



SCHOOL OF BUSINESS, MANAGEMENT AND ECONOMICS

Communication on Engagement

UN Global Compact

February 2018

US

UNIVERSITY
OF SUSSEX

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Dear Mr Secretary General,

I am pleased to inform you that the School of Business, Management and Economics of the University of Sussex has continued its efforts to support the ten principles of the UN Global Compact with respect to Human Rights, Labour, Environment and Anti-Corruption.

The Communication on Engagement report is an opportunity for us to share with our stakeholders and the more general public the efforts that we have undergone as an organisation over the last two years with the aim of supporting the ten principles.

Furthermore, it allows us to review the progress made over the period and explore ways in which we can keep working on achieving our goals. We hope that the continuous support and backing of these principles will continue to help us strive and grow.

The COE report also allows us to offer transparency and the free flow of information to all parties. We strongly agree that transparency plays an integral role towards the growth and development of our organisation.

In this Communication of Engagement, we share and explain the actions that our organization has taken with the goal of supporting the UN Global Compact and its Principles.

We hope that through this report you are able to witness that we have attempted to the best of our ability to uphold our promises from our initial engagement in 2016 which were to:

- Educate our undergraduate and postgraduate students about the UN Global Compact Principles, Corporate Social Responsibility and Business Ethics.
- Conduct applied research and thought leadership to advance best practices of sustainability
- Join the Principles for Responsible Management Education (PRME)

Following the release of this report, we will ensure that information disclosed within it shall be passed onto our stakeholders in the spirit of transparency and full disclosure that we support so strongly. After the release of this report we are also open to suggestions on new avenues or additional partnerships that could help us with our work and initiatives towards achieving the goals set by the ten principles within our organisation.

Sincerely,



Professor Steven McGuire
Head of School

INTRODUCTION

The School of Business, Management and Economics (BMEc) is the largest of 11 Schools of Study at the University of Sussex. It is organised into three units: the Department of Business and Management, Department of Economics and SPRU - Science Policy Research Unit.

The School has the right to regulate, subject to review by Senate, the teaching, study and research activities and has responsibility for their financial management.

The School draws on the history and intellectual strengths of the founding departments to help develop a profile that is distinctive among UK business schools. This includes a strong emphasis on science and technology as key elements of organisational change and of economic and social progress.

BMEc also has a significant interest in the policy environment, particularly as it pertains to innovation and sustainability, and has significant expertise in emerging markets with a long tradition of scholarship in development economics. The School thus approaches business and management research and education from a broader perspective than often seen in other business schools. There is more interest in public policy, for example, and in the interactions of public and private actors in the innovation process. That said, BMEc is recognisably a home to the major sub-disciplines of business, including marketing, international business, strategy, human resource management, organisational behaviour, operations, finance and accounting.

The School has considerable teaching and research strengths, ranking within the global Top 50 in the *Times Higher Education World University Ranking 2018* for business and economics subjects. Our taught courses rank highly in the UK for their overall quality and in particular, for the future employment prospects of our graduates (see Table below).

BMEc's research is also internationally recognised. SPRU was recently ranked No 1 in the UK and No 7 in the world for Science and Technology Public Policy by the Lauder Institute, University of Pennsylvania. BMEc was ranked No 1 in the UK for Energy Economics, and No 2 in the UK for Innovation, in rankings by Research Papers in Economics (RePEc).

The School employs 240 faculty members and 80 professional services staff. Across three departments, there are 16 research interest groups, including a few with a strong and direct focus on sustainability and social responsibility. A particular strength lies in SPRU, which has continuously been researching and teaching on issues around what is now called sustainability since it was founded in 1966.

To formalise its commitment to advancing the sustainable development goals, BMEc has joined the UN Global Compact and signed up to the Principles of Responsible Management Education (PRME) in 2016. The School is committed to build on its past strengths to implement the six PRME principles as well as the 10 UN Global Compact principles in its research, teaching and outreach activities.

OUR VISION

BMEc is committed to responsible management education. The School has been building on the long-standing capabilities of SPRU and the Department of Economics to create learning and research environments that promotes responsibility and sustainable development to students, policy makers, the business community and society.

Our focus is on global challenges that need to be solved to achieve transformational change in the world, including change towards balancing economic, environmental and social objectives. This is reflected in our recently developed vision statement:

VISION

BMEc's vision is to be a School that collaborates across disciplines to shape global issues in business, management, and society, making an impact on policy, practice, and people.

