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Executive Summary

Welcome to our second UN PRME report. Since our last report two years ago we have become a Champion Institution. Professor Palmer was elected on to the Advisory Board and we have fully participated in the PRME community. We attended the Champions first meeting in Nantes in France in February 2017 very much as apprentices and were struck by the inclusivity and warm welcome of the community. This has now developed into a firm foundation for collaboration and knowledge sharing. For the subsequent meeting in Costa Rica we shared our views on experiential management learning into the conference and presented a research paper. We have followed this up with a research-focused dissemination of our work for the Champions meeting in South Africa in March 2019.

This report both provides an update on the activities we outlined two years ago and introduces new ventures supporting the UN SDGs undertaken both in the business school and the wider University notably on the Athena Swan programme and the University environmental footprint. Finally, as a research-led Business School we include an appendix on research papers produced by staff relating to the UN SDG themes.

Professor Paul Palmer
Associate Dean and UN PRME Champion

Professor Marianne Lewis
Dean
Mission

Sir John Cass Business School is an an integral part of City, University of London. With an established 50-year reputation for excellence in business research and education, our three core areas of activities are:

Creating **knowledge** that fosters impactful thought leadership.

Personalising **education** and learning experiences to build skills, distinction, and agility.

Excelling together as a **community**, helping our staff, alumni, partners, and institutions to thrive.

Vision and strategic direction

Our vision is to enable the extraordinary through a unique Cass approach: personal yet global, intellectual yet practical, passionate yet disciplined. As a leading global business school, we have three strategic priorities:

**Raise Quality**  
**Fuel Innovation**  
**Sustainability**
By the numbers...

- 2,300+ undergraduate students
- 1,400+ graduate students
- 45,000+ alumni worldwide
- 160+ countries of alumni
- Triple-crown accreditation
Introduction to Sustainable Development Goals

What are the SDG’s?

“The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity” – undp.org

What is UNDP’s Role?

“The SDGs came into effect in January 2016, and they will continue to guide UNDP policy and funding until 2030. As the lead UN development agency, UNDP is uniquely placed to help implement the Goals through our work in some 170 countries and territories...Achieving the SDGs requires the partnership of governments, private sector, civil society and citizens alike to make sure we leave a better planet for future generations” – undp.org

How SDG’s play a role in the SIP Report?

“Signatories are increasingly reporting on their efforts in relation to the Sustainable Development Goals (SDGs) in their Sharing Information on Progress Reports (SIP).” – Giselle WeyBrecht

Why do we, as Business Schools, have a responsibility?

Governments and businesses cannot be expected to be held solely responsible for addressing the issues raised by the SDGs, business schools have a social duty to address the SDG’s to ensure students gain the competencies needed to meet these goals. – Copenhagen Business School

We believe that Business Schools have a responsibility to develop people skills (“soft skills”) in addition to technical skills and operational knowledge. This cannot be assumed to be present in our students and should not be left to employers to teach on the job from scratch. These skills are highly transferable across industries and roles, reflecting the diverse and complex career pathways facing graduates. UK government regulation of the Higher Education sector – the Teaching Excellence Framework (TEF) – call for more evidence of employability. We must always ask the question “is our teaching helping graduates to secure meaningful work, both for themselves and for the world?”
<table>
<thead>
<tr>
<th><strong>NO POVERTY</strong></th>
<th><strong>END POVERTY</strong></th>
<th>End Poverty in all its forms everywhere</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOOD HEALTH AND WELL-BEING</strong></td>
<td><strong>ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING</strong></td>
<td>Ensure healthy lives and promote well-being for all at all ages</td>
</tr>
<tr>
<td><strong>GENDER EQUALITY</strong></td>
<td><strong>ACHIEVE GENDER EQUALITY</strong></td>
<td>Achieve gender equality and empower all women and girls</td>
</tr>
<tr>
<td><strong>AFFORDABLE AND CLEAN ENERGY</strong></td>
<td><strong>ENSURE ACCESS TO AFFORDABLE ENERGY</strong></td>
<td>Ensure access to affordable, reliable, sustainable and modern energy for all</td>
</tr>
<tr>
<td><strong>INDUSTRY, INNOVATION AND INFRASTRUCTURE</strong></td>
<td><strong>BUILD RESILIENT INFRASTRUCTURE</strong></td>
<td>Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</td>
</tr>
<tr>
<td><strong>SUSTAINABLE CITIES AND COMMUNITIES</strong></td>
<td><strong>MAKE CITIES INCLUSIVE</strong></td>
<td>Make cities and human settlements inclusive, safe, resilient and sustainable</td>
</tr>
<tr>
<td><strong>ZERO HUNGER</strong></td>
<td><strong>END HUNGER</strong></td>
<td>End hunger, achieve food security and improved nutrition and promote sustainable agriculture</td>
</tr>
<tr>
<td><strong>QUALITY EDUCATION</strong></td>
<td><strong>ENSURE INCLUSIVE EDUCATION</strong></td>
<td>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</td>
</tr>
<tr>
<td><strong>CLEAN WATER AND SANITATION</strong></td>
<td><strong>ENSURE AVAILABILITY AND SANITATION</strong></td>
<td>Ensure availability and sustainable management of water and sanitation for all</td>
</tr>
<tr>
<td><strong>DECENT WORK AND ECONOMIC GROWTH</strong></td>
<td><strong>PROMOTE SUSTAINED ECONOMIC GROWTH</strong></td>
<td>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</td>
</tr>
<tr>
<td><strong>REDUCED INEQUALITIES</strong></td>
<td><strong>REDUCE INEQUALITY</strong></td>
<td>Reduce inequality within and among countries</td>
</tr>
<tr>
<td><strong>RESPONSIBLE CONSUMPTION AND PRODUCTION</strong></td>
<td><strong>ENSURE SUSTAINABLE CONSUMPTION</strong></td>
<td>Ensure sustainable consumption and production patterns</td>
</tr>
</tbody>
</table>
13 CLIMATE ACTION
Take urgent action to combat climate change and its impacts

15 LIFE ON LAND
Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse

17 PARTNERSHIPS FOR THE GOALS
Strengthen the means of implementation and revitalize the global partnership for sustainable development

14 LIFE BELOW WATER
Conserve and sustainably use the oceans, seas and marine resources for sustainable development

16 PEACE, JUSTICE AND STRONG INSTITUTIONS
Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive
Six PRME Principles

**Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

**Principle 2 | Values:** We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

**Principle 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

**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.

**Principle 5 | Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities to explore jointly effective approaches to meeting these challenges.

**Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.
PRME Principle 2: Values

As an update to the 2016 SIP report, below is a selection of areas in which our academic activities, curricula, and organisational practices reflected a pervasive dedication to global responsibilities.

Commitment among global higher educational bodies

Cass Business School and the wider City, University of London are furthering our commitment to UN SDGs as we look to sign the Sustainable Development Goals Accord, developed by the Environmental Association of Universities and Colleges. By signing the Accord, we reiterate our commitment to embed the SDGs into our education, research, leadership, operations, administration, and engagement activities. The Accord calls on all levels of stakeholders—from individual staff and students to the institutional bodies—to embody and project the SDGs in all their practices. We aim to complete the signing of the Accord in the next year.

In February 2019, City, University of London hosted the first ever London Student Sustainability Conference, highlighting student projects and research that inspire positive impact in the world. The first of its kind in London, the conference was entirely student-led; with opportunities for students to exhibit their work through presentations, posters and seminars. The aims of the conference were:

- Broadening knowledge of the challenges and solutions to today's most critical issues
- Networking with students, academics and professionals from the University of London
- Gaining inspiration for own research or dissertation projects

Undergraduate and postgraduate students from institutions in the University of London federation of 18 institutions were invited to submit their work to be included as an oral presentation and/or poster exhibit. The conference was open to the public across the UK, and preliminary attendee numbers show about 70 participants, including 14 presentations given by 18 student presenters.

Driving greater positive environmental impact

After six strong years of participating in the National Union of Students (NUS) Green Impact scheme, City designed an in-house approach called Sustainable City Challenge to engage more staff in creative positive action and dissemination of knowledge, all tailored specifically to City. Each month staff join a “challenge” that ties City directly to the SDGs, such as creating New Year team resolutions or...
harvesting honey with our Bee Team. As part of the Sustainable City Challenge, the Extra Mile Projects give staff the opportunity to work on an activity, campaign, or event of their choice that has a positive impact on environmental and/or social sustainability in their teams, across the University or in the local community. The selected projects receive funding and support from the Sustainability Team to achieve the greatest impact.

City Sight enables staff and students to recycle their contact lenses and packaging for free. In the UK, half of the 3.7 million soft lens users wear daily disposable lenses. The majority of the waste from this ends up in landfill as it is not widely recycled, leading to City now offering a recycling service for contact lens users.

The 2016 SIP report referenced a major on-going project focused on increasing the recycling rate at Cass Business School (Bunhill Row campus). Cass Business School had a significantly lower rate of recycling compared to the main campus Northampton Square (see Figure 1). This project set an ambitious campus-wide goal of 65%. The campaign efforts saw key changes to staff and student engagement with recycling including improved signage and easier to use facilities with better and consistent placement of recycling bins. Additionally, we ensured the catering provider followed the industry-wide best practices in sustainability for packaging, food waste, and cutlery. The tender and contracting process for the new waste management contractor also mandated improved sustainable practices. The recycling goal of 65% was achieved within three years and has been maintained ever since.

