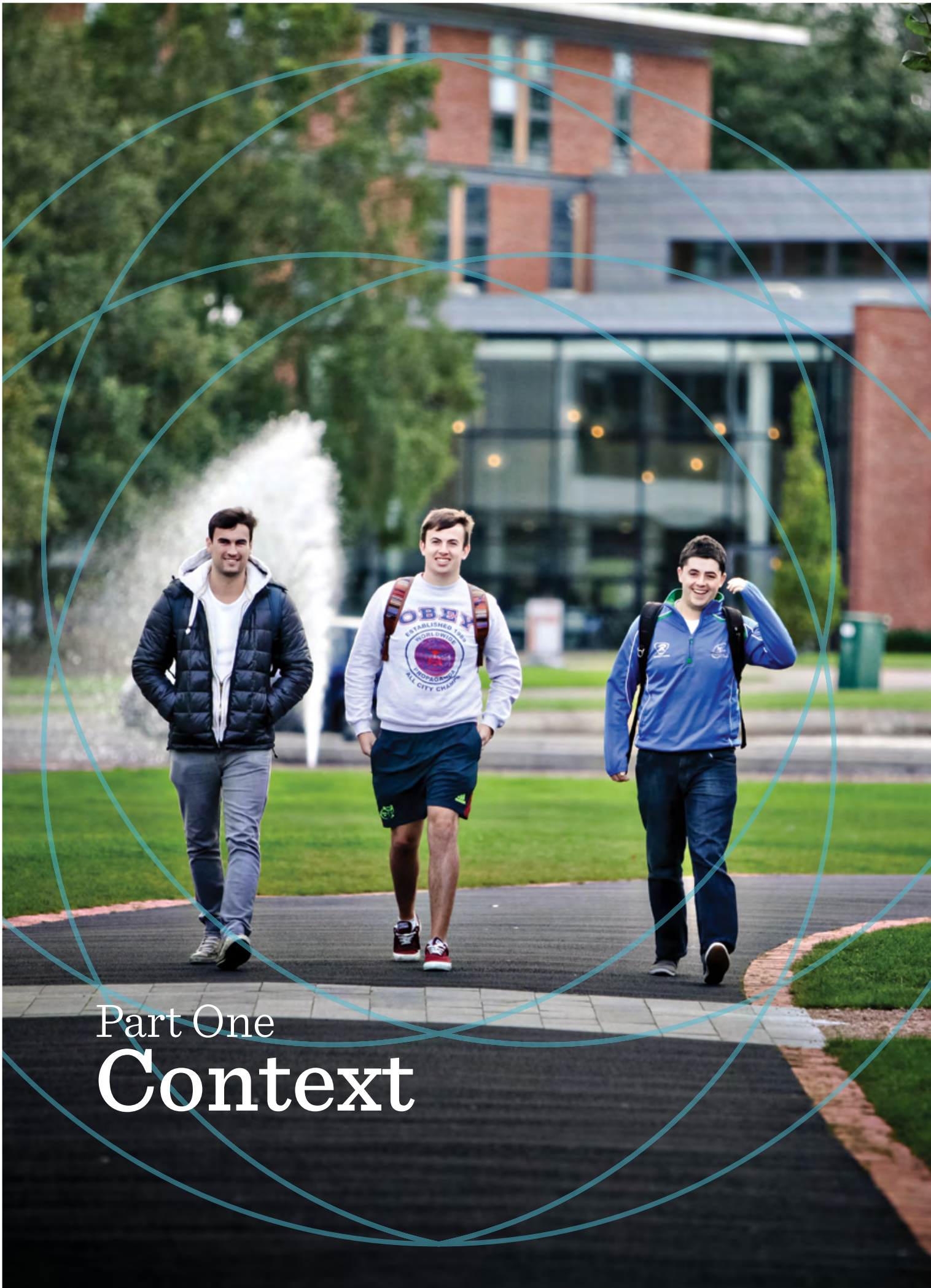


Kemmy Business School

Sharing Information on Progress 2016





Part One
Context

Letter of Commitment

As Executive Dean of the Kemmy Business School (KBS), I am delighted to reaffirm our commitment to the six Principles for Responsible Management Education espoused in PRME, and commit to further the development of the UN Sustainable Development Goals (SDGs) throughout the KBS community.

The ethos of PRME is a very natural fit for KBS, drawing as we do on a long tradition of connectedness with local stakeholders and the Kemmy Legacy of social inclusion and responsibility. We see our external stakeholders as including local business, community and voluntary groups, second-level schools and communities of practice worldwide with a particular focus on developing countries. We seek to engage in a spirit of partnership and dialogue. In this vein we see our role as a PRME Champion School as bringing with it a responsibility to advance the cause of responsible management education not only in our own institution, but worldwide.

The PRME ethos permeates our activities in the school, including teaching, research and internationalisation. This is demonstrated throughout this report, not least in the appendix which reports a sample of our research output since mid-2014 under the headings of equality & discrimination, ethics & responsibility, governance & accountability, labour rights & human rights and sustainability & consumption. Our new Strategic plan 2016-2020 also reflects the PRME ethos in its mission and values, and also includes as one of the four goals a commitment to contribute to our community of stakeholders in a responsible and sustainable manner.

As a School, we seek to reflect the values inherent in PRME and to promote Agenda 2030 and the Sustainable Development Goals both externally, and in our own practice as a School.

Dr Philip O'Regan

Executive Dean



EDITORIAL

Working to advance the mission of PRME and support the SDGs

The Kemmy Business School (KBS) at the University of Limerick has been a member of PRME since 2008, and we are pleased to have engaged over the last three years within the PRME Champion School group and the UK & Ireland PRME Regional Chapter. The principles and spirit of PRME connect to the ethos of the late Jim Kemmy, after whom the School is named. Jim Kemmy spent his life working for the betterment of all in society and the School's mission statement is a fitting reminder of the need to view education as a contributor to social good as well as a means to economic prosperity. His legacy finds its most obvious expression in a mission statement and values that emphasise excellence, diversity, social responsibility, ethical behaviour and inclusive and sustainable societies. PRME also resonates with the strong tradition of connectedness of the School, which has a long tradition of links to local business and community groups as well as international networks. PRME also connects directly to the close, everyday connections between our School and local stakeholders including business, community and voluntary groups, schools and the public sector. The combination of the Kemmy legacy and this connectedness informs much of what we do, and as reported here, aligns naturally to the six principles of PRME.