The feature that distinguishes BMEc from other management schools is its strong research expertise and focus on three distinctive themes: Innovation, Management and the Public Realm and Social Development. These unique strengths help us to educate future leaders who can generate sustainable value for businesses and society.

OUR MISSION

As reflected in our mission statement, the School aims to address the current and emerging needs of businesses, governments and society through high-quality research and teaching and direct engagement with these external stakeholders.

MISSION

- To carry out high-quality research and develop innovative policy;
- To develop current and aspiring leaders who will champion critical and original thinking;
- To work internationally with businesses, government and others to deliver innovative approaches to management.

OUR VALUES

Our teaching, research and engagement activities as well as organisational practices incorporate eight core values. We want to be an organisation where these values underpin all policies, objectives, strategies and activities.

VALUES

Excellence, Interdisciplinarity, Engagement, Challenge, Partnership, Professionalism, Equality and Diversity, Service



Liam Hackett, founder and CEO of global anti-bullying charity Ditch the Label, graduated from the School of Business, Management and Economics in 2012. In 2018, he became the University's youngest ever honorary graduate on the day of his 27th birthday.

HUMAN RIGHTS (PRINCIPLES 1 AND 2)

The School of Business, Management and Economics aims to ensure that it takes every measure to respect and implement policies in relation to the Universal Declaration of Human rights and environmental protection.

We hope that showing our strong support of the policies it may also influence both staff and students to also respect the Declaration of Human rights and environmental protection. The goals that we aim to achieve regarding the 1st and 2nd principles are:

- To ensure that all workers are provided a safe, suitable and sanitary working environment.
- To protect our workers from workplace harassment.
- To take measures to eliminate ingredients, designs, defects or side-effects that could harm or threaten human life and health during manufacturing, usage or disposal of products.

We believe that the measures put in place below have allowed us to reach these goals.

IMPLEMENTATION

- All schools and department are required to undertake risk assessment of all hazardous activities and have in place suitable control. This is supported by the SEF QSHE Team.
- Annual inspections are undertaken by SEF to ensure H&S issues are appropriately managed, this is supplemented by routine Building Manager inspections.
- A robust training programme is run for all staff on various H&S issues including stress, work at height, risk assessment as well as accredited IOSH training for managers.
- All workplace incidents are investigated and trends monitored.
- All welfare facilities are inspected daily, repaired and maintained in a safe working condition.
- An internally lead cleaning team managed a programmed cleaning programme to cover all work areas.
- Cleaning audits undertaken monthly or where issued identified.
- Induction training provided to all staff along with annual appraisal of development.
- We have a disciplinary procedure, grievance procedure and a policy to prevent bullying and harassment at work:

www.sussex.ac.uk/humanresources/documents/disciplinaryprocedure.pdf

www.sussex.ac.uk/humanresources/documents/griev-proc.pdf

www.sussex.ac.uk/humanresources/documents/harassment-policy.pdf

- We run a training course for managers on dealing with bullying and harassment:
www.sussex.ac.uk/staffdevelopment/documents/bullying-and-harassment.pdf
- All chemicals, equipment and other ingredients are procured from accredited and vetted companies only.
- School activities are subject to risk assessment and where relevant licencing requirements.
- No products are produced for re-sale.
- Where items are produced (usually as part of student's projects) it is subject to peer review and safety assessment.

- Designers under CDM are provided specific training to ensure designs are safe and do not present a risk, including maintenance and repair work.
- Catering provided by Chartwells under contract with the University. All food hygiene codes adhered to in food preparation and re-sale.
- Staff who use higher risk chemicals subject to enhanced training and competency review and all chemicals are securely stored and not accessible to the public.

