Letter of commitment from Chester Business School

We are delighted to pledge our ongoing and deeply felt commitment to Responsible Management Education and the six PRME principles. These underpin our mission and our values, and are relevant across all our activities.

During times of constant change within higher education, these principles offer guidance to our teaching and learning, our research, our collaborative work, and support our commitment to our communities at local, national and international levels. We also greatly value our engagement with our colleagues in the PRME community.

This report highlights our achievements since the last report, and identifies our goals for 2021 which are both wide-ranging in scope and specific in focus. The PRME principles form a core part of our identity, and as such we embrace them with enthusiasm.

I would like to thank everyone involved for their tireless work to date to ensure the principles are supported, and wish them good luck going forward over the next two years.

Dr Meriel D’Artrey
Associate Professor
Associate Dean
Chester Business School
Developments since 2017 and our Goals for 2021

2017  
**Objective 1:**  
Recognise excellence amongst staff and students in developing impacts relevant to the SDGs.  
(See Principles 1 and 2)

Since 2017, we have awarded annual research awards which recognised the research and impact of staff and students undertaking work aligned to the SDGs. The awards were showcased in the local press thereby raising awareness of SDGs locally and with partners.

2019  
**Objective 1:**  
Further develop our promotion of the SDGs by extending SDG awards to staff and students who have made significant contributions to SDGs in business school life.

2017  
**Objective 2:**  
Integrate sustainability into staff development, training and research opportunities.  
(See Principles 3 and 4)

Since 2017, we have integrated a range of public lectures and seminar series for staff, students and our wide partner network. Examples of topics include regarding poverty reduction (Carole Parkes), climate change and business collaboration (Petra Molthan-Hill), responsible management and learning (Tony Wall), and ethics (Paul Manning). We also co-delivered, with the NUS, an IEMA-approved course which was built around the SDGs - the first of its kind in the UK. SDGs are now integrated into doctoral research training provision.

2019  
**Objective 2:**  
Extend the integration of the SDGs by encouraging ethical practices through training, review of procedures, and behaviours.

2017  
**Objective 3:**  
Increase the integration of the SDGs within partnership working.  
(See Principles 5 and 6)

Since 2017, we have focused collaborative work to enhance focus on SDGs, including as examples, (1) contributions to the West Cheshire Poverty Truth Commission, (2) well-being consultancies with local government organisations, and (3) an ESRC seminar on methodologies for socially responsible ways to engage hard to reach communities. Strategically, we also updated our strategic vision through 5 core themes: relevant and responsible in our thinking, ethically oriented, community oriented, a fulfilling and rewarding place to study, a fulfilling and rewarding place to work, recognised as a market leader for employment focused learning.

2019  
**Objective 3:**  
Extend the integration of SDGs through taking a collaborative approach to deciding how to embed SDG priorities within faculty infrastructures.
## Our Developments by PRME Principles

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| **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 | Example: In 2018, we updated our strategic vision through 5 core themes: relevant and responsible in our thinking, ethically oriented, community oriented, a fulfilling and rewarding place to study, a fulfilling and rewarding place to work, recognised as a market leader for employment focused learning.  
(See also, SDG16) |
| **Principle 2: Values and Principle 3: Method**  
We will incorporate into our academic activities and curricula the values of global social responsibility.  
We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership. | Example: We have engaged PRME specific experts in our curricula (for example, Professor Carole Parkes regarding poverty reduction and business pedagogy, Associate Professor Petra Molthan-Hill regarding climate change and business collaboration, Professor Tony Wall regarding global management education and sustainability, and Professor Paul Manning on business ethics).  
(See also, SDG2, SDG4, SDG5, SDG10, SDG12, SDG13 and SDG17) |
| **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. | Example: 8 researchers (AH, TW, KC, VE, MM, LR, LM, NJ) contributed 10+ chapters to the largest sustainability encyclopedia in the world: “The Encyclopedia of the Sustainable Development Goals”.  
(See also, SDG3, SDG8, SDG9) |
| **Principle 5: Partnerships and Principle 6: Dialogue**  
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.  
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. | Example: Introduced stakeholder debate and dialogue as innovative pedagogy to discuss the use of plastics in tourism  
(See also, SDG1, SDG9, SDG11, SDG14 and SDG17) |
| **Principle 7: Organisational Practices**  
We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students. | Example: We have re-configured undergraduate programmes with a common commitment to creativity, futures, and data storytelling, to deal with complexity.  
(See also, SDG6, SDG7, SDG12, SDG15, SDG13) |
### SDG1 Poverty Reduction

We are part of the West Cheshire Poverty Truth Commission and are working with a wide diversity of regional stakeholders to tackle the complex issues of poverty and to drive change for people experiencing poverty. *(See Principles 5 and 6)*