![Figure 1. Recycling rates at Cass Business School were significantly lower than the rest of the City, University of London campus. A well-designed campaign saw a great improvement, achieving the recycling rate goal within three years.](image)

The University has been recertified and achieved the Environmental Management System (EMS) certification ISO 14001:2015. We continue to use this international standard to drive operational sustainability.
The University’s sustainability strategy aims to provide an education-centred approach to meeting its sustainability objectives. Education for Sustainable Development (ESD) involves the recognition and infusing of sustainability, through formal and informal means, in learning, teaching, curriculum design, research and student-led services. Most recently a curriculum audit brought a team of students together to review and assess a sample of approximately 200 modules across the university to identify links to the Sustainability Development Goals. This exercise engaged students in an informed conversation about the SDGs on their own study programme, spurring further reflection on whether the course achieves goals set out in the module outlines. The subsequent analysis aims to further embed SDG awareness across the university.

**Ethics training in research**

As previously described in the 2016 SIP report, we have now completed training all full-time academic and professional staff who wished to attend the ethics training. A session on ethics is now part of the new staff induction programme, training sessions for visiting faculty are achieved using Adobe Connect. Most recently, the University’s Research Integrity Manager, leads sessions focused on ethical practice in research:

- Research ethics training sessions for PhD students
- Drop-in sessions for PhD students and staff for ad hoc support
- Collaborates with other colleagues on broader research ethics events
- Presents at the Cass Business School PhD induction session for new students

**Advancing pedagogic approaches and research**

We are currently developing a cluster of research around Cass’ pedagogic approach to ethics education. Based upon student interviews and reflective logs, these papers have been presented at the last two PRME conferences and are now in the process of being written up for publication. This activity also addressed the requirements of the Teaching Evaluation Framework (TEF) for evaluation of UK universities. On a related note, we also intend to develop our levels of student engagement. This would see more robust links being made between undergraduate students and the research activities of our core staff.

In January 2018 academics from across City came together for the launch of the Learning Enhancement and Development Educational Research (LEaDER) Centre. The centre has been launched as a space for staff engaged in pedagogic educational research across City, offering opportunities to collaborate across schools and departments. A paper outlining the progress of the Sir John Cass’s Foundation Schools Engagement Mentoring Project is due to be presented at the City Learning Conference in July 2019.
Progress on gender equality in the workplace

City is committed to addressing gender equality in representation, progression and the working environment for all staff. Some of our leading initiatives are below.

**The Athena Scientific Women’s Academic Network (SWAN) Charter**

The SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research. City became a member of the Athena SWAN Charter in February 2014 which enables City to raise its Equality and Diversity profile, both internally and externally, and provides a framework on which to build on current good practice.

In the 2016 SIP report, we announced our efforts to achieve recognition for our progress on equality through the **Athena SWAN awards**. To obtain a bronze award City has reflected on its current culture, practices and processes and produced a four-year Action Plan to deliver improvements.

Our commitment to gender equality was recognised by **achieving the Bronze Award** as part of the Athena SWAN Charter in April 2017. The award will help drive wider changes to the City working culture for the benefit of all.

City has commenced work on the Action Plan and will continue to monitor and review its implementation over the next four years. Some Deans have identified Athena SWAN ‘leads’ to progress School applications and detailed work is underway, while Equality & Diversity leads have been identified in all Schools and Professional Services.

Under the new broader Athena SWAN scheme, Schools and academic departments from all disciplines across City will be able to apply for an Athena SWAN award in the future. Most recently, the School of Health Sciences at City, University of London achieved the Bronze Award of the Athena SWAN Charter in May 2018.

**Aurora Leadership Development Programme**

City does not have enough women in recognised leadership roles. Research has shown that having women in leadership teams makes the team more effective and successful. City is promoting Aurora, a women’s development and leadership programme offered by Advanced HE, as part of its commitment to developing its female talent and a balance of both women and men as heads of departments and in senior leadership/decision making roles. City has been funding places on the Aurora programme since 2013/14, which over a five-month period has provided female staff with access to a mentor, highly successful role models and networking opportunities. In 2015, ten female staff completed the Aurora Leadership Development Programme.
Supporting women in business leadership

Launched in 2017, the Cass Global Women’s Leadership Programme (GWLP) is an innovative initiative designed to attract and nurture rising women leaders. Funded by The Coca-Cola Foundation, the £500,000 partnership will support four women MBA scholars with exceptional potential to lead global women’s leadership development efforts. Scholarship recipients will be drawn from each of Cass’s four MBA programmes: full-time, executive, and modular programmes in London and the executive MBA in Dubai.

Led by Dr. Canan Kocabasoglu-Hillmer, the programme aims to support women who want to grow and find their own unique version of success; a success that can go well beyond corporate or entrepreneurial leadership to include community involvement, mentoring and other initiatives. The programme has three main pillars:

- Coordinate scholarships for bright, high potential women to study at Cass
- Organise events with inspiring speakers to equip and empower women for leadership (see page 37 for more information)
- Connect women by nurturing networks for their success.

Through these pillars, the programme equips women with the tools, skills and insights to help achieve their career goals. While fundamentally focused on Cass women, past, current and future, the programme also builds strong ties with businesses, societies, research institutions and regulatory bodies as these elements create an ecosystem essential for women’s success as leaders.

GWLP Spotlight :: Esra Baykal is DEMBA Global Women’s Leadership Scholar.

Global Women’s Leadership Program and Coca-Cola Foundation’ scholarship enabled me to study in one of the best executive programs in the world, I gain knowledge and insights in every aspect of the business, yet MBA was not limited only with the theories of the business. Through GWLP, we initiated different activities in the business context.

Pillars that GWLP provided for me empowered my leadership and professional skills. Events that I organized helped me to nurture my network and confidence which helps me with my career growth for creating values with higher impact.

Thank you for the financial support which helped me to study at Cass Business School and enabled me to be a part of Global Women’s Leadership Programme.

GWLP Spotlight :: Kylie Poole is an Evening Executive MBA Coca-Cola scholar.

At the beginning of the programme, I was quickly bestowed responsibility (participating on a board, being asked to run an associated public event). Being on an executive board whose remit is to grow a programme from scratch is truly inspiring - you realise how much is involved when deciding and executing upon different directions. I’ve started working specifically on growing the network and community of our programme. Within that remit I’ve started organising social events, researched current technological trends for building networks, and brainstormed routes to access all the different women within the Cass community. I’m learning so much about the mechanics of being on a board, and how to work iteratively with fellow members to enable real change.

Throughout the programme I’ve noticed a well-orchestrated and deliberate balance on the part of senior directors to give scholars free reign to learn, but with enough guidance to give them reassurance, and help them in the right direction.
Our 2016 SIP report introduced the Evaluation of Ethics Education to ensure all Cass Business School students receive a holistic experience in responsible management education. The section below provides specific examples of the innovative methods we are engaging as we implement this education framework.

**Pioneering degrees for global change-maker leaders**

Cass Business School has since introduced a **new architecture of undergraduate degrees**, including the combination of the former BSc Management and BSc Business Studies courses. Launched in the 2018/19 academic year, this architecture allows us to introduce new specialisms. For example, existing modules such as Corporate Social Responsibility, Climate Change, and other new modules dedicated to the management of social enterprise are being joined together to create a **new specialism focused on managing for social purpose and social business**. The piloting of the new modules is planned for the next two years.

Based on the “expert leadership” research by **Senior Lecturer Amanda Goodall**, the ground-breaking **Executive Master’s in Medical Leadership (EMML)** is a specialised degree that offers advanced leadership training to doctors. The programme develops leaders who can transform healthcare systems in ways that ultimately help people live longer, healthier lives. Grounded in research that shows that medical leadership improves healthcare system performance and patient outcomes, this degree is distinct in targeting doctors and is unique in the UK. A part-time, flexible degree, it is structured it in a way to fit into the busy schedule of a doctor. An empirically-supported programme, there is a dual focus on personal development and research-based conceptual knowledge. The aim is to combine master's-level learning about people, innovation and change in healthcare with personal development as an effective and ethical leader in this environment.

The personal development on the EMML is rooted in the first required module known as **Personal Leadership Development for Experts and Professionals**, which takes a close look at becoming an effective and feeling mentor and coach for colleagues. Amanda Goodall is also looking to adapt this module for the Master’s in Business Administration (MBA) at Cass Business School.

**The Cass Centre for Charity Effectiveness (Cass CCE)** is a leading Centre for non-profits in the UK and overseas and is the only UK Centre to be found at a leading global business school that offers a combined offer of applied research, post graduate masters’ degrees, professional development programmes and consulting services.

Unlike other research centres, the Cass CCE runs its own MSc programme. There are currently five specialist pathways to the MSc degree with approximately 140 first- and second-year students combined. A sixth
elective option for Hospice Management commenced with its first cohort in September 2018. This two-year, part-time executive MSc degree is structured to allow those in the non-profit sector to combine work with study. The course allows the flexibility for students to choose whether they want to cover one subject in depth through a dissertation or to study a further specialist area (through teaching) to complete their full Master’s degree. An innovative teaching component is the use of Action Learning Sets that enable students to discuss real life management issues with their peers and to find solutions to trial in their work place.

In addition to academic teaching, Cass CCE is a leading provider of executive education for those working for or with the UK non-profit sector. This combined with the Cass MSc charity programme creates greater professional self-efficacy, strengthened strategic skills and behaviours and enhanced specialist knowledge. Five core programmes (see Table 1 in bold) are supplemented by bespoke programmes commissioned by non-profit organisations themselves or by foundations seeking to support a particular sub sector.
TABLE 1: The following executive education programmes were delivered by Cass CCE during the reporting period.