OUTCOME

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

- The University has earned a Bronze Award under the Athena SWAN Charter for its commitment to the advancement of gender Equality.
- The University has been granted HR Excellence in Research Award under the European Charter for Researcher, launched by the European Commission in 2005 to stipulate principles of good working conditions for researchers.
- A range of family friendly policies are in place including maternity/paternity leave with enhanced pay. In the 2015 staff survey 78% of its staff agreed with the statement “My work gives me a feeling of personal accomplishment”, in BMEc 81% of staff agreed. Furthermore, the university has a system in place to follow-up areas for improvement with action plans. With a process to improve employee wellbeing, this included a no charge employee well-being programme and the introduction of the cycle-to-work scheme, offering subsidised bicycle purchase to staff.
- The Widening Participation Scheme encourages young people to reach their full potential regardless of their background. BMEc supports the wider university initiative with the First Generation Scholar (FGS) scheme. This scheme is focussed on attracting young people from sections of society that are currently under-represented in higher education. The first cohort of FGS have recently graduated with a higher level of overall achievement in degree results to non-FGS. The Widening Participation Scheme also work closely with a range of schools and colleges in South East England which are in areas recognised for social deprivation. In addition BMEc now also offers a Foundation Programme that allows students, who do not meet Sussex entrance requirements after Sixth Form and who successfully complete the Foundation Programme to progress to undergraduate studies at Sussex or in other UK universities.



Teaching Fellow Dr Farai Jena leads a postgraduate economics seminar in the Jubilee Building.

LABOUR (PRINCIPLES 3, 4, 5 AND 6)

BMEc is committed to support all of its staff through various policies aimed at enforcing goals set out by principles 3, 4, 5 and 6. We aim to ensure that BMEc does not participate in any form of forced or bonded labour, complies with minimum wage standards and ensures that employment-related decisions are based on relevant and objective criteria.

We make sure to make our policies transparent, clearly defined and materialised via the various informative handbooks, workshops and procedures and seen below. The University as a whole also ensures that there is no discrimination in any form throughout the organisation, encouraging a diverse workplace.

We believe that having staff from over 30 different nationalities is a major asset, and that this allows for an international working environment and allows for input on how decisions are made throughout the organisation.

IMPLEMENTATION

- All employees are paid at least at the level of the National *Living* Wage, which is above the level of the National Minimum Wage.
- We have established routes for obtaining authorisation for and recruiting staff.
- We have established authorisation routes/procedures for recruiting new staff, including procedures around who will be on and chair recruitment panels for different levels of appointments. Recruiting managers are also required to provide reasons for appointing the preferred candidate and for rejecting the others that were interviewed.

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

- We have a Redundancy Procedure which sets out the circumstances under which a redundancy would take place, how selection criteria would be applied etc. HR would advise in any such situation to ensure that reasonable decisions were made and employment law was complied with:

www.sussex.ac.uk/humanresources/documents/redundancy-procedure--regulation-32-.pdf

- We have disciplinary and grievance procedures which set out how such situations should be dealt with, what should be considered, what penalties are appropriate etc. (see above). These procedures would always be operated in conjunction with advice/guidance from HR.
- We have a Capability Procedure for managers when dealing with staff performance issues and also a Sickness Absence and Medical Incapacity Procedure for managers dealing with situations where staff absence or a long-term illness is impacting on their role, so that these situations are properly and fairly managed. HR provide advice to managers in operating these procedures to ensure fairness and consistency:

www.sussex.ac.uk/humanresources/documents/capability.pdf

www.sussex.ac.uk/humanresources/documents/managementguidesickabs.pdf

- We have an Occupational Health service to whom we refer staff that have medical issues or a long-term health condition so that managers can take account of this when making employment-related decisions that affect them.

- The Staff Development Unit offers various relevant courses, for example on Recruitment and Selection, making legally fair decisions and putting equality law into practice:

