related special issue of Oxford Economic Papers published in April 2017.

- Dr Svenja Tams focusses her research on social and environmental issues. Her latest research paper is “Making a difference? How change agents talk about their work on social and environmental issues”. Furthermore, she incorporates her research into her teaching: for example, her ‘Design in Management’ elective considers social responsibility.
- Margaret Greenwood and Ian Crawford from the AFL group have been developing alternative methods for enhancing student-engagement, and improving the

student experience, in a postgraduate accounting program, employing the Baxter Magolda model within a framework of motivational theory, and are writing a working paper: “A road less travelled: Developing critical thinking skills in Chinese students within a UK post graduate accounting programme”: Crawford, I. and Greenwood, M. 2017

- Dr Richard Fairchild of the AFL Group conducts research in the economic and behavioural motives and incentives involved in social investing and social entrepreneurship, employing a behavioural economics approach. Linked with this research, he is involved in the recently awarded EU-funded SEIP (Social Enterprise and Innovation Program) at the University’s Innovations Centre.
- In 2013, Richard presented research on Microfinance in India at the Behavioural Finance conference at Cass, London. This paper looks at how micro-finance institutions in India balance the competing goals of financial returns and social

inclusion, and the mission-drift from customer-centricity to product-centricity. This research was conducted with School of Management students as part of their final year project.

4.4 PhD students

Since September 2011, 84 students have enrolled on our PhD programme. Of these, 12 are writing a thesis which directly addresses area of ethics, responsibility and sustainability which represents around 14% of our current students.

Principle 5

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

5 School's role as a catalyst

Many of the structures and activities summarised earlier help to demonstrate the contribution that we make to local and global communities. However, our contribution to the development of a sustainable society extends beyond this in a variety of ways.

5.1 Contributions to the business community and wider society

Along with providing a high quality, research-led education, we interact and work with the business community in a number of ways.

Placements are available to students on all our undergraduate programmes. This is vital in helping to develop relationships between undergraduate students and external organisations. Some of the placements we offer are focused specifically on E, R & S. Below are examples of such placements in the period 2011-2017 taken up by our students.

In 2015-2017:

- Cera – Elderly care support – General Assistant
- The Baobab Network – sends corporate staff to Sub Saharan Africa for incubation advice to local based companies – Business Development
- Halcyan Water – sustainable water production – Business Development & Marketing Assistant
- Willie's Cacao – sustainable chocolate producer – Sales & Marketing role
- Pure Planet – renewable energy supplier – Digital Marketing placement
- Innocent – FMCG – Placement involved reducing inefficiencies in the supply chain network
- Marie Cure – support with terminal illness – Marketing Events Placement
- Earthmiles - rewards for undertaking

journeys on foot rather than by transport – Business Development placement

In the period 2011-2015.

- July 2014-Jan 2015 – Willie's Cacao, a sustainable coffee producer, placement in Sales & Marketing role
- July 2014-Jan 2015 – Taylor Wimpey – Utilities Data Analyst to provide help and support on energy and environment report
- July 2014-Jan 2015 – SOROS Economic Development Fund: The Open Society Foundations (OSF) whose mission is to alleviate poverty and community deterioration by investing in local initiatives for economic development worldwide – Research Intern
- Feb 2014- July 2014 - Windward Commodities, a small, innovative and rapidly growing company with an international development agenda and a commercial focus – Product & Market Analysis Intern
- 2012 – Ethical Screening, Ethical & CSR research on UK and International Companies – Researcher
- 2012 – DS Smith, UK paper, packaging and recycling business – Project Analyst
- 2012 – The Crown Estate – Renewable Energy Co-ordinator
- Feb 2011-July 2011; July 2011-Jan 2012 – Danone – CSR Coordinator
- 2010 & 2011 – Crown Estate – Renewable Energy Coordinator
- 2011 – Ethical Screening – Researcher

There are many volunteering opportunities provided for students to further engage in the local community on issues of importance to them. One venue for this is the SU *volunteering* network www.bathstudent.com/volunteer/.

Students are actively involved in raising awareness of local and global issues, and they encourage support from other

students, staff and faculty in many ways, some of which are:

- Collecting clothing and books to benefit client of Julian House over the course of 3-4 days, as well as doing research to enable the organisation to better connect with the local community.
- Participating in a World Aids Rave with all proceeds going to help children suffering from AIDS.
- Encouraging Bath Acts of Random Kindness through involvement in Team BARK!
- Running the Bath Half Marathon to raise funds for charities.