‘Slum tourism’ and ‘Tourism and poverty’ are integrated into Tourism and Global Society, a 2nd year module at Chester Business School. Students learn about the critical challenges facing vulnerable communities in destinations. *(See Principle 3)*

**Learning in the Wider World** provides the opportunity for students to gain credit towards degrees by participating in various projects around the world. This includes engaging with issues such as poverty in a different cultural, linguistic and/or social environment to that of University study. Students critically reflect on their experience of living and working within a developing country. *(See Principle 3)*
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<td>SDG2 Zero hunger</td>
<td>A Caring Cups campaign encouraged staff and students to fill re-used disposable coffee cups with loose change to raise funds for ShareAid. The Chester charity provides a valuable outreach service with food, hot drinks, sleeping bags and clothing for those living rough on the streets of Chester. (See Principle 2) Creative Support’s Halton Lodge is a local homeless charity. In 2017, Chester Business School staff donated food for the Christmas and New Year period. Residents also benefitted from donations of clothes and Christmas decorations. (See Principle 2)</td>
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| **SDG3**  
**Health & wellbeing** | We have recently commissioned student artwork to improve study environment with emphasis on sustainability. *(See Principle 2)*  
We have hosted 4 “Sustainable Development Goal Huddles” and 4 “Writing Retreats” to promote research in inclusive environments focusing on wellbeing. *(See Principle 4)*  
We hosted an international consultation for a professional framework to govern the use of creative practices to promote wellbeing. *(See Principles 5 and 6)*  
Faculty staff underwent a training course in Mental Health Awareness and students undertook a research project where therapy dogs visited campus. *(See Principle 2)*  
**Lunchtime walks** have been introduced to encourage staff to leave their desks and **fitness classes** including HIIT, balance and circuit training have been introduced. *(See Principle 2)* |
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<th>SDG4</th>
<th>Quality education</th>
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<td>Developing new models of collective business school education to be more ethical and responsible. <em>(See Principles, 2, 3 and 7)</em></td>
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<td>The Level 6 <em>Sustainable Entrepreneurship</em> business module explores the role of the entrepreneur and the ecopreneur with regard to sustainability. It examines how organisations and entrepreneurs approach the sustainable development of business and, in so doing, how they impact upon social costs and benefits. Key to the content of this module is the “green economy” along with the consideration of the environment and the government’s influence upon this. <em>(See Principle 3)</em></td>
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<td>Climate change has been integrated across all <em>undergraduate levels</em> of the International Tourism Management programme. <em>(See Principle 3)</em></td>
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<td>We have 7 <em>doctoral researchers</em> studying aspects of <em>sustainability and responsibility</em> in organisations. <em>(See Principle 4)</em></td>
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*AIRBUS University of London*
## Our Developments by PRME Principles

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| **SDG5** Gender equality | In May 2019, Co-Chair of the Staff LGBT+ Group and Faculty member Sandra Hopkins, accepted the charter mark award from the Navajo Merseyside and Cheshire LGBTIQA. Gaining the mark is said to be an indication of “good practice, commitment and knowledge of the specific needs, issues and barriers facing lesbian, gay, bisexual and transgender (LGBT) people” and we are one of just two higher education institutions in the North West to have been awarded a charter mark. *(See Principles 2, 3 and 7)*  
Chester Pride, is an event to celebrate and promote LGBT+ (Lesbian, Gay, Bisexual, Trans and other sexual identities) equality and inclusion. In August 2018, staff from Queen’s Park Campus joined the parade to help show that the University is a proud supporter of LGBT+ inclusion in the workplace. *(See Principles 2 and 3)*  
In May 2018, coinciding with International Day against Homophobia, Biphobia and Transphobia, rainbow lanyards were distributed as a mark of support, without expectation or obligation. *(See Principles 2 and 3)* |
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<td><strong>SDG6</strong></td>
<td>Clean Water &amp; Sanitation</td>
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To provide easy and free access to chilled water for staff and students, **water fountains** were installed on each floor of the buildings at the Queen's Park campus. This has also encouraged staff and students to switch to long-life water bottles, rather than buying individual plastic water bottles. To date the water fountains have saved 211,752 plastic bottles being used. Reflecting the change from plastic bottle purchases to the water fountains, water consumption at Queen's Park increased by 598m³ in the last year. *(See Principle 7)*

**As part of Sustainability Week** the following programme was made available to students…

**Fashions Dirty Secrets: Stacey Dooley Investigates.** Synopsis: uncovers the hidden costs of the addiction to fast fashion. Toxic chemicals are released by the garment industry, which pollute waterways that millions of people rely on. The former Aral Sea, once one of the largest bodies of fresh water, is now reduced almost entirely to dust. *(See Principles 2, 3 and 7)*
Our Developments by PRME Principles