<table>
<thead>
<tr>
<th>Core development area</th>
<th>Programme</th>
<th>Duration of programme (days)</th>
<th>Cohort numbers (total delegates between August 2016 to January 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Aspiring Chief Executives (5)</td>
<td>5</td>
<td>18 per programme (total 90 delegates)</td>
</tr>
<tr>
<td></td>
<td>New Chief Executives (3)</td>
<td>5</td>
<td>15 per programme (total 75 delegates)</td>
</tr>
<tr>
<td></td>
<td>Barings Foundation 2 year fully funded Leadership programme for Legal Welfare Advice sector (2)</td>
<td>12</td>
<td>30 per programme (total 60 delegates)</td>
</tr>
<tr>
<td></td>
<td>Inspiring Financial Leadership (3)</td>
<td>7</td>
<td>50 per programme (total 150 delegates)</td>
</tr>
<tr>
<td></td>
<td>Outstanding Leadership (3)</td>
<td>5</td>
<td>30 per programme (total 150 delegates)</td>
</tr>
<tr>
<td></td>
<td>Leaders Breakfasts Forums (11)</td>
<td>0.5</td>
<td>20 per programme</td>
</tr>
<tr>
<td></td>
<td>Civil Society Leadership development for King Fahd University, Kingdom of Saudi</td>
<td>10</td>
<td>30 per programme</td>
</tr>
<tr>
<td></td>
<td>Outstanding Leadership – Julius Caesar and Henry IV Alumni event (2)</td>
<td>1</td>
<td>30 per programme (total 60 delegates)</td>
</tr>
<tr>
<td>Governance</td>
<td>Building Better Governance Scotland (2)</td>
<td>6</td>
<td>24 per programme</td>
</tr>
<tr>
<td></td>
<td>Building Better Governance, North East England</td>
<td>6</td>
<td>20 per programme (total 42 delegates)</td>
</tr>
<tr>
<td></td>
<td>Cass CCE and Financial Times Non-Executive Director</td>
<td>2</td>
<td>30 per programme (total 60 delegates)</td>
</tr>
<tr>
<td>Financial Sustainability</td>
<td>Building Financial Sustainability (2)</td>
<td>4</td>
<td>30 / 38 per programme (total 68 delegates)</td>
</tr>
</tbody>
</table>

Innovative educational approaches and methods

Cass Business School academics have developed and tailored new approaches to responsible management education. Below we highlight a few modules that demonstrate these innovative approaches.

**BM1202 Management Lab and Business Skills**

The undergraduate module Management Lab and Business Skills (formerly known as Management of Business Functions) has been revamped to fit the newly designed Business Management degree (launched in 2018/19), which combined the BSc Management and BSc Business Studies programmes. The module explores how management theory blends with practical skills. Example activities on the module include:

- **The Millcaster Simulation**: Arranged in small teams, students apply their learning to address the type of issues encountered in day-to-day running of a complex contemporary business, many of which include an ethical dilemma. Each individual in the team takes a specific function such as HR, Finance or Corporate Social Responsibility in a fictitious company.
The dérive: The students also engage in a dérive, or an exercise in dealing with unstructured problems, in observation, and in understanding a place.

MS2203 Coaching and Mentoring for Leadership

The Management Lab and Business Skills module also has creative crosslinks with the second-year undergraduate module Mentoring and Coaching for Leadership. This module is taught by Rob Compton and Professor Paul Palmer along with a cohort of practitioners and experts. In the first term, second-year students enrolled on this elective receive academic teaching and practical training in workshops. There are academic reference points and a rapidly growing literature, yet the module sets out to develop and practice people skills for business. There are three important innovations:

- Workshop learning capped at 30 students per stream
- Spreading the module across two terms to allow for practice and assessment
- Splitting the assessment between an essay (literature review and reflection) and formal observation

In the second term, students commit to 10 weeks of mentoring and coaching. They have a choice to mentor under the Sir John Cass’s Foundation Schools Mentoring Project, in which they work with secondary school pupils in the local area, or to work with first-year university students who are struggling with the adjustment to university and academic life. This variety in structures and settings of the programme is evaluated through a longitudinal impact study over five years. We believe the learnings from this module and programme demonstrate an innovative and pioneering approach to teaching mentoring and coaching yielding extensive benefits for higher education institutions, students, pupils, and businesses more widely.

The long-term scope of the project and the “unique” nature of the work provides the opportunity to assess the impact on a number of levels. We are setting out to demonstrate positive mid-to-long term outcomes for mentors, mentees, and Cass Business School. This means showing that our students develop valuable skills and are more employable; mentees achieve positive educational and life outcomes (that would not otherwise be possible); and the business school demonstrates its commitment to local communities and to responsible management education. We are committed to exploring this and to sharing our progress as well as methods with an “open source” philosophy.

AS3208 Statistical Reasoning, Communication and Ethics

Many real-world decisions are based on statistical reasoning; this applies to areas as diverse as finance, insurance, public policy, medicine, and even courts of justice. However, statistics can be used in a way that is incorrect or misleading, which can have damaging social effects. Attending this module helps students recognise such situations and understand why they occur, while exposing them to debates around the ethics of statistics as applied in the real world. Furthermore, students learn how to communicate statistical information effectively and honestly.

The module, taught by Dr. Andreas Tsanakas, covers a variety of topics concerning the use and communication of statistics, such as the role of statistics in public life, the nature of uncertainty, risk communication, statistical testing, cognitive biases, and professionalism. Through examples and case studies, the module focuses on interpretation and application of ideas rather than mathematical manipulation. We consider topics ranging from the failure of risk models in the 2007-2008 financial crisis and
the miscarriage of justice in the case of Sally Clarke, to the ethics of machine learning and the ‘replication crisis’ in social science.

This elective stage 3 module is offered to undergraduates on BSc Actuarial Science and BSc Accounting and Finance and has been running since 2014/15. It currently attracts approximately 50 students, a significant jump from the 28 students as reported in the 2016 SIP report. The module has attracted consistent praise from students, including an impressively high 4.8/5.0 evaluation score. Additionally, external examiners have spoken very highly of the module, saying “a nice innovative paper, examining higher order concepts, for which I haven’t seen a similar module examined at any other University” in 2018. The lecturer for the module received a Cass Teaching and Learning Prize and was shortlisted for a University Prize in 2016.

**FR3210: Climate Change and its Impact on the World Economy**

Climate change is arguably the most urgent and potentially catastrophic threat facing the world, with increasingly significant consequences as inaction continues. Climate change effects are widespread and have profound social, environmental, economic and political consequences that can be the source of new, profitable business opportunities as well as violent conflicts over control of resources.

This module, taught by Professor Bobby Banerjee, aims to equip students with the skills to build a clear, analytical, and comprehensive framework to understand the complex issue of climate change. It provides students with the necessary information, knowledge and problem-solving skills to understand the technological, economic, political, and institutional forces surrounding climate change and associated resource scarcities. A key learning outcome of the module is to develop a critical perspective in understanding the world in which we live.

The module is offered by the Faculty of Finance, but a large proportion of Business Studies and Management studies elect to take this module. Additionally, for the first time ever, the 2018/19 enrolment shows a strong interest from exchange students.

Bobby also leads an MBA international study tour of Cuba where they meet business leaders, government officials, students and academics to understand the challenges of an economy in transition, with particular references to environmental and social sustainability.

**Student evaluation of ethics teaching**

As last reported in our 2016 PRME SIP report, undergraduate students at Cass complete a student survey at the end of all modules which the statement “Ethical issues were appropriately covered in this module” for evaluation.

While the results of the evaluation have remained consistent since 2016, we have expanded our data collection to include a longitudinal survey designed in collaboration with Copenhagen Business School, a fellow PRME Champion institution. The survey tracks how students’ understanding and perspectives about ethics and corporate responsibility develop over the course of their study programme. The first stage of data collection ran in the autumn of 2018, capturing information from current first year undergraduates yet to start their study programme to establish a baseline. We aim to distribute the survey over the next two years to follow this cohort throughout their experience at Cass and monitor how their responses change.
Cass Business School and City, University of London are committed to pushing the research horizon to advance knowledge of how businesses and corporations impact the creation of sustainable social, environmental, and economic value. Below is a selection of key recent research publications and projects that illustrate our drive for positive change and application.

**ETHOS: The Centre for Responsible Enterprise**

**ETHOS** is a leading centre for cutting edge thinking and research (see Table 2) about responsible enterprise based in the City of London at Cass Business School. The three key pillars for guiding exploration efforts at ETHOS are responsibility, sustainability, and governance. You can find a full list of research and publication from the last two years in Annex 1.

<table>
<thead>
<tr>
<th>Table 2: Selection of on-going research projects as well as recent publications that illustrate the leading research of responsible management education and the SDGs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>
Table 2: Selection of on-going research projects as well as recent publications that illustrate the leading research of responsible management education and the SDGs.

| 2 | Bobby Banerjee is Professor of Management and Associate Dean of Research & Enterprise at Cass Business School. Bobby’s primary research interests are in the areas of sustainability, climate change, corporate social responsibility, global governance, and indigenous ecology. His current research focuses on CSR and governance in the extractive industries.  
| 3 | Sébastien Mena is a Senior Lecturer in management at Cass Business School  
| 4 | André Spicer is Professor of Organisational Behaviour and the founding director of ETHOS. He is an expert in the areas of Organisational Behaviour, Leadership, and Corporate Social Responsibility.  
| 5 | Jeroen Veldman is Senior Research Fellow at Cass Business School. He leads the Modern Corporation Project, an impact-oriented and interdisciplinary project that engages with academics and practitioners worldwide to identify best practices with regard to long-term value creation. This interdisciplinary research connects themes including social enterprise, profit with purpose companies, ESG reporting, strategy, CSR, business ethics, systemic risk, and innovation.  
Table 2: Selection of on-going research projects as well as recent publications that illustrate the leading research of responsible management education and the SDGs.