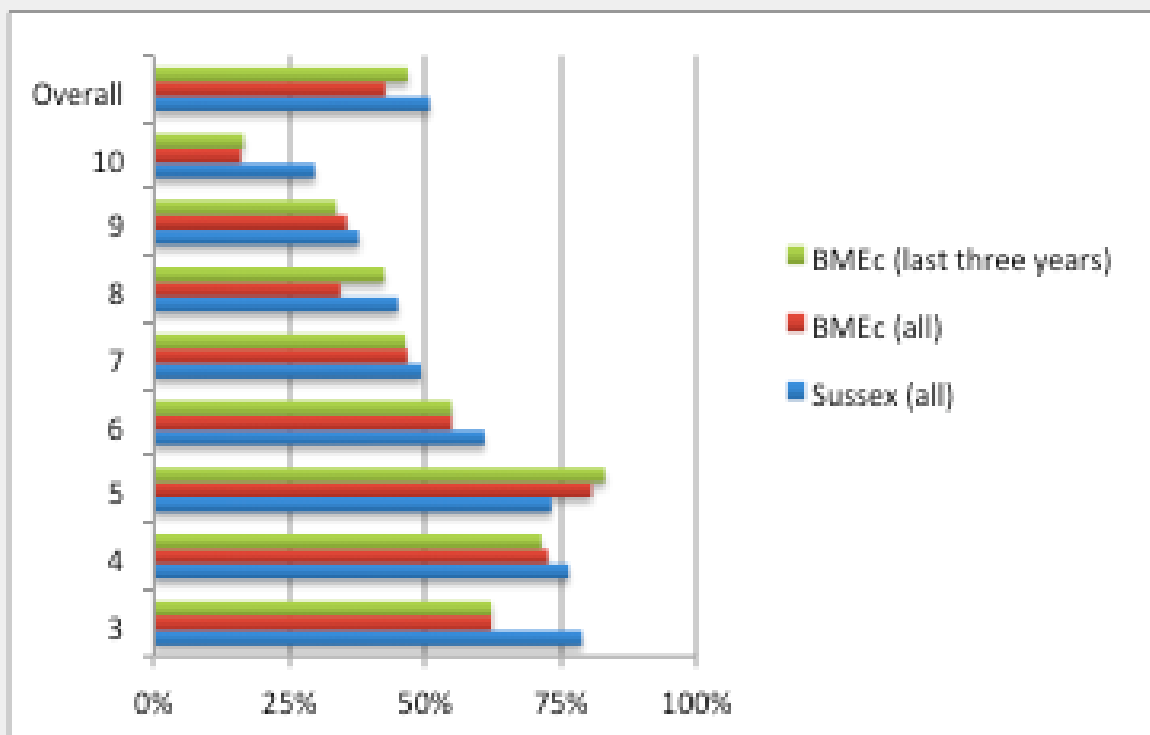
www.sussex.ac.uk/staffdevelopment/opportunities/staffdevelopmentcourses/managementdevelopment

- The Staff Development Unit offers equalities related courses, for example on avoiding unconscious bias:

www.sussex.ac.uk/staffdevelopment/opportunities/staffdevelopmentcourses/equalityanddiversity

- After joining the UN Global Compact and PRME in Spring 2016, in view of complying with Principle 6 of the UN Global Compact and Sustainable Development Goals 5 and 10, in July 2016, BMEc reviewed the gender equality of their 230 Full-time equivalent (FTE) staff versus the University of Sussex overall (see figure 1)

FIGURE 1: FEMALE STAFF TO TOTAL STAFF RATIO BY FTE (JULY 2016)



Key findings of the July 2016 review:

- The overall BMEc female to total staff ratio had been 43% in FTE terms (vs. University of Sussex overall of 51%)
- The academic BMEc female to total staff ratio had been 33% in FTE terms (vs. Sussex overall of 40%)
- Sussex staff levels 3 – 6, mainly office-based administration staff, had been predominantly female (similar to Sussex overall)

- The professorial level 10 had been predominantly male with only 16% of female faculty members. This had been lower than Sussex overall (30%). Also, the same female to total staff ratio of 16% had been observed for staff new in their level 10 positions through recruitment or promotions in the last three years. Some departments within the School had had a lower female ratio than others, e.g. in July 2016 there had been no female faculty at level 10 in Economics.
- A good gender balance had been achieved for staff new to their position by recruitment or promotion for levels 6 to 8 (entry-level academics and senior administrators)
- Similarly, a good gender balance had been noted for staff new to their position for level 9, however, unlike for levels 6 to 8, this had been achieved more through recruitment than promotion