In this Sharing Information on Progress report, we present some details on how we are currently implementing the six principles of PRME, how the Sustainable Development Goals find articulation in our work, and how we plan to progress in the coming years. We view our reporting as a way of communicating what we do externally, locally and internally, sharing ideas both within the wider PRME

network and with our own stakeholders. In this report, we have moved beyond the six principles of PRME which we used as a frame in the past, and also used the UN Sustainable Development Goals (SDGs) as a frame of reporting. We are delighted to report activity under sixteen of the seventeen goals in this our first year of mapping to the SDGs.

Our involvement with PRME has also brought us into contact with a broad network of excellent schools working to advance the cause of management education, and we are delighted to be able to join in this work internationally through the Globally Responsible Leadership Initiative (GRLI), 50+20 Innovation Cohort, the Global Business School Network (GBSN) and the Academy of Business in Society (ABIS) as well as the PRME groupings. We would be very happy to enter into dialogue with PRME Schools on any of the initiatives described in this report.

Kemmy Business School PRME Committee:

- Michelle Cunningham
- Darragh Flannery
- Michelle O'Sullivan
- Meredith Storey
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HISTORY & CONTEXT

The Kemmy Business School (KBS) is part of University of Limerick (UL), founded in 1972 on a beautiful riverside campus in the Southwest of Ireland near Limerick city. In common with all the other Irish universities, UL is publicly funded. The Kemmy Business School (KBS) is a full service business school, with almost three thousand students at Undergraduate, Masters and PhD levels. We have just over one hundred fulltime staff and a further seventy adjunct faculty. We are AMBA and EPAS Accredited, and are in the AACSB process, as well as holding a range of discipline-specific international and national accreditations.

KBS was originally established as the UL College of Business, and in 2003, the College became the Kemmy Business School, named in honour of the late Jim Kemmy, former parliamentarian, stonemason, trade unionist, scholar, historian and Mayor of the City of Limerick. Jim Kemmy's public life focused on a concern for the common good, a belief in education as key to accessing opportunities, and the pursuit of a society built on principles of fairness and dignity. The Kemmy legacy is not our only influence, but it feeds into what we do at KBS, wanting more for our students and for our communities. This combines with our very close links to business and other community and public sector groups: our undergraduate students all have a full-semester work placement as part of their degree, for instance; students at all levels are involved in volunteering projects; business speakers regularly guest lecture on our programmes and sit on our course boards; much of our research is linked to problems of management in for-profit and non-profit organisations. The combination of the Kemmy legacy and these organic links aligns very closely to PRME.

Throughout our history as a business school we have emphasised a set of core values that have informed the manner in which we address the needs and aspirations of our various stakeholders, including the business community, wider societal interests and, especially, our staff and students. These core values find expression in commitments in our Strategic Plan which inform our activities, and are explained in more detail under Principle Two of this report.

We have just developed a new Strategic Plan 2016-2020 for the School, with these values and contexts in mind. The embodiment of these values is to be found in the mission statement of the school:

“As a leading Irish Business School in a public university system, KBS is committed to excellence in teaching, and to fostering knowledge, competence and understanding of business and society within a diverse, research active and socially engaged environment.”



We reflect in this mission our societal focus, and our commitment to fostering this within our students. Our four goals in the Strategic Plan are:

- To facilitate an engaged and distinctive student-centred education
- To cultivate excellence in research
- To further internationalise all relevant aspects of KBS
- To contribute to our community of stakeholders in a responsible and sustainable manner

By community in this context, we mean more than the immediate hinterland of Limerick. Accordingly, we acknowledge our responsibility to make a contribution to the development of the locality, the region, the country and, where feasible, of targeted communities overseas, as well as to communities of practice in our various disciplines. As a business school, we are particularly focused on the role of business practices, financial structures and fiscal policies – all of which are key elements of our teaching and research – in delivering on this goal. We recognise the need to prepare our students to participate in society as active citizens. Because this carries with it both rights and responsibilities we commit to actively involving our students in targeted initiatives to promote their engagement and

participation in societal decision-making processes. We also consider how our key resources, both tangible and intangible can best be deployed in the service of this wider group of stakeholders. Our main actions under this goal in the Strategic Plan are:

- Champion civic engagement and support the Limerick 2030 vision
- Increase collaboration with local schools and ensure greater access by students from a variety of social backgrounds
- Contribute to global initiatives that promote responsible and sustainable education
- Increase the number of KBS students participating in president's volunteer programme
- Collaborate with local, national and international partners
- Lead in establishing issues of responsibility and ethical behaviour as qualities that inform our activities

KBS became the first Irish PRME Signatory in 2008, and we have reported on our progress three times since then. In 2013, we were delighted to join both the PRME Champions group and the UK & Ireland Regional Chapter of PRME. We look forward to a long and productive involvement with PRME in the years to come.



The background of the page is a dark, teal-toned photograph of a library. On the left, there are rows of bookshelves filled with books. In the foreground on the left, the shoulder and back of a person wearing a dark, patterned garment are visible. The overall lighting is dim, creating a quiet, scholarly atmosphere. Overlaid on the left side of the image are several thin, light-colored circular lines that intersect and overlap, adding a modern, graphic design element.

Part Two **Progress**

The Six Principles

This section outlines our progress towards the implementation of each of the six principles of PRME since our last SIP report in June 2014



Principle One 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.



KBS aims to provide all of our students with opportunities and challenges that will engage and equip them with the tools to critically think about sustainability issues in the economy and society. Here are some examples of new and ongoing initiatives launched by students' faculty and staff around KBS.

- KBS students are increasingly involved in the University's President's Volunteer Awards (PVA), which gives them an opportunity to make a positive contribution to projects with external stakeholders including community groups and charities. Participation is steadily increasing, and the KBS Strategic Plan has ambitious targets to deepen engagement under this heading by 200% by 2020.
- Students of the MSc in Marketing, Consumption and Society developed a "Stay Fresh" Campaign using print and social media to raise awareness among incoming undergraduate students to the University. The campaign promoted positive aspects of the UL experience to 1st years including awareness of the wide range of support services provided by UL for first years. They also conducted research projects on sustainable student behaviour on campus, with a focus on water use, waste disposal and energy use.
- Business Information Systems students worked on group projects the object of which was to produce a report that analyses how wearable technologies, near field communication and business intelligence/analytics techniques can be integrated to develop the concept for a digital artefact to support people with disabilities engaging in exercise.
- Students working with Enactus completed a project in partnership with Focus Ireland (an Irish NGO working on homelessness) targeted towards young homeless men in the Limerick city area working on the design and delivery of a foundation computer skills programme to equip them with basic but fundamental skills to help in gaining employment or returning to education. Students delivered 14 classes to 10 homeless young men in the KBS.