Hugh Willmott is a Professor of Management and Organization Studies. Hugh’s research interests span the sub-fields of management organization studies. He is particularly interested in the development and application of management theory by drawing upon the resources of critical social science. Substantively, his research has contributed to the areas of professionalization, teamwork, regulation, business ethics, management learning, accounting policy and practice, organizational culture, financialization, and the management of higher education. Most recently, he has been collaborating with Jeroen Veldman, Senior Research Fellow at Cass, in study of comparative models of corporate governance: The Modern Corporation.


Table 2: Selection of on-going research projects as well as recent publications that illustrate the leading research of responsible management education and the SDGs.


PhD Fellow Annette Yunus-Pendrey is a researcher at Cass Business School and ETHOS whose primary focus is on corporate social responsibility, responsible management education, and strategic management. One of the papers for her PhD looks at the MBA student experience of responsible management education at four Business Schools in the UK and how they, if at all, respond to that education. The Business Schools have varying degrees of PRME signatory status and ways of teaching responsible management education. Currently in its final phase, the preliminary findings indicate a link between PRME signatory status (and associated innovative approaches of responsible education) and a positive experience for the students. Furthermore, her interviews and conversations with the MBA students indicate greater demand and attention to responsible education.

The Cass Centre for Charity Effectiveness (Cass CCE)

Over the past decade, Cass CCE has built significant competitive advantage. The value created for UK and international students and clients comes from the ability to offer a unique blend of multidisciplinary and cross-sectoral skills and expertise; our academic experts work alongside practitioners and a team of management consultants. This powerful combination, together with its funding independence and its own non-profit operating model currently sets Cass CCE apart from its competitors. Three major reports in the last reporting period are displayed in Table 3.

Table 3: Selection of research projects as well as recent publications that illustrate the leading research relating to the SDGs at Cass CCE.

1. Grant, P. (2011). Making a Difference in Burnley: An evaluation of the role played by The Prince's Charities. London: Cass Business School (City University London), Prince's Charities Office. The first project was the evaluation of the Prince's Charities "Place" initiative led by Peter Grant. Completed and now published it was further developed as a template with John Montgomery and is now being used for all the university case studies.

2. Lee, S., Harris, B., Stickland, N., and Pesenti, S. (2017). Taken on Trust: The Awareness of Charity Trustees in England and Wales. London: Centre for Charity Effectiveness, Cass Business School (City, University of London). The report was commissioned by the Charity Commission and the Office for Civil Society and was partly funded by the Worshipful Company of Management Consultants. A six month project to analyse and assess current levels of trustee awareness of their duties and responsibilities and an analysis of the current state of charity trusteeship in England and Wales.
Table 3: Selection of research projects as well as recent publications that illustrate the leading research relating to the SDGs at Cass CCE.

3


National Council for Voluntary Organisations (NCVO) marked its centenary in 2019 by commissioning Cass CCE for the research and publication of an academic book on the history of the organisation and the role it has played in the development of civil society in England during the last 100 years. From its establishment at the end of the First World War, through the creation of the Welfare State in the middle of the twentieth century, to New Labour and the Big Society at the beginning of this century, NCVO has been at the forefront of major developments within society and the voluntary movement. The book examines its many successes, including its role in establishing high-profile charities such as Age Concern, the Youth Hostels Association, and National Association of Citizens’ Advice Bureaux. It charts the development of closer relations with the state, resulting in growing awareness of the value of voluntary action, increased funding, and beneficial changes to public policy, tax and charity law. But it also explores the criticisms NCVO has faced, in particular that by pursuing a partnership agenda and championing professionalisation, it has contributed to an erosion of the movement’s independence and distinctiveness.

Global Challenges Research Fund

Academics from Cass Business School and City, University of London, recently were awarded a significant Institutional Block Grant under the The Global Challenges Research Fund (GCRF). The GCRF is a £1.5 billion fund announced by the UK Government in late 2015 to support cutting-edge research that addresses the challenges faced by developing countries. Annex 2 includes a summary table that details the projects funded under the grant, but below are a selection of the projects.

Sustainable development for indigenous groups and natural resource extraction

Professor Bobby Banerjee, Professor of Management at Cass Business School, is co-leading a multi-country research project titled GCRF Inclusive Societies: Indigenous Business Models of Sustainable Development. The target regions and countries have large indigenous populations living in poverty and growing income inequality between indigenous and non-indigenous populations. At the same time these countries are facing challenges of unsustainable development and biodiversity loss, and need to find ways to promote transitions to sustainability. The project will enhance understanding of how to promote transition to sustainable and inclusive development - specifically, the role of community enterprises in achieving economic, social and environmental goals, and short value chains in tapping regional market opportunities (eg. increasing demand for organic/ecological food from growing middle classes). It will conduct four in-depth case studies of indigenous enterprise models, and shed light on how successful
indigenous enterprises can be scaled up and adapted to different context, and the policies and approaches needed to promote this.

Professor Banerjee is also the principal investigator of the project Evaluating Multi-stakeholder Initiatives and Social Licence to Operate in the Extractive Industries: An International Comparative Analysis. There are more than 800 ongoing conflicts involving the extractive industries (mining, oil and gas) and communities impacted by extractive activity, mainly in the developing countries of Africa, Asia and Latin America. Negative social and environmental impacts along with a lack of participation by affected communities in decision-making are key drivers of mining conflicts. Understanding how business firms, government agencies and community organizations can address the concerns of communities that are negatively impacted by their operations remains a major challenge. This research project attempts to address this fundamental challenge. In what ways can corporations effectively address concerns of their external stakeholders, particularly vulnerable communities that are negatively impacted by mining operations? What roles can government and community organizations play in ensuring that the voices of impacted communities are adequately represented in decision-making and consultative processes? The overall aim of this research project is to build a more community-based approach to natural resource extraction. A key outcome of the project is to inform corporate strategy and government policy in developing community engagement practices that would achieve better results in terms of addressing community needs, thus reducing the potential for conflict. Findings will be disseminated through a series of workshops involving multiple stakeholders in each location and a public event in London.

Responsible and sustainable ocean practices

**Dr. Susan Hill**, Senior Lecturer in Innovation and Entrepreneurship at Cass Business School, is running her project Fishing Company Behaviour and the Ecological Well-Being of the Benguela Marine System: Causes of and Responses to Over-Fishing and Biodiversity Loss. Her research aims to contribute towards more ecologically sustainable fishing practice in the South-Western African countries bordering the Benguela Current Large Marine Ecosystem. Specifically, the principal benefit should derive to South African marine ecosystems compromised by (or at risk of comprise from) a combination of over-fishing and environmental variability. Secondary benefits are envisaged to the marine ecosystems of neighbouring countries, namely Angola and Namibia. As fishery policy in these countries represents an ever-more complex set of trade-offs between ecological, economic and social considerations, better understanding of how these sub-systems interact is fundamental to realistically effecting more sustainable fishery practice.

Dr. Hill is also involved in a collaborative research bid with Cape Peninsula University of Technology on the project Training in Governance, sustainability and conflict resolution related to the development of blue economies in Africa. As more coastal developing African nations are turning to their ocean realms to advance their economic growth, this research project aims to understand how to best manage ocean resources given conflicting stakeholders and ensure the expansion is carried out in a sustainable and equitable approach balancing human benefits and welfare with ocean health and function.
PRME Principle 5: Partnerships

Located in the heart of the City of London, Cass Business School has a unique advantage among internationally focused higher education institutions. Surrounded by leading business corporations in a global city, we understand the importance of collaborative partnerships to jointly explore effective approaches to social and environmental challenges. The below section captures the most recent collaborative projects and partnerships at Cass Business School.

ETHOS strategic partnerships for impact

<table>
<thead>
<tr>
<th>Partner</th>
<th>Description &amp; Website</th>
<th>Support provided</th>
<th>Impact Case Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCA – New City Agenda</td>
<td>“New City Agenda provides fresh thinking on issues relating to the Financial Services industry. It assists in the development of appropriate and sustainable public policy.” <a href="http://newcityagenda.co.uk/">http://newcityagenda.co.uk/</a></td>
<td>Two grants for developing high-level and high impact practitioners focused reports on the culture of retail banking in the UK and the culture of regulators</td>
<td>The high-level reports presented at the House of Commons received massive media coverage and can support the development of strong impact case studies if corresponding research papers get published</td>
</tr>
<tr>
<td>WCMC – The Worshipful Company of Management Consultants</td>
<td>“WCoMC is a modern livery company. We represent one of the leading present-day professions, a distinguished peer group that contributes to the continuing success of the City of London and of our consultancy profession. We are a Charitable Enterprise, founded in 1992, incorporated by Royal Charter and an integral part of the network of the Civic City and Lord Mayor.” <a href="http://wcomc.org/">http://wcomc.org/</a></td>
<td>A £5,000 grant to organise five events on big challenges related to CSR Support for organising a series of events on governance</td>
<td>Although no clear impact study can be leveraged from this relationship at the moment, it provides potentially relevant support</td>
</tr>
</tbody>
</table>
Table 4: Through the years ETHOS has developed strategic relationships with key organisations that could help us leverage the impact of our research, and, in some cases, develop strong impact case study in the future.