Another venue open to MSc students is the Zurich Community Challenge, where students volunteer and make a difference to local organisations that support disadvantaged people. The students then present their projects to Senior Managers and members of the Zurich Graduate recruitment team, as well as charity representatives. The charity represented by the winning team is given £200 by Zurich. MSc Students also have the opportunity to meet subject relevant corporate partners and get engaged with other classmates during the Big Team Challenge induction event.

The Bath Awards programme helps students make the most of their university experience by honouring and recognising their extra-curricular activities, work experience, volunteering and additional learning. It encourages students to draw their experiences together and present them effectively while providing formal recognition (via their transcript) of commitment to personal development. Recipients frequently mention that it provides meaningful data to prospective employers as evidence of learning, transferrable skills, and commitment to the community. While in the past ethics, responsibility and sustainability

have been included informally within the choices made by Bath Award students, the SU is currently considering a sustainability specific strand for the award and is working with the School to identify how to take this forward.

We also have our own *Careers* service to help MSc and MBA students in searching for and attaining their next post. Caroline Baldwin, our dedicated careers person for the MSc programmes, has actively sourced sustainability relevant companies, positions and internships to help those interested in a career in the area. There is also a dedicated careers service team for the MBA programme. Upon graduating from the UG or PG level degrees, within the period of assessment, many students have moved straight into related posts or started their own organisations. For instance, Clear Choice Partnership was founded by one of our recent MBA graduates. Its vision is to provide a vehicle for people giving to charity at the same time as buying a product. To realise this vision, Clear Choice Partnership has created a marketing initiative called Charitable Choice as a vehicle to make giving when buying affordable and easy to do. They are starting with financial services, specifically ISAs and investment funds. Their intention is to help to create and grow sustainable income streams for charities beyond fundraising. Jon has been using the MBA South West network, with co-ordination from our own alumni team, to test his ideas and to work with stakeholder segments to assess how best to approach the charity sector and how to overcome the hurdles of vested interest and product endorsement.

Beyond research, teaching and consulting, faculty make meaningful contributions to the business communities through participation in different initiatives. For instance, Dr. Iain Davies and Dr. Richard Fairchild are part of the Social Enterprise Network and are involved with practitioners in determining how best to encourage more social entrepreneurship and how to survive and grow the business. Paul Caulfield is leading a project with Social Enterprise networks in the South West to investigate how universities, local government,

financial institutions and business networks can support and nurture this social entrepreneurship. Professor Andrew Graves makes many contributions to the community through his links with Monkton Combe School Maths & Science Centre and his various Advisory Board roles, such as with the National Business Awards. Dr. Johanne Grosvold sits on the governance board of Kingswood School in Bath, and helps in the strategic running of the School. Dr Iain Davies is a member of the Honorary Scientific Committee for the Fair Trade International Symposia organised out of Catholic University of Louvain, Belgium.

The School is also contributing to the local and national environment via the Bath Entrepreneur in Residence (BEIR) programme which brings together successful entrepreneurs and aspiring students. Margaret Heffernan, the 2011/12 Bath Entrepreneur in Residence, is a member of the School's Advisory Board and a frequent guest speaker on courses. The BEIR programme was established to create an entrepreneurial community, combining academic knowledge with practical application. It aims to establish the School as a centre of excellence for entrepreneurship and to act as a hub for a growing entrepreneurial community. This helps foster stronger relationships between students, alumni and businesses.

5.2 Service to management education profession

Many academics in the School are members of relevant international scholarly communities. These include the Academy of Management Social Issues in Management, and Organisations and the Natural Environment groups, the British Academy of Management, The European Business Ethics Network, and the International Association for Business and Society etc. Faculty also hold editorial positions for journals such as *Business & Society*, and *Business Ethics: A European Review*, guest editing journal special issues, acting as External Examiners for other institutions and organising/hosting international conferences are all vehicles for the faculty to have influence and impact.

5.3 Contributions to the academic community

In addition to our publications activities, conference presentations and visiting speaking events, we interact with and seek to influence the academic community through conferences held here at Bath and through visiting arrangements.

Within the period of assessment, we have run several conferences and seminars where aspects of ethics, responsibility and sustainability have been directly addressed.