Case Study 1: PRME Internship, Learning Together

From June – December 2015, KBS Doctoral student Meredith Storey interned for the PRME Secretariat within the UN Global Compact office in New York. During this time, Meredith authored a series of PRME news items and newsletters, and was actively involved in the preparation and follow-up for 2015 PRME Global Forum and other events, supporting the development of a communications strategy with a focus on social media, and audio, visual and print media for informational and promotional use. She gained invaluable experience during this time.

In line with the PRME principle to “develop the capabilities of students to be future generators of sustainable value for business and society at large...”, Meredith engaged with the mission, values, methods, research, partnerships, dialogues, and governance surrounding the PRME Secretariat and Global Compact offices. Upon returning to KBS she has been a local SDG pioneer, teaching Corporate Social Responsibility to Masters Students and working with the Ireland and UK local network to develop Sustainability Literacy Test questions and manage social media presence for the regional chapter.

- Also working with Enactus, an ongoing project involves 15 students who have carried out 25 visits to Lakes Nursing Home engaging with the residents and writing short memoirs with the residents. These stories are developed into a ‘Words of Wisdom’ booklet covering topics such as growing up in Ireland, religion, and the role of woman, family, education and opportunity.
- A wide range of topical issues, including the protection of whistle-blowers, tax compliance and avoidance, gender equality and immigration, are also debated in a range of undergraduate and postgraduate modules.
- KBS faculty also work with younger students in local schools to develop their capabilities. Our work in this area has a particular focus on DEIS schools, which serve areas of disadvantage. A noteworthy contribution in this area is the Innovation, Creativity and Entrepreneurship (ICE) programme, developed by Dr. Briga Hynes of KBS in collaboration with second-level teachers to provide teenagers at the junior and senior cycles of secondary school with a rich and interactive programme with a focus on innovation for sustainability. KBS has also engaged with high ability students aged 10-12 years old from a low income background. The young people study university style subjects during the academic year in a programme facilitated by Dr. Stephen Kinsella of KBS. The programme aims to enrich their curriculum, and raise their expectations of attending university when they are older.



Principle Two Values

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

Teaching quality and the student experience are essential to both the University of Limerick and the Kemmy Business School. We are committed to incorporating issues relating to ethics and responsibility into teaching curricula. In particular, one key graduate attribute being integrated into all programmes across the campus is Responsibility, defined as :

‘adopting a responsible, civically aware and engaged approach to their actions and decisions at work and in society; exploring issues of corporate and social responsibility, ethical practice and sustainability; adopting a global perspective, recognising both the local and global impact of decisions and actions; being personally and professionally responsible, orientated towards making substantial and positive contributions to society.’

The 2015/16 KBS Strategic Planning process involved a review not only of our goals and targets, but also of the values underpinning our work. Drawing on the ethos of the School, we included a new value, that of promoting inclusive and sustainable societies, which we feel reflects our activities and ambition in this space. Our full set of core values are as follows:

- Promote Learning and Discovery
- Student Focused Education
- Promote Social Responsibility and Ethical Behaviour
- Protect Academic Freedom
- Enhance Knowledge
- Promote Access and Diversity
- Future Orientation
- Promote Inclusive and Sustainable Societies
- Foster International Perspectives
- Support Staff and Self-Development
- Facilitate Involvement of Industry
- Continuously Innovate and Improve.

KBS seeks to embody these values in all of our academic activities, and actively encourages and celebrates staff involvement in such initiatives. For example, mission-aligned engagement with practice and community groups is reported by departments to Faculty Board meetings, and feeds into university records. We also provide our students with opportunities to develop their own capacity to reflect on and develop their values. We do so through reflective and discursive teaching in the areas of ethics and social responsibility on our undergraduate and postgraduate programmes, and through reflection on ethical values in postgraduate research (see Principles 3 and 4).



A range of policies supports the School and our staff and students in operating to the highest standards. Some examples include Codes of Conduct for students and employees and the Student Charter setting out ethical principles and acceptable norms of behaviour; the Dignity and Respect Policy which commits the University to the development and maintenance of a positive working environment;

and the Equality and Diversity Policy which sets out nine grounds on which the University is particularly committed to equality in line with national legislation. These are gender, marital or civil status, family status, sexual orientation, religious belief or lack of religious belief, age, disability, membership of the Traveller Community, race, colour, nationality or ethnic origin.

Case Study 2: Ethics and Tax in the Classroom

In the field of tax there is an urgent need to address a widespread disregard for ethics, and to improve the cognitive moral reasoning that underpins ethical decision making. The importance of education in developing morally sensitive individuals who use principled moral reasoning has been widely acknowledged. With this in mind, an ethics intervention was developed for students on the KBS Master of Taxation programme, by Dr. Elaine Doyle who has a considerable research record in this area.

The intervention is designed to enhance moral reasoning in tax and involves engaging the students in an on-line discussion of ethical tax issues. This

enhances students' ability to recognise ethical dilemmas and developing their appreciation for the broad implications of decisions made. Each on-line discussion is introduced using various stimuli designed to elicit debate, including themes of ethical vignettes, contemporary quotes, video clips and journal articles. Students' ethical reasoning levels are measured using a psychometric instrument, which was developed as part of Dr. Doyle's doctoral research, before and after the module so they can monitor their own personal moral development. This contributes directly to their ability to give voice to their values in a professional tax context on graduation.



Principle Three Method

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

The Kemmy Business School has continued to broaden and deepen our incorporation of issues relating to ethics, sustainability, responsibility and human rights in teaching curricula. These are available either as core or elective modules in all of the departments of the School, and across the range of programmes from certificate to doctoral level. Some examples include:

- A Postgraduate module on Corporate Social Responsibility runs in both semesters, and is core for many Masters level programmes and available as an elective for others. The module may also be taken by doctoral students on our structured PhD programme. Much of the class material relates to the mission of PRME and UN Global Compact, as well as international CSR standards such as ISO 26000 and GRI. Students apply the principles not only to cases from developing countries, but also to their own local lived experiences.
- International Management students had the opportunity to work directly with Cape Town NGOs in their business development as part of an international workshop.
- Students in Risk and Insurance study ethics in reinsurance, risk management of innovation and risk transfer.
- Students on the MSc in Marketing, Consumption and Society focus on questions of responsible marketing, social media and consumer ethics.
- Economics and Public Policy are approached with a view to evaluating the place of the public interest in fiscal policy and taxation.
- Students of Project Management work on a range of projects and cases that link to the work of NGOs, with a focus on international development and humanitarian projects.
- Students studying Human Resource Management and Organisational Behaviour engage with issues relating to gender, age, labour rights, prejudice and discrimination, destructive leadership, psychological wellbeing at work, professional ethics, social exclusion and employee representation. This is implemented in an interactive way through cases, role play and debates, giving students the opportunity to practice ethical decision making for the workplace.
- Finance students engage in interactive live Bloomberg workshops with a quantitative emphasis on revealing or disclosing the negative impacts of financial markets trading (e.g. Libor rate manipulation, hubris and greed factors driving the US sub-prime housing mortgage market, etc.). A broadening module on Risk and Society addresses the relationship between economic growth, financialisation and inequality.
- Accounting students at undergraduate and postgraduate levels explore how moral reasoning and ethical theory informs professional judgement, issues of governance, stakeholder theory, social and environmental accounting, corporate transparency, accountability and business ethics.
- A number of KBS faculty teach business sustainability topics on an inter-disciplinary module on sustainable development.