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<td><strong>SDG7</strong></td>
<td><strong>Affordable and clean energy</strong></td>
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The University’s **electricity supply tariff** to Queen’s Park campus is **carbon free**. Energy efficient LED lighting upgrades were installed including **intelligent lighting controls**. The solar **PV installations** generated 87,000 kWh in 2017/18, equating to 13.5% of the total campus consumption in 2017/18 (650,000 kWh). *(See Principle 7)*

Dr. Petra Molthan-Hill delivered a public lecture on **climate change and business collaboration** at Chester Business School. *(See Principles 5 and 6)*
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<th>SDG8</th>
<th>Decent work &amp; Economic Growth</th>
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**PRIME PRINCIPLES**

**SDG8**

**Decent work & Economic Growth**

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<td><strong>Enhancing Employability through Work Based Learning</strong> is an undergraduate placement-based experiential module. Tourism student Olivia Jones completed an eight-week degree placement with adventure travel company EDGE Travel Worldwide. Olivia worked on their ethical tourism strategy and was highly praised for applying her skills and helping to put the company’s practice in place further in the countries it visits. <em>(See Principles 3 and 5)</em></td>
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The Sheriff of Chester, Councillor Stuart Parker, presented **volunteers from the Events Society** with certificates, for their contribution to events with the Cheshire West and Chester Council Events Team. Patsy Cliffe, an Events Management student, is President of the Events Society and she was instrumental in coordinating volunteers for the events including the Chester Christmas Lights Switch On, Chester Lantern Parade, the Frodsham Christmas Festival, the Winter Watch Parades and the Roman Saturnalia. *(See Principles 3 and 5)*
### Our Developments by PRME Principles

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| **SDG9** Industry, Innovation & Infrastructure | Designed innovative and collaborative **Social Enterprise Project Design Sprint** process to help support an integrated approach to regeneration – including construction, social enterprise, recruitment, and faith based organisations in Flintshire. *(See Principle 5)*  
As part of a level 6 module students critically evaluated the role that **technology and innovation** can play in reducing the carbon footprint of the tourism industry. *(See Principle 3)*  
Students were encouraged to be innovative when deciding how technology could contribute towards making Chester a “Smart City” Destination. The **solutions to real-world tourist problems** were expressed through visual media, with the resulting concepts using virtual reality; augmented reality and smartphone apps. *(See Principle 3)* |
Our Developments by PRME Principles

SDG10
Reduced inequalities

The Goat Tree, Young Enterprise winners UK. Two entrepreneurs from the University of Chester are jetting off to Norway to represent their country in the European Finals of the Young Enterprise Start-up Challenge, after winning the UK finals. Both Directors have many connections in Morocco and 20% of profits go to fund the education of Berber women, who are working in the co-operative, most of whom cannot read or write. (See Principle 3)

The Live Event is a 2nd year module that provides students with a detailed and practical understanding of the approaches to planning, managing and evaluating events. Students engage with charities to come up with appropriate concepts that can directly benefit the community where possible. Events teams have raised money for many local charities. These include Chester Women’s Aid, who work to raise awareness of domestic abuse and support women and their families in the local area; Music Alive, which aims to improve access to music for disabled people and ultimately support them to achieve more independent, fulfilled and integrated lives. (See Principle 3)
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<td><strong>SDG11</strong></td>
<td><strong>Sustainable cities and communities</strong></td>
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<td>A guest lecture from local Supertrees champion Steve Hughes was integrated into a level 6 module. Steve had spearheaded an impressive campaign to bring Supertrees to Chester and inspired tourism students to think big. The students had already looked at the Singapore Supertrees as an example of innovation in visitor attractions and were then privileged to hear first-hand how Chester may soon have its very own Supertrees. Steve explained how he was inspired by Sir David Attenborough and the BBC’s Planet Earth II ‘Cities’ episode, to increase biodiversity in Chester, through the use of Supertrees. (See Principle 3)</td>
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<td>Church Stretton is a small market town. As elsewhere, its shopping centre faces a challenge from the growth of on-line shopping. Church Stretton Town Council wants to be more proactive in supporting local businesses and, where possible, to grow more local employment opportunities, especially for its young people. Business students carried out research and produced a report to help the town council in its decision-making process. (See Principles 3, 4, 5 and 6)</td>
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<td><strong>SDG12</strong></td>
<td><strong>Responsible Consumption and Production</strong></td>
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<td><strong>The Goat Tree Young Enterprise winners UK.</strong></td>
<td>The Fairtrade co-operative will produce sustainably sourced 100% argan oil with no additives. Their idea is to re-invest profits back into the farm where the argan kernels are cold-pressed by a stone mill. With donkeys being the main mode of transport, Jessica and Ayoup are looking to plough profits back into the animals’ wellbeing and improving the lives of members of the co-operative in Morocco. (See Principle 5)</td>
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<tr>
<td><strong>As part of Sustainability Week</strong></td>
<td>the following programmes were made available to students…</td>
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<td>… “Plastic: Can you Live Without It?” (ITV Tonight) Synopsis: The UK government has announced a 25-year plan to crack down on it, but could something be done faster and how can the public rethink their reliance on plastic?</td>
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<tr>
<td>… “Costing the Earth” (BBC Radio 4) Synopsis: Palm oil is in hundreds of products, from detergents and cosmetics to biscuits and now biofuels. The burning of forests is destroying the habitat of endangered wildlife and releasing carbon dioxide. Some manufacturers have pledged to source sustainably. How sure are they their oil is untainted? (See Principles 2, 3 and 7)</td>
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<td>SDG13 Climate action</td>
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**What we have done or experimented with over the last 2 years**