<table>
<thead>
<tr>
<th>Partner</th>
<th>Description &amp; Website</th>
<th>Support provided</th>
<th>Impact Case Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainalytics – A social rating agency</td>
<td>“Sustainalytics is a global leader in ESG and Corporate Governance research and ratings. Over the last 25 years, we have brought together leading ESG research and client servicing professionals to retain that personal touch that has helped us to grow. Today, Sustainalytics supports hundreds of the world’s foremost investors who incorporate ESG and corporate governance insights into their investment processes.” <a href="http://www.sustainalytics.com/">http://www.sustainalytics.com/</a></td>
<td>Access to their proprietary dataset to JP Gond Support for co-developing a practitioner-focused report on engagement advertising RI-related events</td>
<td>The impactful report published in 2016 will be followed-up soon by papers in collaboration with Niamh O’Sullivan</td>
</tr>
<tr>
<td>United Nations backed Principle for Responsible Investing (also known as PRI)</td>
<td>“The PRI is the world's leading proponent of responsible investment. It works to understand the investment implications of environmental, social and governance (ESG) factors and to support its international network of investor signatories in incorporating these factors into their investment and ownership decisions. The PRI acts in the long-term interests of its signatories, of the financial markets and economies in which they operate and ultimately of the environment and society as a whole.” <a href="https://www.unpri.org/">https://www.unpri.org/</a></td>
<td>Access to a unique very rich longitudinal secondary data-set and £10,000 grant for studying the effectiveness of collective engagement</td>
<td>Impact will be delivered through multiple means and if corresponding research gets published, an interesting Case Study could be developed</td>
</tr>
</tbody>
</table>
Conservation consulting projects

A core module on the MSc Management at Cass Business School, Consulting Projects brings students together in groups of five to work on consultation projects with companies and businesses with interesting and challenging problems. For a number of years, projects have included collaborations with conservation organisations, such as Save Wild Tigers, Born Free Foundation, Whale Watch, and other animal conservation organisations. These efforts saw eight projects from these organisations spanning over a couple of years. The projects also included other social organisations involved such as a start-up called Social Coin and, when possible, NGOs were also invited to take part.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Project title and description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born Free Foundation</td>
<td>The cost of ethical decision-making: To review the cost implications and reputational benefits in removing popular animal attractions from travel itineraries on ethical grounds.</td>
</tr>
<tr>
<td>World Cetacean Alliance (Whale Heritage)</td>
<td>Whale Heritage Site business strategy: To create a business, including marketing, strategy to expand and streamline this initiative.</td>
</tr>
<tr>
<td>World Cetacean Alliance (Whale Watch Partner)</td>
<td>Responsible Whale Watch Partner development: Improve and streamline partner development process. Identify methods for ensuring Partner satisfaction, engagement and promotion.</td>
</tr>
<tr>
<td>Save Wild Tigers Partnership Ltd</td>
<td>Save Wild Tigers – a PROFIT organisation: Break the mould and develop a new business model for our charitable conservation organisation that will transform traditional methods of engaging stakeholders and the public. Move beyond the standard approach that most big charities take regarding fundraising and instead deliver luxury, inspirational products and services in partnership with major artists, brands and retailers.</td>
</tr>
<tr>
<td>Save Wild Tigers</td>
<td>Student Movement with a Difference: Develop a plan to launch a new student movement at Cass Business School, which would allow students to align their passion for wildlife and the environment with their business studies. Our aim is to create young “Tiger Ambassadors” who become advocates for the cause within the business community.</td>
</tr>
</tbody>
</table>

Cass CCE engagement

Cass CCE’s cross sector partnerships with organisations such as Barclays, Macquarie, The Financial Times and UBS provide the opportunity for thought leadership forums. These occasions are for non-profit Board members and senior management to come together to discuss important sector issues, to share experiences and to stimulate thinking and action. Wherever possible discussions are captured, written up and disseminated to the wider non-profit community for free. Forums include: those for Chief Executives, focused
on forward looking leadership; for pairs of Board Chairs and their Chief Executives to discuss Contemporary Governance challenges and a series for senior leaders to discuss the challenges and opportunities for “Charities operating in a dynamic world”. A further partnership with the Institute of Chartered Accountants in England and Wales (ICAEW) allows Charity MSc finance students to gain the ICAEW’s Diploma in Charity Accounting (DChA) as part of their degree.
PRME Principle 6: Dialogue

Cass Business School is a prominent leader in the City for facilitating and supporting dialogue and debate among educators, students, business, government, and other important stakeholders on critical issues related to global social responsibility and sustainability. This section presents a brief summary of our recent efforts in this area.

Research centre events

ETHOS, the Cass Business School research centre focused on responsible enterprise, regularly holds engagement activities such as conferences and panels to facilitate greater dialogue in the wider community, as detailed in Table 6. These activities often involve leading businesses and experts in their fields and bring a thought-provoking and open discussion into the centre of Cass Business School.

<table>
<thead>
<tr>
<th>Name of conference and date</th>
<th>Company names</th>
<th>Special visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>FBS Dutch Roundtable Nyenrode 2016 Feb 15</td>
<td>Y, Heineken, PWC, KPMG, PGGM, Triodos Bank, ING, ABN Amro, MN</td>
<td>Irene Heemskerk, Secretary Monitoring Committee Corporate Governance Code</td>
</tr>
<tr>
<td>Swimming with Sharks Event 2016 Feb 24</td>
<td>n/a</td>
<td>Joris Luyendijk, journalist</td>
</tr>
<tr>
<td>Corporate Governance Event - BG Roundtable 2016 Apr 28</td>
<td>n/a</td>
<td>David Prestwich, a London Tax Partner of Mazars LLP Rob Harrison, Director at Fairtaxmark</td>
</tr>
<tr>
<td>FBS Paris Roundtable 2016 Apr</td>
<td>Mirova, Gibson, Dunn &amp; Crutcher, Alstom, HSBC, Veolia, BPCE, UGCC, Ag2r La mondiale, Orange, Schneider Electric, PSA</td>
<td>n/a</td>
</tr>
<tr>
<td>The Stupidity Paradox Book Launch 2016 May 23</td>
<td>n/a</td>
<td>Mats Alvesson, Lund</td>
</tr>
<tr>
<td>Journal of Business Ethics Seminar – Speaking critically</td>
<td>n/a</td>
<td>Michelle Greenwood, Monash</td>
</tr>
</tbody>
</table>
Table 6: Below are the major events held by ETHOS since 2016.

<table>
<thead>
<tr>
<th>Name of conference and date</th>
<th>Company names</th>
<th>Special visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>about the Journal of Business Ethics</strong>&lt;br&gt;2016 May 26</td>
<td>Caimanes and Alto del Maipo community groups</td>
<td>Marcela Mella Ortiz&lt;br&gt;Patricio Bustamente</td>
</tr>
<tr>
<td><strong>Community Resistance to Mining and Hydropower projects: Voices from Chile</strong>&lt;br&gt;2016 May 17</td>
<td>Hermes, Equity Ownership Services; Univest; SustainAnalytics; UN-Principle for Responsible Investment, Jupiter Asset Management,</td>
<td></td>
</tr>
<tr>
<td><strong>Unlocking the ‘black box’ of responsible engagement</strong>&lt;br&gt;2016 June 30</td>
<td>KLP Kapitalforvaltning, Telia Company, Nokia, Telenor ASA, Thommessen law firm</td>
<td></td>
</tr>
<tr>
<td><strong>FBS Oslo Roundtable</strong></td>
<td>n/a</td>
<td>Sir Ian Cheshire, Chairman of Debenhams, Stefan Stern, FT</td>
</tr>
<tr>
<td><strong>Brussels event</strong>&lt;br&gt;2016 Sept 28</td>
<td>n/a</td>
<td>Itziar Castello, Carlos III&lt;br&gt;Christian Vogtlin, Zurich&lt;br&gt;Frances Bower, Queen Mary&lt;br&gt;Andreas Scherer, Zurich&lt;br&gt;Juliane Reinecke, Warwick</td>
</tr>
<tr>
<td><strong>Workshop on political CSR and paper development roundtables</strong>&lt;br&gt;2016 Oct 14</td>
<td>Most Reverend and Right Honourable Justin Welby, Archbishop of Canterbury&lt;br&gt;Lord Sharkey, MP</td>
<td></td>
</tr>
<tr>
<td><strong>Launch of the Report on the Culture of Regulators at the British Parliament</strong>&lt;br&gt;(House of Commons)&lt;br&gt;2016 Oct 25</td>
<td><a href="http://newcityagenda.co.uk/culture_of_regulators/">http://newcityagenda.co.uk/culture_of_regulators/</a></td>
<td>n/a</td>
</tr>
</tbody>
</table>
Table 6: Below are the major events held by ETHOS since 2016.