Case Study: Social Media for Social Good

The new undergraduate module Social Media for Social Good takes students from business and other disciplines across the university and places them in groups mixed by discipline, age, culture and experience. They then work on questions of social responsibility and ethical practice, engaging with community-based organisations and charities to develop social media materials and strategies to enhance the organisation's effectiveness and impact.

Students found the module challenging and exhilarating, dealing with the sometimes frustrating realities of voluntary organisations and producing some really impressive media and plans. Developing strategies to address social or economic challenges faced by the organisations provided students with opportunities to engage with and undertake their

own research on issues ranging from human rights to sustainability. An example of the latter is the development by one group of a very sensitive and creative social media strategy to extend a suicide prevention organisation's volunteer base.

In the final phase of the module, students developed a video to stimulate reflection and debate on an issue of responsibility or sustainability of relevance to their organisation. They also took part in a Story Fair event at which the campus community and a range of KBS external stakeholders judged the students' work and engaged directly in dialogue with them and their partner organisations. The first story fair took place in April 2016, and was a very engaged and encouraging event.



Principle Four 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.

KBS has a vibrant research culture which funds expression under a series of broad interdisciplinary themes, more focused research clusters and the four constituent departments of the School. Principle Four aligns very closely with our own commitment under the University Strategic Plan to conduct research that benefits the economy and society. Across all disciplines, faculty engage in research on ethics, sustainability, human rights, labour rights, responsibility and governance, with a focus not only on business, but also on public policy, trade unions and the non-profit sector. In 2015, we established seven new research clusters, some of which focus on aspects of responsibility and sustainability. For example, the ARC Accountability Research Cluster (ARC) focuses on accountability in the broadest sense, responsibility and the public interest. The IRC cluster addresses issues of consumer behaviour and sustainability. The Privatisation and PPP cluster addresses issues of governance and accountability in public private partnership and the Quality of Work cluster addresses issues of sustainability and responsibility in the workplace.

These research activities result not only in published work, but also significant stakeholder engagement. For example, KBS researchers recently conducted a survey with the Defence Forces which includes sections on diversity management, ethical leadership, values of the Defence Forces and wellbeing. This report has been presented to senior management and government officials and will inform policy. Research is ongoing on a range of topics aligned with this principle. For example, Dr. Christine Cross leads a European Project on gender equality in decision making. Dr. John Garvey completed an Enterprise Ireland project on Weather Risk Management, resulting in a University spinout

company aiming to improve information flow between farmers and their suppliers with a view to lowering the financial and environmental impact of transport costs for major farm inputs. In all of this work, research ethics policies are rigorously applied in KBS, with all students and faculty requiring ethics approval for any work involving human subjects. This demands consideration of potential vulnerabilities among respondents, and potential risks to all participants as well as research rigour.

We are concerned with the impact of our research, and maintain a monthly Research Bulletin series which takes a piece of excellent and relevant research, and reframes it so as to make it accessible to those external stakeholders most likely to be in a position to benefit from the knowledge. We distribute print copies of the bulletin, and also promote the series online. In 2016, we also stepped up the social media profile of our research, with a view to wider engagement. Several of our faculty regularly participate in national media outlets, and we see this as a way of ensuring that our work reaches a wider audience, and has greater impact. Our research informs teaching and method. A good example is the work of Dr. Annmarie Ryan discussed in more detail under Goal 11, which derived from an IRC funded project aimed at developing interdisciplinary research.

The appendix to this report sets out a sample of relevant publications since our last SIP report under relevant headings, and it is encouraging to see that this comes from all disciplines and departments in the School.



Case Study: Study on Zero Hours Contracts in Ireland

There has been significant debate in Ireland and internationally about sustainable and decent jobs especially in the aftermath of the global financial crisis. In line with the UN Global Compact, there is recognition in KBS that high quality jobs are important for individual well-being, the development of skills in the labour market, to sustain economic demand and to reduce demands on governments. With this in mind, concern has grown at the prevalence of so-called 'zero hours contracts' which do not support sustainable and decent work.

In 2015, the Irish government commissioned the first national study of zero hours contracts in Ireland, undertaken by a team from KBS led by Dr. Michelle O'Sullivan. The study engaged with employer

organisations, trade unions, and NGOs to identify the prevalence and use of zero hours contracts and to assess the impact of such contracts on employees. The government asked the research team to make recommendations to it and the team recommended improved employment legislation to ensure employees have more predictability in working hours while maintaining a level of flexibility for employers. In addition to the public policy impact of the study, the KBS has incorporated the study's findings into teaching across a range of programmes and students undertaking final year projects are focusing on sustainable jobs. Subsequently, Dr. O'Sullivan was appointed by government to the Workplace Relations Commission.



Principle Five Partnership

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

KBS maintains close links to business, and there is an open, everyday relationship that permeates all activities of the School. All of our undergraduate students have as an embedded part of their degree programme an eight-month paid work placement relevant to their field of study. This gives the students very valuable experience which they bring back to the classroom in their final year. It also builds connections between the School and business, and keeps us close to their needs.

As part of our strategic plan, we commit to making the physical facilities of the School available where practical to local stakeholders such as business managers. We host regular business breakfasts and other events at the School in collaboration with Limerick Chamber of Commerce, and these are well-attended, providing a networking opportunity for local business around an area of common concern. In February 2016, for example, Peter Casey, entrepreneur and TV personality, hosted an Ethics and Entrepreneurship seminar. His focus was business success through ethical practice, with examples from multiple industries and contexts illustrating the theme that 'there is no right way to do the wrong thing.'

KBS has an international Advisory Board which comprises both academics and business leaders, and they are increasingly involved in working with the School on initiatives of shared interest. We also involve business leaders and other relevant stakeholders in the course boards of our programmes, particularly at post-graduate and executive MBA level.