We developed a new module in Tourism Futures, which considered various Sustainable Development Goals including climate change. Within this, we created educational experiences at (1) Airbus to examine how carbon emissions reductions can be achieved through the construction of wings that limit drag and the use of lighter composite materials (2) Mill Hotel & Spa to examine sustainability in the hospitality and tourism sector. *(See Principles 2 and 3)*

Skills shares on campus have included Bicycle maintenance to help reduce reliance on cars; Stitching, so clothes are mended and reused; and recycling tired products by up-cycling. *(See Principle 7)*

New recycling opportunities have been implemented on campus: (1) crisp packet bins (2) coffee cups. *(See Principle 7)*

The newly formed campus GiFT team (Green Impact Futures Together) has been encouraging staff and students to turn lights off when leaving offices or workspaces empty. *(See Principle 7)*
Integrated into Tourism and Global Society, a 2nd year module at Chester Business School, students learn about the critical challenges facing our oceans and seas. Through the use of industry case studies, students discuss the issues around **orcas being bred in captivity in tourist attractions** around the world, which has an impact on species diversity and behaviour. There also issues around **international regulations on hunting and capturing wild orcas, dolphins and whales** for these attractions. They consider animal welfare, living conditions, food and training practices and more, all under the guise of a selling a once in a life time experience.

Cases also explore the impact overtourism can have on water quality in beach and coastal destinations. Did you know that something as innocent as sun-creams, when multiplied by hundreds and thousands of tourists, can pollute sensitive bay areas and can **impact on marine biodiversity, coral reefs** and more. **Single use plastics** can also end up in the sea and have a devastating impact on marine life and water quality and tourists are prolific in their use on consumables in destinations. *(See Principle 3)*
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<td><strong>SDG15</strong></td>
<td><strong>Life on Land</strong></td>
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| ![Life on Land](image) | **Biodiversity** is being increased in the gardens at the rear of Queen’s Park campus. With advice and guidance from the Wildlife Trust and the help of staff volunteers, zones have been created. These include a quiet wildflower area for rest and contemplation and a grass area for exercise or relaxation. *(See Principles 2 and 7)*  
Recycled tetra-packs have been used to create *feeding stations* for birds and for *growing herbs*, vegetables and flowers. A *beehive* installation is imminent and workshops for staff & students are already planned for making *bird nesting boxes*. *(See Principles 2 and 7)*  
As *part of Sustainability Week* the following programme was made available to student ‘The Secret Life of Landfill: A Rubbish Story’. Synopsis: Using one of the UK’s largest landfill sites this explores how what we throw away tells us about the way we live our lives and chart the evolution of our throwaway society. *(See Principles 2, 3 and 7)* |
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| SDG16 Peace & Justice and Strong Institutions | Working with the **regional police forces** to develop ethical perspectives and policies (Prof Paul Manning). *(See Principle 6)*  
Initiated research into **activism and riots** in public spaces and the role of business school academics in academic activism for driving change (Prof Tony Wall). *(See Principle 6)* |
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<td><strong>SDG17</strong></td>
<td><strong>Partnerships for the Goals</strong></td>
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Member of the **Inter-University Sustainable Development Research Programme** and the newly formed **European School of Sustainability Science Research** (Lead by Prof Tony Wall). *(See Principle 4)*

We co-delivered, with the **NUS**, an **Institute of Environmental Management & Assessment** approved course (built around the Sustainable Development Goals) for Level 6 tourism students. The first of its kind in the UK. *(See Principles 2 and 3)*

We hosted an ‘**International Pathways to Impact Workshop**’ with colleagues from the UK and Denmark – specifically focusing on ways to promote change in health, wellbeing, climate change, and equality. *(See Principles 5 and 6)*

Established and facilitated the **Washington Ethical Leadership Summit** to drive change with a wide range of practitioners including politicians, scientists, journalists, and educational professionals. *(See Principles 5 and 6)*
Sustainability Related Publications

Dr. Ann Hindley


Dr. Andy Lyon


Professor Paul Manning


Dr. Maeve Marmion


Langton Mburayi


**Professor Tony Wall**