<table>
<thead>
<tr>
<th>Name of conference and date</th>
<th>Company names</th>
<th>Special visitors</th>
</tr>
</thead>
</table>
| **Cass/FBS Workshop 1 - Key principles for a new corporate governance model**  
Stefan Stern, Director of the High Pay Centre and FT columnist  
Stephen Hockman QC, Head of Chambers at Six Pump Court Chambers  
Janet Williamson, Senior Policy Officer at Trades Union Congress  
George Dallas, Policy Director at the International Corporate Governance Network  
Colin Melvin, Chair of the Social Stock Exchange, previously CEO of Hermes EOS, Daniel Hurstel, Willkie Farr & Gallagher |
| **Revisiting performativity**  
2017 Apr 21 | n/a | Emilio Marti, Oxford  
Martin Parker, Leicester  
Simon Parker, Nottingham  
Chris Wickert, VU  
Kate Kenny, Queen's |
| **Cass/FBS Workshop 2 Systemic risk and corporate governance**  
2017 May 10 | Bates Wells Braithwaite London LLP, Black Sun Plc, Deloitte, EY, Huawei, Threadneedle Asset Management Ltd, Willis Towers Watson, Ario Advisory, BP | Paul Druckman, Chair of the Corporate Reporting Council, FRC  
Hugh Shields, Senior Accounting Expert, Huawei  
Bruce Duguid, Director, Hermes EOS  
David Stark, Senior Vice President, Marsh  
Gerhard Schnyder, Reader in Comparative Management, King's College London  
Dina Medland, Independent writer and Forbes Europe contributor (moderator)  
Amélie de Montchalin, Vice-President for Policy & Foresight, AXA Group |
<table>
<thead>
<tr>
<th>Name of conference and date</th>
<th>Company names</th>
<th>Special visitors</th>
</tr>
</thead>
</table>
| **Table 6**: Below are the major events held by ETHOS since 2016. |                                                                              | **Cass/FBS Workshop 3 Reporting**  
2017 June 7  
Grant Thornton UK LLP, Deloitte, Reputability LLP, BrightonRock, Black Sun PLC, Zurich, Kepler cheuvreux, Value Alpha Limited, Board Intelligence, PwC, Board Agenda  
Yukako Kinoshita, Chair of the Japanese Business Council in Europe, CSR Committee  
Charlotte Villiers, Professor of Company law and Corporate Governance at the University of Bristol  
Ladislas Smia, deputy head of the Sustainable Investment Research department of Mirova, the Responsible Investment division of Natixis Asset Management.  
Jo Iwasaki, Head of Corporate Governance within the Professional Insights team of ACCA  
Dr. Stephanie Hime, former head of KPMG’s UK sustainability services team, founder of Little Blue Research  
Omar Selim, founder and CEO of Arabesque  |
| **ESG Engagement Event**  
2017 June 16  
Vincent Dufief - Total, France  
David Harris – FTSE-Russel & London Stock Exchange  
Valeria Piani – UN PRI  
Michael Viehs – Hermes Equity Ownership Services  
Dr Steve Waygood - Aviva  | Investors, Prof. Elroy Dimson – Cambridge Judge Business School, Prof. Sebastien Pouget – Toulouse School of Economics |
The Cass CCE is a place for learning and an opportunity for those working within and alongside the sector to make connections, networks with peers and to share experiences. CCE goes beyond the remit of a typical research Centre to build a community of skilled leaders and managers. As one of Cass’s two centres of excellence, we actively engage with both non-profit and private organisations to ensure that our work drives lasting changes across all industries. Our knowledge-sharing schedule includes a specific events programme for charity MSc alumni. This keeps our growing network of 1,750 alumni up to date with the latest sector trends and thinking. The flagship Charity Talks series invites leading figures to share their expertise and learning on critical issues facing non-profit leaders (see Table 7).

<table>
<thead>
<tr>
<th>Programme</th>
<th>Event Title</th>
<th>Key note speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charity Talk series 16/17</td>
<td>Social Enterprise - can it work better for you?</td>
<td>Chris Moore, Chief Executive, The Clink Charity</td>
</tr>
<tr>
<td></td>
<td>Campaigning for less popular causes: war, conflict and refugees</td>
<td>Mark Goldring, CBE, Chief Executive, Oxfam</td>
</tr>
<tr>
<td></td>
<td>Growing leaders through internal executive coaching</td>
<td>Paul Breckell, Chief Executive, Action on Hearing Loss</td>
</tr>
<tr>
<td></td>
<td>How to make Fundraising effective, legitimate and ethical</td>
<td>Lynda Thomas, Chief Executive, Macmillan</td>
</tr>
<tr>
<td></td>
<td>Charity Turnarounds - changing ahead of the curve</td>
<td>Julie Bentley, Chief Executive, Girl Guides Association</td>
</tr>
<tr>
<td>Charity Talk series 17/18</td>
<td>The New Economy of Free Work</td>
<td>Charles Handy, CBE Author and Philosopher specialising in organisational behaviour and management</td>
</tr>
<tr>
<td></td>
<td>Good practice now: What have been the effective changes to running charities over the last 25 years</td>
<td>Ian Bruce, CBE President, Cass Centre for Charity Effectiveness</td>
</tr>
<tr>
<td></td>
<td>Managing and leading inside non-profits</td>
<td>Juliet Bouverie, Chief Executive, Stroke Association</td>
</tr>
<tr>
<td></td>
<td>Leading and organisation through change</td>
<td>Helen Stephenson, Chief Executive, Charity Commission (Regulator of charities in England and Wales)</td>
</tr>
<tr>
<td>Charity Talk Series 18/19</td>
<td>Innovate direct: How innovation in 21st century marketing practice can transform the lives of charity beneficiaries and the experience of funders and supporters to our causes.</td>
<td>Dr Carol Homden, CBE, Chief Executive, Coram Group</td>
</tr>
</tbody>
</table>
Table 8: Since the launch in 2017, the Cass Global Women’s Leadership Programme has run several panel discussions, events, and media engagements to equip and empower women for leadership.

<table>
<thead>
<tr>
<th>Event description</th>
<th>Speakers</th>
</tr>
</thead>
</table>
| **Successful female leaders: Understanding the motivations and context** (13 March 2019) | **Jane Duncan** – director of Jane Duncan Architects and former President of Royal Institute of British Architects  
**Michael Cole-Fontayn** – chairman of Chartered Institute for Securities & Investment, chairman of Association of Financial Markets in Europe, founding Chairman of global programme the 30% Club  
**Magda Piatkowska** – Head of Data Science Solutions at BBC News  
**Nathan Roberts** – CEO of A Band of Brothers  
**Niki Scordi** - CEO of ADVANCE Charity  
**Wendi Lai** - Founder of Lonbrella                                                                                                         |
| In 2018, we conducted a survey to understand Cass Women so that we can serve our community better and broaden the depth of our reach. We now invite you to join us on an evening where we will reflect on what we learned. Our Coca-Cola Executive MBA Erin Walsh will moderate a discussion on the results with a panel of male and female leaders, from a range of experiences and expertise reflecting on definitions of success, personal and organisational barriers to progression of female leaders and what we can offer in the future to support Cass Women. |
| **Women entrepreneurs in MENA: Being your own boss and creating a successful brand, in Dubai** (7 November 2018) | **Priscilla Elora Sharuk**, co-founder and Chief Operating Officer of cybersecurity company, Myki City alumna Zara Martirosyan, co-founder of inKin, a social fitness platform for friends, family and co-workers to get fit together.                                                                 |
| The engaging talk saw the two speakers reflect on their entrepreneurial journey in the Middle East, and answer questions from the delegates about the opportunities and challenges related to launching and running a viable business. |
| Students, staff and alumni from Cass Business School took part in **The Impact Factor**, a news and current affairs style programme developed by The Chartered Association of Business Schools and ITN Productions. The programme reports on the often unheralded impact UK business schools have on the UK’s economy and on society more widely. The Cass film focuses on our commitment to accelerating the progression of female leaders worldwide through our Global Women’s Leadership Programme. You can watch the Cass video [here](#). | **Dr Canan Kocabasoglu Hillmer**, Director of the Global Women’s Programme  
**Carol Sergeant CBE**, Chair of the Global Women’s Leadership Council and scholars and alumna from the Global Women’s Programme.                                                                 |
| **Respect at work: How to command it and when to demand it.** (11 April 2018) | **Artis Kakonge**, inaugural Cass MBA Global Women’s Leadership Scholar                                                                                                                     |
### Table 8: Since the launch in 2017, the Cass Global Women’s Leadership Programme has run several panel discussions, events, and media engagements to equip and empower women for leadership.

<table>
<thead>
<tr>
<th>Event description</th>
<th>Speakers</th>
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<tbody>
<tr>
<td>The panel reflected on their experiences throughout their careers and answered questions from the audience on overcoming the challenges that women typically face in the workplace. You can watch the Cass video here.</td>
<td><strong>Alison Maitland</strong>, co-author of <em>Why Women Mean Business</em> and a former Financial Times journalist <strong>Catrin Lewis</strong>, a barrister specialising in employment and discrimination law at Garden Court Chambers <strong>Kate Grussing</strong>, founder of executive search firm Sapphire Partners.</td>
</tr>
<tr>
<td><strong>Fireside Chat with Dame Inga Beale</strong> (October 2018)</td>
<td><strong>Dame Inga Beale</strong>, former Lloyd’s of London CEO</td>
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<tr>
<td>We were delighted to welcome Dame Inga Beale, the first female Lloyd’s of London CEO, who shared her thoughts on the modernization of the sector, diversity and leadership.</td>
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<tr>
<td><strong>In Conversation with Marty Wikstrom</strong> (13 June 2018)</td>
<td><strong>Marty Wikstrom</strong>, previous President of Nordstrom’s Full Line Stores Group and former Managing Director of Harrods, Founding Partner of Atelier Fund</td>
</tr>
<tr>
<td>Retailing and luxury goods legend Marty Wikstrom spoke at Cass Business School, serving as keynote finale to the year’s Global Women’s Leadership Programme. Ms Wikstrom was interviewed by Professor Marianne Lewis, Dean of Cass. She spoke about relationship building and networking in a digital age, thriving through discipline and creative outlets in the fashion, luxury goods and retailing industries. Ms Wikstrom also answered questions from Cass women about how to build their careers and leadership experience.</td>
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<tr>
<td><strong>FT Women at the Top</strong> (20 September 2018)</td>
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</table>
Students in the community

The Widening Participation Outreach Team at City, University London runs a wide range of programmes to help young people in the community become informed, develop realistic expectations about higher education, and ultimately understand how to achieve their goals. We help them to secure the grades, confidence, and resilience to succeed. Working with pupils from primary school through to secondary school, the team designs and delivers an innovative blend of engaging and exciting activities to meet the individual needs of the pupils, such as careers guidance, City Campus visits, subject insight days, and Maths and English tutoring known as CityTutoring.