We encourage frequent guest lectures from business practitioners on our programmes, and in a reciprocal way, our faculty frequently address business forums including local Chamber of Commerce gatherings, professional bodies and public meetings on business-related topics of wider societal interest. KBS staff members are very connected to business at an individual level, and we have begun to gather information on these connections and recognise them in the School's reports to Faculty Board and internal policies. A significant percentage of faculty sit on the boards of businesses and non-profits, engage in business networks or professional organisations at a national or local level. Ongoing connections include the Enactus programme, Social Entrepreneurs Ireland, the Certified Public Accountants (CPA) of Ireland, the Burren Eco Tourism Network, Limerick Chamber of Commerce, Limerick City of Culture, the Paul Partnership, the Project Management Institute, the Limerick Milk Market, civic groups in the City of Limerick, local authorities, the Health Services Executive, the Higher Education Authority, the Workplace Relations Commission, the Irish Tax Institute, Chartered Accountants Ireland, and the National CSR Stakeholder Forum. KBS faculty are also active in supporting Limerick's bid to be a European City of Culture in 2020.

KBS works in partnership with Limerick City and County Council and Limerick Chamber through our Business Transformation Programme in developing small businesses from economically deprived areas in Limerick. KBS faculty also provide a training programme on corporate governance to local NGOs.



Case Study:

MBA Students and SME Responsibility Reporting

Our Executive MBA students work fulltime in a variety of senior roles in multinational and indigenous firms and in the public sector. As a group, they have a wealth of varied business experience. In 2015, the cohort taking a summer school on Corporate Social Responsibility and Sustainable Enterprise undertook practical in-company projects with three local small firms: a hotel, a bookshop and a sports centre. Over the course of the summer school, working in teams, they conducted a detailed CSR consultation with the companies, and produced brief CSR strategies for each, with a particular focus on how to report their CSR activities.

This is an important step for SMEs in Ireland. The instructor on the summer school is a faculty member who also sits on Ireland's National CSR Stakeholder Forum, and so the class became very aware of the issues facing smaller firms getting started in CSR and sustainability reporting, and of the tools and resources available to help them. A representative from Business in the Community Ireland engaged with the student teams and trained them in the consulting skills they would need to complete the work. The final reports were presented to the SMEs at the end of the Summer School, and were useful in helping these smaller businesses in formulating practical strategies to address their specific social and environmental challenges.



Principle Six **Dialogue**

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



KBS supports dialogue and debate at a number of levels. Locally, the School hosts a series of seminars, public lectures and events which are in general open and inclusive, addressing issues of responsibility, ethics and sustainability. A recent example is Dr. Mark Reno, from PRME Signatory Ivey Business School (Canada) who spoke on character as a defining issue in leadership. Nationally, some faculty from the School are significant contributors to national media, both print and broadcast, and

regularly contribute to debate particularly on issues of economics, social exclusion and taxation. Several KBS faculty have addressed the national parliament on issues of economics, public private partnerships and debt. Internationally, we seek to bring speakers together through international conferences and debates, and to foster discussion by engaging with inter-governmental bodies and civil society organisations in areas related to our academic research.

Case Study: NERI Labour Market Conference

In May 2016, KBS hosted a group of economic and labour market policy experts participating in the 4th Annual Nevin Economic Research Institute (NERI) Labour Market Conference. The focus was the presentation of new research on labour market issues and inequalities across the island of Ireland. NERI is a research organisation working towards the achievement of a better, fairer society. It aims, through the provision of world-class research and analysis, to contribute towards the construction of alternative perspectives and possibilities that will lead to the creation of an economy that works for society.

The conference was open to the general public and free to attend. It brought over 80 delegates together to hear the perspectives of trade unions, KBS researchers in economics including co-convener Dr. Eoin Reeves, as well as faculty focusing on employee relations and other interested parties. Discussions focused on issues such as the role of gender and age within the labour market and the sustainability of Ireland's health care system. The conference provided an excellent opportunity for interaction between practitioners and academics and demonstrated the commitment of the KBS to engaging with stakeholders on important economic issues.

Some examples since our last SIP include:

- The Irish Academy of Management Conference, held at the KBS in early September 2014, included a symposium on Responsible Management Education. The speakers were Prof Alan Murray, University of Winchester, UK (PRME Champion Business School); Mary Watson, Executive Dean of the New School for Public Engagement, Manhattan, USA; and Prof Anders Aspling, Secretary General, Globally Responsible Leadership Initiative (PRME Steering Committee).
- In November 2015, KBS hosted the 3rd Age in the Workplace Expert Group Meeting. The meeting brought together representatives of 47 institutions across Europe, the United States and Canada to advance knowledge on successful ageing at work, in order to promote a sustainable workforce as the population ages.
- Through their involvement in the 50+20 Innovation Cohort, two KBS faculty members contributed to a collaborative project on how Business Schools implement Ethics, Responsibility and Sustainability (ERS) in practice. The "Values in Action" group spanned eight universities in Canada, France, Ireland, Italy, Spain, Sweden, Switzerland, and the United States. The aim was to share peer learning as a stimulus through which to globally source ideas on ERS as an embedded part of academic practice. The larger purpose is to generate dialogue about the inclusion of ERS standards in various accreditation requirements, and to share learning across peer institutions about how ERS can be advanced, whether institutions are seeking accreditation or not.
- We continue to engage in dialogue on responsible management education worldwide, through the PRME Champions Group, the UK & Ireland Regional Chapter of PRME, and at an individual faculty level, a range of PRME working groups.

The Sustainable Development Goals



This section maps a range of areas of our activity to the implementation of each of the Sustainable Development Goals, in support of Agenda 2030 and PRME's newly launched mission:

“To transform management education, research and thought leadership globally, based on the Principles for Responsible Management Education and the United Nations’ Sustainable Development Goals.”

This is the first year that we have used the SDGs as a frame, and we are delighted to report activity under sixteen of the seventeen goals.





Goal 1: No Poverty

End poverty in all its forms everywhere

In March 2016, KBS's Accountability Research Cluster (ARC) hosted an international seminar on Tax and Poverty, the 3rd seminar in an ESRC funded seminar series Architects of a Better World: Building the Post 2015 Business Engagement Architecture, a direct response to the United Nations Global Compact's call for businesses and business schools to support sustainable development. The global crisis in tax avoidance and its impact on poverty particularly in the developing world has become a matter of public debate. This seminar brought speakers from inter-governmental bodies, civil society and academia together to discuss the problem and solutions. Speakers included Michael Lennard, Chief of International Tax Cooperation and Trade at the United Nations, as well as leaders in the field from the OECD, Christian Aid, Oxfam Ireland and Copenhagen Business

School. KBS faculty also presented their tax policy research to an audience of academics from Ireland and the UK, international and national policy-makers and PhD candidates.