1. The contribution of Higher Education and Business Schools to Inclusive Development, April 2017. Our International Centre for Higher Education Management (ICHEM) co-hosted a conference with the University of Stellenbosch Business School and the European Foundation for Management Development. It focussed on the role higher education can play in social transformation, exploring issues of diversity and equality. Speakers included: Dean of the School of Management Professor Veronica Hope Hailey, the Vice Chancellor, Deputy Vice Chancellor and Director of the Business School at the University of Stellenbosch; and Professor Rajani Naidoo, Director of ICHEM. www.bath.ac.uk/research/news/2017/05/16/conference-spotlights-he-role-in-global-social-transformation

2. Sustainability in Business, December 6 2016. As part of our 50th Anniversary celebrations, we hosted an event "celebrating the vision of sustainability in business". Paul Polman, CEO of Unilever, was the Keynote Speaker. Panellists, chaired by Veronica Hope Hailey, included David Bent (Forum for the Future), Patrick Drake (Co-Founder and Head Chef of HelloFresh), and Professor Andrew Crane. www.bath.ac.uk/management/news_events/news/2016/12-12-celebrating-the-vision-of-sustainability-in-business.html

3. Experiencing Trustworthy Leaders, September 11, 2014. Run by Veronica Hope-Hailey, the School of Management welcomed 90 leading employers, HR professionals, policy makers and researchers to a conference to discuss the outcome of

a three year research project carried out in collaboration with the Chartered Institute of Personnel & Development (CIPD), exploring the hallmarks of trusted leaders.
www.bath.ac.uk/management/news_events/news/2014/18-09-14-trustworthy-leaders-conference.html

4. Regulation and Strategic Behaviour of Tobacco Manufacturers, January 30 2013. Run by academics across different faculties, members of the industry and anti-tobacco organisations came together to discuss current practice and how the industry should be regulated, including from a moral perspective. It was carried out with a grant from the Royal Economic Society.
www.bath.ac.uk/cgr/pdf/Workshop_tobacco_2013_Jan.pdf

5. Dr. Chris Raymond, hosted by the marketing group in September 2014. Chris met with members of faculty within marketing and other groups to discuss his work on spatial location and conservation preferences. The aim of the day was to provide opportunities for research and funding collaboration.

6. Dr. Krista Bondy was invited to spend a week in Sweden at Lulea Technical University (August 2014) to work with colleagues in the Department of Industry and Environmental Management. Krista spent the week working with PhD students and colleagues to help refine their research interests, identify potential areas for collaboration, and to help teach on the case methods course.

7. Professor Andy Crane, hosted by the BSBE group in February 2013. Andy spent the week working with faculty and PhDs from CBOS by providing comments on papers, giving talks about careers and the nature of publication in the field, as well as giving a public lecture on the issue of slavery in modern organisations. Professor Crane has since joined the School as Director of CBOS.



Top: Experiencing Trustworthy Leaders

Above: Paul Polman (CEO of Unilever) speaking at Sustainability in Business December 2016

Principle 6

Dialogue: We will facilitate and support dialog 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.

6 School's role in community outreach and public service

Along with Widening Participation activities, the community relations and public engagement of the School is managed as part of the university's wider public engagement process. A Public Engagement Unit was created in 2012 and is focused on enabling members of academic staff to engage with members of the public, particularly around their research www.bath.ac.uk/marketing/public-engagement. Its purpose is to 'facilitate highly visible public engagement, embedded across the whole research lifecycle, that encompasses all University staff and students in building mutually beneficial links between our research and the public'

www.bath.ac.uk/marketing/public-engagement/about/index.html. It engages in a number of activities such as supporting faculty in the delivery of engagement activities, organising activities to bring individuals and organisations together, helping to raise the awareness of possible events faculty might wish to contribute.

The unit oversees a range of other activities. First is the Public Engagement Network. It is open to any member of staff across the University (including postgraduate research students) who has an interest in, or experience of, public engagement with research. Through joining the Network, members will be encouraged and supported to share, reflect and develop practice and ideas for engaged research activities, and to access the latest public engagement news and opportunities available both on- and off-campus.

www.bath.ac.uk/marketing/public-engagement/get-involved/pe-network/.

The second is Public Engagement Advocates. Advocates are researchers who have volunteered their time, expertise and enthusiasm to work on one of six particular

project strands: citizen science, building postgraduate skills, inspiring tomorrow's researchers, public engagement with industry, public engagement with policy makers, and reward and recognition). In doing so, they support the Unit in encouraging a positive culture towards engaged research, sharing their passion for such research with other researchers and increasing the visibility of engaged research at Bath.

The third and final set of activities overseen by the PEU is the Public Engagement Forum. This is made up of postgraduate and early career researchers who have volunteered to learn more about the agenda of engaged research over the course of an academic year. They meet once a month to learn from other engaged researchers offering them an opportunity to develop their thinking on, and experience of, this area and to develop and deliver their own engagement initiatives www.bath.ac.uk/marketing/public-engagement/get-involved/pgr-forum/.