Based on the clear link between academic success at school and access to higher education, CityTutoring is supporting underrepresented learners to gain the grades they need to access higher education. We focus on supporting pupils in care, refugees and those without a history of higher education in their families. The programme started 12 years ago with 45 ambassadors tutoring in 10 local secondary schools for 16 weeks a year. By 2016/17 it grew to 70 fully-trained CityTutors working across 18 schools for an average of 32 weeks delivering between one and three hours of weekly tutoring. The programme’s bespoke nature means tutors work with teachers to develop relationships and formats that work for each individual school partner. Early intervention is an important aspect of CityTutoring. We recognise the value of working with learners at a young age and have developed strong relationships with local primary schools. See page 41 for a Q&A with a Cass undergraduate CityTutor.

Student Volunteering is also a large part of the undergraduate experience at Cass. The 2018-19 academic year has seen a transition to a new volunteer management system, which allows students greater ownership of their volunteering experience as well as better data monitoring. As of August 2018, nearly 37,000 students registered to volunteer at City, University of London, with an estimated 25% from Cass Business School. Students are encouraged to sign up to volunteering opportunities through the management system and directly with partner organisations around London.

In addition to volunteering with organisations around the city, Cass students give back to the university as well. The improvements in the Northampton Square Gardens started with an entire cohort of Cass MBAs who reached out to the volunteering team, asking to do something as a group that was positive and visible in the local community. They spent a long day in July 2016 working alongside local residents and park rangers from Islington Council, kicking off continuing efforts to maintain Northampton Square Gardens. Cass undergraduate students continue to be over-represented in the ranks of students maintaining the space for the local community.
The Sir John Cass’s Foundation Schools Mentoring Project, the basis for the Mentoring and Coaching for Leadership module on the BSc Business Studies and Management degree, now supports four secondary schools in the local area. In spring 2019, the undergraduate student mentors and coaches are working with 41 pupils from year 10 through to year 13. The mentors and coaches work with their pupils for 10 weeks to identify top goals and help them find realistic but ambitious ways of achieving those goals. Throughout the sessions, the mentors act like a personal cheerleader, continually encouraging these pupils to push for success; this is not a common thing in a young person’s day-to-day, so the students are making a big difference in their pupils’ lives. See page 20 to read more about the innovative structure and teaching methods pioneered by the Mentoring and Coaching for Leadership module.

CityTutoring Spotlight :: Shivani Kotecha is a third year undergraduate student at Cass Business School.

How long have you been a part of CityTutoring? This is my second year. I started in September 2017.

What motivated you to apply? I am from Kenya, and I taught maths during my A-levels back home. I really enjoyed teaching the subject so I thought I would continue teaching in my free time at university.

Tell us about your experience with CityTutoring. I work with year 7, 8, and 11 students at the City of London Academy Islington. At this school, students can tutor a variety of subjects including French, Spanish, English, maths, sociology or psychology, and science. I teach maths to my pupils. I like teaching at that school because it is a great way to meet other students from City and Cass. Also, there is a wide diversity of students to work with, including some students with special education needs. There are 10 tutors at my school, with about four from Cass.

What do you find challenging in your role? We work with pupils who are very weak in maths. When you explain a problem to a pupil, they either don’t want to learn or just don’t understand the concept. For example, I am currently working with an autistic child, and it is very challenging to simplify a concept and explain it. It takes a lot of patience to work with the pupil, and I have to take baby steps with each problem and be persistent in repeating the concept.

What do you find rewarding? Last year when we were teaching the GCSE students, we found that there was an increase in the number of students passing (getting above a 4). Also, it is very rewarding when you explain a concept to a student, and they finally get it!

How has CityTutoring helped you as an individual? It has definitely given me a lot of confidence. You have to be pretty confident to teach a pupil. Plus, it has helped me improve my time management skills. I work 10 hours a week, so I’ve had to learn how to balance work with university studies. Lastly, it has helped me to be more appreciative. I sometimes used to take my knowledge for granted, but it’s showed me how there are people who do not have as many opportunities to learn, so I don’t take my learning for granted anymore.
Looking Forward

For the next two year cycle we have identified three priority themes – Curriculum, Research, and Partnerships. The following three projects plans illustrate this approach.

Schools Engagement Mentoring Project

**Curriculum (Education) and Partnerships.** We are mid-way through the five-year match-funded initiative partnering with Sir John Cass’s Foundation to deliver mentoring in school for business students as an accredited module in their degree programme. To date, 158 students have supported 415 young people in four schools in deprived communities and first-year university students settling into their study programme. We plan to expand the programme significantly over the next two years to engage more students and support more young people to raise their aspirations and improve educational outcomes. We are also partnering with other HE institutions in the PRME network to share best practice and encourage others to adopt this form of integrated learning in the community.

**Research.** We plan on disseminating the results of our longitudinal evaluation of the programme through conference papers and journal articles in the UK and internationally. The interim report on the programme “From the Periphery to the Mainstream – Mentoring in Schools on the Curriculum at Cass Business School” will be launched at Skinners Hall, London and published in March 2019.

**Women**

**Partnerships.** The Cass Global Women’s Leadership Programme (GWLP) has increased the number and quality of programme events. The variety of speakers reflects the programme reaching into diverse areas and audiences. For the remaining programme period, GWLP would like to do more diverse events, such as more countries where Cass Business School has a high alumni presence. Additionally, other than the official networks Cass has, the programme has a women’s network on LinkedIn with roughly +500 members. We are working on strategies to turn this network into an even more dynamic and growing community.

**Cass CCE**

**Research.** Voluntary Sector Management is both a research area and a research setting. We want to work to ensure that Cass CCE can give rise to research collaborations between Cass CCE and other Cass faculty by sharing contacts and data. Also, we aim to have 80% of Cass CCE academic staff to be included in the next UK Research Excellence Framework (REF), as well as all CCE papers submitted to leading journals. Current plans for submissions include: Academy of Management Journal, Administrative Science Quarterly, and Academy of Management Review. Additionally, we plan to deliver two to three high quality impact case studies, such as Peter Grant’s *The Prince’s Charities ‘Place’ Initiative Impact Framework and Evaluation*. Finally, we look forward to the publication of the book by Mark Salway *Social Investment Using Head and Heart*, Routledge (forthcoming).
Partnerships. Cass CCE will continue to build internal partnerships such that Cass is positioned as a leader in social purpose business and the place for lifelong learning and career agility. We want to strengthen existing partnerships while building new partnerships in the UK and overseas, and we look forward to the International NACC Conference to be hosted in July 2019.

Curriculum (Education). The new Apprenticeship MA in Leadership for non-profits is expected to be launched in September 2020. Additionally, we will continue to consider an Online MSc in Non-profit Leadership (included in Periodic Review) while evolving the Social Business Pathway of the Business BSc for the launch of the Social Business undergraduate degree. Finally, we are considering a launch of a Dubai Campus MSc in International Philanthropy and Social Investment.
PRME contacts

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ETHOS: The Centre for Responsible Enterprise

Professor Jean-Pascal Gond  
Centre Director  
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This annex captures the leading research conducted by members of ETHOS in 2016 – 2017.

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal/Book Details</th>
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<tbody>
<tr>
<td>Banerjee, S.B.</td>
<td>Transnational power and translocal governance: The politics of corporate social responsibility.</td>
<td><em>Human Relations</em>. In press*</td>
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<th>Reference</th>
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<th>Volume</th>
<th>Pages</th>
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</table>
The following projects are being funded by the Global Challenges Research Fund (GCRF) 2018/2019 institutional block grant from UK Research and Innovation.