The seminar was set in the context of the newly-launched UN SDGs with a particular focus on Goal 1: No Poverty. This is the first time that the role of tax in delivering on the SDGs has been specifically addressed in Ireland. The discussion, which involved high-level stakeholders with different perspectives made significant contributions to a common understanding of the role of taxation in addressing poverty internationally and domestically.

Keywords: Purpose, Values, Method, Research, Partnership, Dialogue



Goal 2: Zero Hunger

End hunger, achieve food security and improved nutrition and promote sustainable agriculture

In Spring 2015, the Department of Management and Marketing's Entrepreneurship and Innovation cohort welcomed author and entrepreneur Colm O'Brien to address the students and faculty. Colm is the CEO and founder of Carambola Kidz, a company that delivers healthy school lunches across Ireland every day. Colm's vision for the company goes beyond providing food to healthy eating, recyclability and reinvesting in schools with a particular focus on sustainability. Colm's visit prompted a

wider discussion among the students on the relevance of nutrition and food poverty, and the way in which it impacts in 21st century Ireland.

Colm also hosted a group of Corporate MBA Students later in 2015, taking them on a tour of his production and distribution facility and discussing his vision for sustainability and corporate responsibility for the company.

Keywords: Purpose, Value, Partnership, Dialogue



Goal 3: Good Health and Well-Being

Ensure healthy lives and promote well-being for all at all ages

Students from the MBA Class 2016, KBS faculty and University staff joined together to participate in the 7th annual Barringtons Hospital Great Limerick Run, an important sporting event in the city with races varying from 10km to a full marathon. The class linked the run as a healthy activity to an opportunity to raise funds for the local Milford Hospice, a centre which provides a range of services including hospice at home services, nursing home care and day care for older people and those with palliative care needs.

The MBA class were motivated to engage in a healthy activity and use their combined energy to benefit those who were unable to do so. They set out to raise €10,000 for Milford Hospice, but exceeded their target, raising over €20,000. The efforts of the MBA class reflect a commitment to Sustainable Development Goal 3: Good Health and Well-Being, through their personal commitment to fitness and training for the Great Limerick Run, but also to the overall well-being of the community.

Keywords: Purpose, Values, Method, Partnership



Goal 4: Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Beginning in Spring 2014, the KBS and the University's Centre for Teaching and Learning launched the Sustainability Literacy Test across campus. This online test, developed by JC Carteron of Kedge features multiple choice questions targeting a range of issues related to sustainable and responsible behaviour. The questions are both global and local in scope, and have been customised for Irish norms by a team at KBS. They allow the students to test their knowledge locally against their own peers and globally across tens of thousands of their peers worldwide.

The test was rolled out over all the postgraduate programmes in the University, and an analysis was carried out on areas of difference. A KBS team comprising a faculty member and PhD student have engaged with the local UK and Ireland network to aid in the development of Version 2 of the Test, and have registered as Community Managers for the Irish context.

Keywords: Purpose, Values, Method, Research, Partnership, Dialogue



Goal 5: Gender Equality

Achieve gender equality and empower all women and girls

In Autumn 2015 the Department of Management and Marketing's Entrepreneurship and Innovation cohort promoted Sustainable Development Goal 5: Gender Equality through their Female Entrepreneurship conference. This conference hosted two events in Limerick City promoting themes of gender equality and shedding light on women's rights in the workplace. "Business without Boundaries- Questions to Address when Going International" and "Bringing Your Business to the Next Level – Tips and Advice" were organized by local stakeholders and Irish business partners. The event theme "Gender and Promoting Female Self-Employment" included a number of talks and workshops educating females on starting and growing a new enterprise.

These events featured support from the Women in Business initiatives and align directly with the KBS ethos, the SDGs and the work of Enterprise Ireland. A follow up event, "Fuelling Ambition" is planned as a roadshow for female entrepreneurs in Limerick in early June 2016. With the objective of encouraging female leaders to maximise their full potential in reaching business success, this event features female entrepreneurs and CEOs from local SMEs Yellow Schedule, The Burren Smokehouse, and Student Programmes Ireland.

Keywords: Purpose, Values, Method, Research, Partnership, Dialogue



Goal 6: Clean Water and Sanitation

Ensure availability and sustainable management of water and sanitation for all

In Spring 2014 and 2015, the 4th year BBS Students as part of their core Strategic Management module undertook group projects with a specific focus on SDG Goal 6. In Spring 2014, the students used Scenario Planning to critically analyse Shell's plans for sustainability under two alternative scenarios for 2030. This entailed particular attention to the water/sanitation infrastructure in future scenarios as the infrastructure is an important stability factor which, if problematic, affects global stability and thus economic and civic society security.

In Spring 2015, the students assessed the sustainability strategy of mining giant Arcelor-Mittal in Ebola-ridden West Africa. Lack of sanitation/infrastructure was critical as it accelerated Ebola infection, destabilising the region and posing a substantial challenge to the strategic and sustainability goals of the company. The company tried to cope by creating an infrastructure in the absence of an effective state response and students studied how this could change the power-dynamic between the community, state and the company and the challenges this could bring.

Keywords: Purpose, Values, Method



Goal 7: Affordable and Clean Energy

Ensure access to affordable, reliable, sustainable and modern energy for all

During the summer of 2015 a research project undertaken by an MSc in Project Management student explored the attitudes of local communities in Ireland to commercially developed wind farm projects. It looked at opposition to the projects which was primarily based on their impact on surrounding environment and wildlife, noise, and health concerns. It also assessed if and how wind energy projects can co-exist with the local communities in which they are located.

Findings indicated that communities need to be actively involved in the decision-making process around wind farm projects by giving

them both a say and a stake in the proposed development. When local communities are offered ownership and control of a wind farm development it dramatically changes how the community feels about the development. The argument for enhanced levels of community engagement and community ownership as a model of future wind farm developments is compelling. In particular it engenders greater levels of public support for wind energy and presents a more equitable development model.