One of two Public Engagement Advocates for Engagement with Industry strand is Dr. Richard Fairchild. Along with this role, he undertakes activity to ensure School staff are aware of the opportunities for public engagement, and to encourage additional participation. We also have a Public Engagement Forum representative who in the most recent year was Johannes Warther. One of the more novel ways faculty have participated in public engagement through the PEU is through the public engagement research case studies. For instance, the research of Dr. Chris Archer-Brown and Dr. Christos Vasilakis have been summarised on two sides of A4 and are used to promote their research both at the university and with external parties.

Faculty are also active in a number of different areas such as giving public lectures, and bringing guests into the learning

environment, working with community partners on research and teaching activities and consulting. Consultancy work contributes to the faculty's awareness of issues faced by businesses and governmental and non-governmental organisations. As the School is motivated to contribute to scholarly, policy and practitioner communities, these activities are typically of benefit to the staff members' research and teaching. They are considered acceptable within the School if they do not detract from other activities. This situation is now being monitored and discussed more overtly through the revised Annual Reporting Forms that staff complete and discuss with their appraisers. The Professorial Board overviews annual reporting forms for all faculty.

This report has identified that much of the School's activities in sustainability, responsibility and ethics have been developed and well-established over many years prior to joining PRME. In this section, we consider some of our very recent and up-to-date activities and developments in this area.

- The Journal of Business and Society has recently appointed Professors Andrew Crane and Stephen Pavelin as Editor and Associate Editor, respectively.
- Professor Andrew Crane, Director of our CBOS Centre (Centre for Business, Organisation and Society) has published a number of recent educational texts on Business Ethics, responsibility and sustainability: www.amazon.co.uk/Andrew-Crane/e/B001H6NYM2/ref=dp_byline_cont_book_1
- Dr Richard Fairchild is currently developing collaborative research with Social Investors and Social Entrepreneurs around social investing.

He is currently developing research projects and grant applications. Recently, he has commented on social media on entrepreneurial/investor psychology when balancing monetary and social goals, and also has commented on corporate unethical behaviour in the wake of the Volkswagen Scandal:

www.forbes.com/sites/alisoncoleman/2015/08/20/can-entrepreneurs-win-the-cash-and-the-social-conscience-of-investors/#21e1d0e31ae4

<https://phys.org/news/2015-09-volkswagen-price-slump-logic.html>

- The School was recently awarded an EU EDRF Grant for approximately £3m for the “Social Enterprise and Innovation Project” (SEIP) for the period October 2016 – December 2019. This involves educating new social entrepreneurs over several up-skilling sessions in order to create new social enterprises, with the associated impact on the local community. The School has a number of delivery partners from the local social investment and social enterprise arena. In addition to educating and empowering these social entrepreneurs, these entrepreneurs will work closely with School of Management academics and students who will create and undertake research projects around these social enterprises.



Top and Above: MSc students work with local charities on a consultancy project

Future Development

As a progressive School, deeply committed to the Principles of PRME, we recognise that it is important not to 'stay still'. We are committed to moving forward, developing and improving our approach to our embedded PRME activities, and to sustainability, ethicality, and responsibility. We thus aim towards the following:

1. A further deepening and extension of our teaching in the area of sustainability, ethicality, and responsibility.
2. Further development of our world-class research in sustainability, ethicality, and responsibility, and in particular, the real-world impact thereof.
3. Further deepening of our partnership with practitioners in the area of sustainability, ethicality, and responsibility. In this respect, an initiative that we are just beginning to develop is the creation of a PRME Practitioner/academic Board, to help identify the research and impact needs of academics and practitioners involved in PRME, and the ways in which academics and practitioners can work in cooperation in regards to PRME, and what this means for academics and practitioners.
4. Further developing the infrastructure and environment to promote PRME within the School and the wider University.
5. Our ambitions to develop in each of the principle areas will be further strengthened by the recent award of our major EU-grant in SEIP. This will enable us to further incorporate sustainability and responsibility into:
 - a) Our teaching (the programme involves 'teaching' new social entrepreneurs, assisting them to build their social enterprise start-ups, and to obtain investment-finance by assisting them to develop their pitches). Furthermore, this will be extended beyond the social entrepreneurs themselves, towards the Undergraduates/post-graduates of the School, as part of the planned process is for some School of Management students to become involved by developing academic projects around the SEIP programme.
 - b) Our research: the SEIP grant includes an action-researcher who will work with Dr Fairchild in developing impactful research outcomes (journal publications, conference presentations, policy papers).
 - c) Public engagement/impact: Finally, the SEIP will deliver PE/impact, by addressing the needs of budding social entrepreneurs, and creating new economic and social wealth in the local region and beyond over the three years of the programme.

UN Principles for Responsible Management Education PRME

First SIP Report: Activity in the period 2011 – June 2017



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