<table>
<thead>
<tr>
<th>Project</th>
<th>Description of the activity or project title</th>
<th>Type of activity</th>
<th>Principle investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Health-related quality of life and needs of care and support among people living with cancer in Uganda</td>
<td>Capacity and capability building; Mono-disciplinary, interdisciplinary and collaborative research;</td>
<td>Lars Eriksson</td>
</tr>
<tr>
<td>2</td>
<td>Implementation of an effective and cost-effective intervention for patients with psychotic disorders in low- and middle-income countries in South Eastern Europe (IMPULSE project)</td>
<td>Capacity and capability building; Mono-disciplinary, interdisciplinary and collaborative research; Generating impact from research; Meeting full economic costs of research funded by other sources;</td>
<td>Jill Francis</td>
</tr>
<tr>
<td>3</td>
<td>Using risk models as connectors between different thought worlds in order to build resilience in responding to disaster</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research; Generating impact from research; Pump-priming.</td>
<td>Paula Jarzabkowski</td>
</tr>
<tr>
<td>4</td>
<td>Feminism, development and online activism in the digital age (temporary working title)</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research; Generating impact from research.</td>
<td>Carolina Matos</td>
</tr>
<tr>
<td>5</td>
<td>Achieving Synergy between Intellectual Property, University Innovation and Social Enterprise in the UK &amp; Mexico – Robotics, Patents and Knowledge Transfer</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research; Generating impact from research;</td>
<td>Luke McDonagh and Dr Enrico Bonadio (LAW)</td>
</tr>
<tr>
<td>6</td>
<td>Indigenous Business Models of Sustainable Development</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research; Generating impact from research; Meeting full economic costs of research funded by other sources</td>
<td>Professor Bobby Banerjee (Cass)</td>
</tr>
<tr>
<td>7</td>
<td>Innovative low-cost optical sensor platform for water quality monitoring</td>
<td>Capacity and capability building; Mono-disciplinary, interdisciplinary and collaborative research; Generating impact from research; Meeting full economic costs of research funded by other sources</td>
<td>Aziz Rahman</td>
</tr>
<tr>
<td>8</td>
<td>Ubiquitous optical sensors for environmental monitoring: impacting climate change</td>
<td>Capacity and capability building; Mono-disciplinary, interdisciplinary and collaborative research; Generating impact from research; Meeting full economic costs of research funded by other sources</td>
<td>Aziz Rahman</td>
</tr>
<tr>
<td>9</td>
<td>Syrian Refugee Resettlement: Indebtedness as a Barrier to Integration</td>
<td>Generating impact from research; Rapid response to emergencies with an urgent research need</td>
<td>Christopher McDowell (SASS)</td>
</tr>
<tr>
<td>10</td>
<td>Building Community Capacity through Peace and Development Committees in Post-Conflict Regions in Colombia</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research; Generating impact from research</td>
<td>Dr Amit Nigam</td>
</tr>
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<tr>
<td>11</td>
<td>Macroprudential and monetary policy for emerging markets</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research Generating impact from research</td>
<td>Rodriguez Tous, Francesc</td>
</tr>
<tr>
<td>12</td>
<td>Information sharing, access to small business finance and loan outcomes</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research;</td>
<td>Thorsten Beck</td>
</tr>
<tr>
<td>13</td>
<td>Lending by private and public banks during a financial crisis</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research;</td>
<td>Thorsten Beck</td>
</tr>
<tr>
<td>14</td>
<td>Competition in low-income countries: evidence from the Tanzanian credit registry</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research;</td>
<td>Thorsten Beck</td>
</tr>
<tr>
<td>15</td>
<td>Corporate Social Sustainability and Forecasting Natural Disaster Impact in India. This comprises two projects on India based on work already started: (i) To capture as many corporate examples from India as possible to see how Indian corporations (public limited companies) are approaching via corporate social responsibility (CSR), and (ii) To forecast the impact of natural disasters in India to estimate funds to be set aside for a 5- to 10-year decision horizon.</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research Generating impact from research</td>
<td>Mohan Sodhi</td>
</tr>
<tr>
<td>16</td>
<td>Collaborative Research between the World Congress of Muslim Philanthropists, and WCMP’s Global Donors Forum (GDF, meeting in London in Sept 2018, and biannually) and the Centre for Charitable Giving and Philanthropy (CGAP), City University. This is a scoping study research proposed to discover data on selected Muslim philanthropic foundations’ working in relevant Development regions – their assets levels, directions and purposes of philanthropic spend. This is intended to provide a basis for the subsequent development of a Muslim global equivalent of the CGAP study with ACF of UK foundations’ assets and spending.</td>
<td>Capacity and capability building Mono-disciplinary, interdisciplinary and collaborative research Pump-priming</td>
<td>Jenny Harrow</td>
</tr>
<tr>
<td>17</td>
<td>Early prediction of landslide movements by advanced optical sensors and use of artificial intelligence</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research Generating impact from research</td>
<td>Ken Gratten</td>
</tr>
<tr>
<td>18</td>
<td>Fostering (shared) value and innovation ecosystems in Sub-Saharan Africa.</td>
<td>Capacity and capability building; Interdisciplinary and collaborative research; Generating impact from research.</td>
<td>Alessandro Guidici</td>
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<tr>
<td>19</td>
<td>Midwifery units in Malawi and India – development, implementation and evaluation of midwifery units as a response to human resource and respectful care challenges</td>
<td>Capacity and capability building; interdisciplinary and collaborative research; Pump-priming.</td>
<td>Christine McCourt</td>
</tr>
<tr>
<td>20</td>
<td>Resilient Rail Transport to tackle the key technical, social, economic, legal and political factors that hold back establishing the resilient rail transport networks that underpin future social-economic and business development, across both developed and developing countries</td>
<td>Capacity and capability building; interdisciplinary and collaborative research; Pump-priming.</td>
<td>Ken Gratten</td>
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<td>21</td>
<td>Assessing the Impact of Sustainability Programs in Local Communities in Côte d’Ivoire</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research; Generating impact from research;</td>
<td>Sebastian Mena</td>
</tr>
<tr>
<td>22</td>
<td>Constitutionalising Economic, Social and Cultural Rights in Nepal: From Text to Practice</td>
<td>Capacity and capability building; Mono-disciplinary, interdisciplinary and collaborative research; Generating impact from research;</td>
<td>Malagodi, Mara (Law)</td>
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<td>23</td>
<td>The Impact of Macroeconomic factors on the yield curve in emerging markets: the case of Sub-Saharan Africa</td>
<td>Mono-disciplinary, interdisciplinary and collaborative research</td>
<td>Kate Phylaktis</td>
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<tr>
<td>24</td>
<td>Improving adolescent sexual and reproductive health in Ghana</td>
<td>Pump-priming</td>
<td>Parmar, Divya</td>
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<tr>
<td>25</td>
<td>Equity implications of developmental programmes in India</td>
<td>Pump-priming</td>
<td>Parmar, Divya</td>
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<td>26</td>
<td>Prototyping a low-cost, home-based, neonatal infection monitoring system</td>
<td>Pump-priming</td>
<td>Aneesh Banerjee</td>
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<td>27</td>
<td>Transient liquid phase (TLP) bonding as an alternative to solder bump for high temperature applications.</td>
<td>Capacity and capability building; interdisciplinary and collaborative research; Generating impact from research;</td>
<td>Sumsun Naher</td>
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<tr>
<td>28</td>
<td>Vision screening for children and adults with special needs in India</td>
<td>Capacity and capability building</td>
<td>Ahalya Subramanian</td>
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<tr>
<td>29</td>
<td>Improving international humanitarian journalism</td>
<td>Generating impact from research</td>
<td>Melanie Bunce</td>
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<tr>
<td>30</td>
<td>Characterization and a Comparative Study for the Evaluation of Antimicrobial Activities of Green Electrochemically and Biologically synthesized Silver Nanoparticles</td>
<td>Interdisciplinary and collaborative research;</td>
<td>Sumsun Naher</td>
</tr>
<tr>
<td>31</td>
<td>Building an inter-disciplinary research network on Migration, Displacement and Resilience.</td>
<td>Capacity and capability building; interdisciplinary and collaborative research; Pump-priming.</td>
<td>Alice Mesnard, Liza Schuster and Saqib Jafarey</td>
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<tr>
<td>32</td>
<td>Capability Building for Infrastructure Delivery</td>
<td>Capacity and capability building; interdisciplinary and collaborative research; Generating impact from research;</td>
<td>Sam Kamuriwo</td>
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<tr>
<td>33</td>
<td>Early detection of vision changes in people of risk of developing diabetes</td>
<td>Generating impact from research</td>
<td>John Barbur</td>
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<td>34</td>
<td>The City Law School Pakistan Death Penalty Project</td>
<td>Capacity and capability building; Generating impact from research;</td>
<td>Nikki.Walsh</td>
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<td>35</td>
<td>Fishing Company Behaviour and the Ecological Well-Being of the Benguela Marine System: Causes of and Responses to Over-Fishing and Biodiversity Loss</td>
<td>Interdisciplinary and collaborative research; Pump-priming.</td>
<td>Susan Hill</td>
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<td>36</td>
<td>Measuring cooking activity in Brazil</td>
<td>Capacity and capability building; interdisciplinary and collaborative research; Generating impact from research;</td>
<td>Martin Caraher</td>
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<td>37</td>
<td>Food rights in Colombia</td>
<td>Capacity and capability building; interdisciplinary and collaborative research; Generating impact from research;</td>
<td>Martin Caraher</td>
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<td>Project</td>
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<td>38</td>
<td>Sustainable and Healthy Food Systems (SHEFS) in India and South Africa</td>
<td>Interdisciplinary, collaborative research which generates impact; meeting full economic costs of research funded by other sources</td>
<td>Corinna Hawkes</td>
</tr>
<tr>
<td>39</td>
<td>Evaluating Multi-stakeholder Initiatives and Social Licence to Operate in the Extractive Industries</td>
<td>Interdisciplinary, collaborative research which generates impact;</td>
<td>Bobby Banerjee</td>
</tr>
<tr>
<td>40</td>
<td>City, University of London Speech and Language Therapy project in Cambodia</td>
<td>Capacity and capability building; Interdisciplinary and collaborative research.</td>
<td>Dr Timothy Pring</td>
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</tbody>
</table>