Keywords: Purpose, Method, Research, Partnership, Dialogue



Goal 8: Decent Work and Economic Growth

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

SDG 8 is promoted in a wide range of modules in KBS at undergraduate and postgraduate levels. For example, KBS has a particular teaching and research focus on social entrepreneurship, and Dr. Briga Hynes of KBS has organized and participated in a series of workshops and seminars in this area in collaboration with local and regional development agencies. These events include collaboration between KBS and local communities to explore the role of social enterprises in adding social and economic value to local communities beyond the boundaries of the firm. Those attending gained an insight into current good practices and business models for successful social

enterprises as well as guidance on sources of support to start or grow a social enterprise in the Mid-West Region.

Beyond the area of entrepreneurship, decent work is promoted throughout the range of modules taught by the Department of Personnel and Employment Relations, and sustained inclusive economic growth is a key feature of teaching and research in the Department of Economics. The Case Study included under Principle Four is also very pertinent to this goal.

Keywords: Purpose, Values, Method, Research, Partnership, Dialogue



Goal 9: Industry, Innovation and Infrastructure

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Researchers at KBS have developed niche expertise in the risk management of innovation, and have been successful in winning significant levels of European research funds under the Horizon 2020 “Better Science” pillar to support this work. Dr. Finbarr Murphy and Dr. Martin Mullins of KBS specialise in the insurability and risk management of a range of innovations from nanotechnology to driverless cars. In collaboration with the School of Law and consortia spanning seven EU countries, their

work will be directed to the EU’s target of a safer, more mobile, transport infrastructure. The involvement of the KBS team facilitates safer innovation in these fields, addressing legal, liability and emerging ethical aspects. This research will contribute to reducing accidents, increasing economic growth, and stimulating more innovation in the autonomous vehicle area.

Keywords: Purpose, Values, Research, Partnership, Dialogue



Goal 10: Reduced Inequalities

Reduce inequality within and among countries

In October 2015, a group of KBS researchers with research support from CPAI, an Irish Professional Accounting Body, explored the impact of taxation on equality across the nine grounds of potential discrimination cited in Irish employment law: age, disability, family status, gender, marital status, membership of the Travelling Community, race, religion and sexual orientation. The findings which were based on interviews with stakeholders and an analysis of five years of tax legislation were presented in a published report and a practice-facing publication, and disseminated through academic conferences. This research, and other projects highlighted in the Appendix under the heading “Equality and Discrimination”, contribute to Goal 10: Reduced Inequalities, by addressing the impact of these disparities in our localized context.

In June 2016, a group of KBS researchers also led by Dr Sheila Killian acting in partnership with an international consortium was awarded a very significant sum of European Research Funds under the Horizon 2020 scheme aimed at tackling tax evasion with a view to creating more sustainable and equal societies. The consortium comprises partners from five countries including academic and civil society groupings. It is anticipated that over the three-year life of this project considerable work will be done to help to address Goal 10 on an international level.

Keywords: Values, Method, Research, Partnership, Dialogue



Goal 11: Sustainable Cities and Communities

Make cities and human settlements inclusive, safe, resilient and sustainable

In 2014, Dr. Annmarie Ryan of KBS co-led a group of researchers from different disciplines across the University of Limerick to form a student think tank addressing the question of how to make Limerick a safer, healthier city. Health Futures Lab brought economics and marketing KBS students together with others from architecture, product design, engineering, interactive media and occupational therapy. Over a five-week period they examined the potential future of Limerick 2030, and developed three ambitious projects that combined to offer a roadmap for the realisation of Limerick's positive health future. These focused on

- Mind: Forming a regional mental health and well-being network to support innovation in mental health and well-being service delivery.

- Body: A new initiative to tackle the growing obesity epidemic through the development and use of a responsive technological system which offers personalised information regarding food and nutrition.
- Data: An innovative data aggregation service, called 'LifeBase', which ensures a timely and aggregate flow of information exchange between the user and health service.

The advisory board of the project included further involvement from KBS as well as other academics, and the public sector, and the group worked closely with the government Health Services Executive throughout.

Keywords: Purpose, Method, Research, Partnership, Dialogue



Goal 12: Responsible Consumption and Production

Ensure sustainable consumption and production patterns

In 2016, as part of their coursework, students undertaking the Marketing Leadership module/MSc in Marketing, Consumption and Society, undertook industry-led research for Adidas, aimed at the downstream supply chain and the involvement of teenage girls in sport. John Paul O'Meara, VP Long Term Business Development at Adidas Group visited KBS and engaged directly with students on the project. Through this live project, students engaged directly with the implications of Sustainable Development Goal 12 in the downstream supply chain, and engaged on a deeper level with the effect of consumer purchasing habits, production patterns and sustainable development.

In the research field, the work of Dr. Annmarie Ryan and other KBS faculty on the Burren Eco Tourism Network and the lived experience of Ugandan coffee farmers is also pertinent to Goal 12. In the former the research focuses on the network dynamics between producers of sustainable food producers as they collectively create a regional sustainable food tourism brand and how this brands itself shapes their activities. The later focuses on the sustainability of coffee growing in Uganda and how the farmers conceive of sustainability and find balance between social, economic and ecological concerns.

Keywords: Purpose, Values, Method, Research, Partnership, Dialogue



Goal 13: Climate Action

Take urgent action to combat climate change and its impacts

KBS faculty are involved in research on responses to climate change from government, and from the risk and insurance sectors, and this feeds directly into the student experience. In March 2016, a group of students from the MSc in Risk Management and Insurance attended the European Insurance Forum, an industry conference for the global insurance and reinsurance sector. A number of speakers who addressed the issue of climate change and adaptation and a particularly interesting presentation by Margareta Wahlström, Special Representative of the Secretary-General for Disaster Risk Reduction, The United Nations Office for Disaster Risk Reduction, who spoke about disaster risk management. Students were able to go beyond the traditional classroom setting to embed the material on climate change

they had covered as part of their coursework in a European policy setting, and so directly engage with SDG 13: Climate Action.

Dr. John Garvey of KBS organised and chaired a workshop on Weather Risk Management in European Agriculture in May 2015. This focused on the economic and environmental sustainability of proposed production targets in agriculture. It was attended by senior executives from the major milk processors (Kerry Group, Glanbia, Dairygold, and Arrabawn) as well as mid- and senior managers from insurers (FBD, Allianz and Aviva). This directly addressed practical and urgent actions to be taken under Goal 13.

Keywords: Purpose, Values, Method, Partnership, Dialogue



Goal 14: Life below Water

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

At this time, there are no active initiatives, research or teaching in KBS which promote Sustainable Development Goal 14: Life below Water.



Goal 15: Life on Land

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

PhD Student Katherine Casey is researching sustainable models of life on land, specifically ‘Problematizing the Ethical Consumer: Alternative Consumption in an Eco-Village.’ Her work links to a wider ethnographic study that took place over the last two years within the context of a nearby Irish ecovillage. Ecovillages are communities of people striving to integrate a supportive social environment with a low impact way of life. This is achieved by integrating various aspects of ecological design, permaculture, ecological building, green production, alternative energy and community building practices. Traditionally ecovillages grow and evolve through upholding values of community, cultural and ecological development. They represent an effective, accessible way to combat the

degradation of our social, ecological and spiritual environments. They show us how we can move toward sustainability in the 21st century.’ In 1998, ecovillages were first officially named among the United Nations’ top 100 listing of Best Practices, as excellent models of sustainable living.

Katherine’s work raises questions of ethical consumption in line with Sustainable Development Goal 15: Life on Land, demonstrates the implications for purchasing and lifestyle decisions made by consumers, and how these choices impact balance within our global system.

Keywords: Purpose, Values, Method, Research, Dialogue



Goal 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 institutions at all levels

The work of the Accountability Research Cluster addresses accountability in the broadest sense, responsibility and the public interest. Much of the focus has been on public institutions, and how accountability can enhance governance and justice. Recent projects have addressed the regulation of auditors and the relationship between the state and regulatory bodies in financial services, accountability and the impact of its absence from the Irish Magdalene Laundry system, social and environmental reporting; tax policy formation; educating for

responsibility and sustainability; professional expertise in society, fairness in tax systems and the common good and public interest.

ARC’s links to Goal 16: Peace, Justice and Strong Institution are evident through conference themes such as Addressing Tax and Poverty, The Common Good and Common Ground, and The Common Good and The Public Interest.

Keywords: Purpose, Values, Method, Research, Partnership, Dialogue, Governance



Goal 17: Partnerships for the Goals

Strengthen the means of implementation and revitalize the global partnership for sustainable development

Through its involvement in sustainability-related networks including PRME, GRLI, ABIS and GBSN, KBS is committed to partnering strategically and effectively to deliver on all SDGs, emphasising an overall importance on Goal 17: Partnerships for the Goals.

As a PRME Champion School, we are involved in a range of collaborative projects which deliver on the goals. One example is furthering the Sustainability Literacy Test in Ireland and the UK, and piloting it with a range of stakeholders who are not directly involved in higher education. Another is engagement in the development of an

online programme specifically addressing the SDGs. Through GRLI and the 50+20 Collaboratory, KBS faculty have worked collaboratively with others to develop a better basis on which accrediting bodies such as AACSB and EFMD can assess the underlying sustainability credentials of business schools. Our work with GBSN and ABIS also affords us the opportunity to work with schools in developing countries, with a focus on sub-Saharan Africa.

Keywords: *Purpose, Values, Method, Research, Partnership, Dialogue, Governance*



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Part Three
Future



Our new Strategic Plan contains key elements relating to all six principles of PRME and, taken holistically, to the UN Sustainable Development Goals. We are confident that in implementing the plan, we will cement and expand our work in this area. In our last Report, *Sharing Information on Progress 2014*, we identified a number of specific initiatives which we hoped to implement over the two year period to our June 2016. We are delighted to report here that all of these have been achieved, as follows.

- We have implemented the Broadening the Curriculum initiative, including the planned module on *Social Media for Social Good* and this is reported under Principle 3.
- We also rolled out the Summer School in CSR to a cohort of US undergraduates in 2015 and 2016. The conference we had flagged on the application of project, programme and knowledge management tools to the work of non-profits was held in October 2014, and well attended by a mix of non-profit, for-profit and inter-governmental agencies, primarily involved in international development. Lasting links were made which will prove useful to this group.
- We also held a keynote panel on responsible management education at the flagship Irish Academy of Management Conference in 2014 and included sustainability and responsibility streams in other conferences, including the prestigious Academy of Marketing conference in 2015.
- We rolled out the Sustainability Literacy Test to all of our postgraduates across the University, and conducted an analysis of the outcomes which will inform a wider rollout at undergraduate level.
- Our plans to involve both students and faculty in research on the development of healthy and sustainably cities came to fruition in the very inter-disciplinary Health Futures Lab, held in the Summer of 2014, examining the potential future of Limerick 2030 as a WHO-designated healthy city. This was, as planned, co-organised from the KBS, with an interdisciplinary mix of students and faculty and colleagues from the public sector Health Services Executive.
- As planned, we engaged through the 50+20 Innovation Cohort to collaboratively produce some useful perspectives on the implementation of ethics, responsibility and sustainability in Business School accreditation processes.

In mid-2016, at the beginning stage of a new Strategic Plan for both the School and the University, we aim to deepen our engagement in PRME over the coming two years.

We have specific plans to increase our civic engagement by building on existing initiatives with schools and other stakeholders, and to initiate a distinguished Kemmy lecture series in Limerick City. We plan a week of conferences and events in October 2014 dedicated to the theme of Common Good, incorporating a meeting of PRME Champions, a GRLI Annual Gathering, and the first Ireland conference of the Centre for Social and Environmental Accounting Research. In keeping with the principles of Partnership and Dialogue, we will involve local businesses in the events through a Responsibility and CSR Reporting Business Breakfast, and an open door to other events throughout the week.

For our students, we aim to roll out the Sustainability Literacy Test to undergraduates as well as post-graduates, and to put in place a series of measures to support student engagement. We aim to build student volunteering into some modules and support student volunteering initiatives that are linked to business programmes including the MBA and the BA in International Business. We hope that these initiatives will not only contribute externally, but will also create a socially engaged environment for students and staff, in keeping with our mission statement.

We plan to broaden access to our programmes through a range of funding opportunities for students, and by supporting the HEAR, DARE and other accessibility initiatives that increase diversity of KBS student body. By continuing our trajectory of socially focused research, we aim to contribute directly to the University aim to produce research that benefits the economy and society. We will also continue to develop the KBS Research Bulletin to ensure our translated research reaches a wide range of relevant stakeholders.

We also look forward to deepening our engagement with international groupings in the PRME space, including GRLI, GBSN and ABIS as well as PRME Champions, the UK and Ireland Chapter and various working groups. We aim to engage in collaborative projects under the Principles of PRME, working in the process to contribute to progress on the UN Sustainable Development Goals.



APPENDIX: RESEARCH

Across all the disciplines of KBS, research is carried out which addresses the 10 principles of the UN Global Compact as well as broader issues of Ethics, Responsibility and Sustainability. This is in keeping with the core values underpinning our Strategic Plan which include commitments to promote social responsibility, ethical behaviour, access, diversity and inclusive and sustainable societies. The following is a sample of our published work since our last SIP report which addresses these principles and values.

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