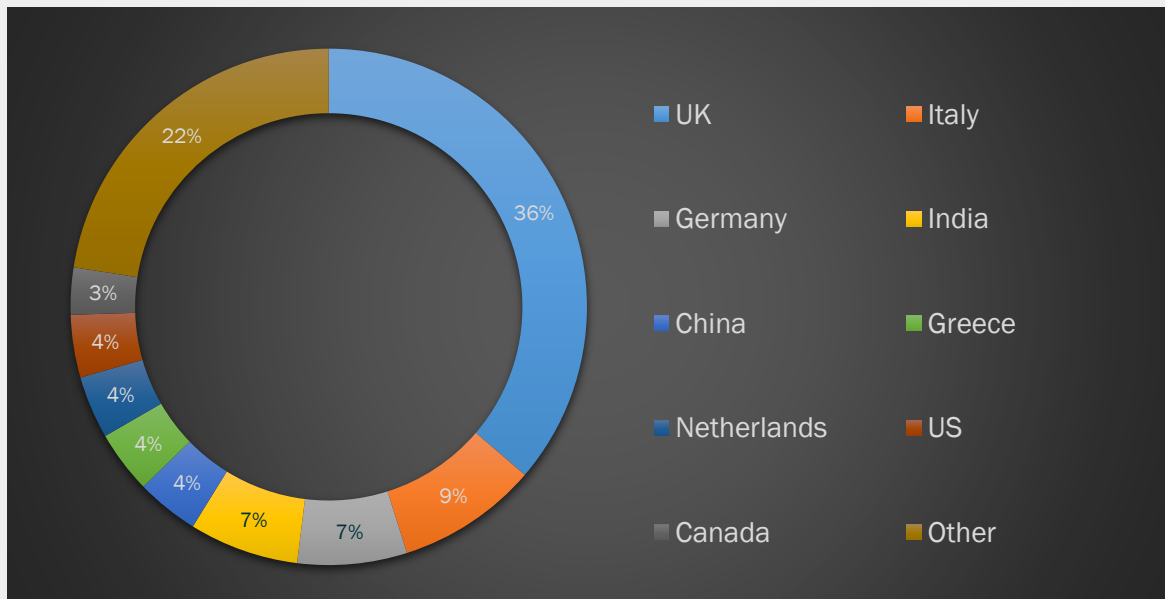
As a consequence of the review, BMEc founded in September 2016 an Equalities, Diversity and Inclusion working group with an Equality and Diversity officer chairing the working group

- The role of this working group is to oversee the School's Equalities, Diversity and Inclusion matters and to report to BMEc's Head of School (HoS), the School Management Team (SMT) and the University's Deputy Pro-Vice-Chancellor (PVC), Equalities and Diversity.
- Equalities is defined as providing equal opportunities so that every member of staff and student is offered a level playing field in terms of rights and opportunities and therefore can make the most of their talents and their lives, while respecting that their needs may be met in different ways.
- Diversity is about recognising, valuing and nurturing individual as well as group differences in professional and academic development trajectories, in particular for recruitment and promotion, and also about fostering positive values of diversity in the BMEc community and workforce.
- Inclusion is about ensuring that all members of staff and students feel welcomed and accepted in the School, while their voice and opinion are actively recognised.

OUTCOME

- To improve the equality between research active and non-research active teaching staff on a temporary teaching contract who were in employment by 31 December 2016 received a permanent teaching contract.
- To improve recruitment of applicants who had a career break, a 'Return to work' scheme has been introduced that actively encourages applicants to apply for a position after a career break.
- In areas with a gender imbalance, new appointments can be seen as a step towards reducing the gap (e.g. a female faculty at professorial level has been appointed in Economics as Head of Department). The share of female professors and female senior lecturers has increased by 2% each to 18% for professors and 38% for senior lecturers.
- As of 2017/18 the internal promotion processes has now been devolved from the university centre to the schools, with BMEc's Equality and Diversity officer being part of the promotion committee. The ratio of successful applications versus number of staff, was in 2017 nearly equal: 9.8% of male and 9.7% of female academic staff successfully applied for internal promotion in 2017.
- BMEc is also proud of the diverse nationalities and cultural backgrounds of their faculty (see figure 2)

FIGURE 2: FACULTY NATIONALITIES (DEC 2016)



Countries included in 'Other': Albania, Denmark, Finland, Russian Federation, Turkey, Vietnam, Belgium, Brazil, Bulgaria, Chile, Egypt, France, Iran, Japan, Latvia, Mauritius, Nepal, Pakistan, Poland, Serbia, Sudan, Thailand and Zimbabwe.



The Jubilee Building is situated at the heart of campus, surrounded by the beautiful South Downs National Park – Britain's newest National Park.

ENVIRONMENT (PRINCIPLES 7, 8 AND 9)

BMEc has strived to become as environmentally conscious and responsible as possible. The University campus itself is surrounded entirely by the South Downs National Park and in the interests of preserving the environment we ensure that all decisions are made in with all possible externalities affecting the environment in mind.

The Precautionary Principle is very important in our decision-making process throughout the University regardless of the scale of the decision. We have therefore set out to:

- Avoid environmental damage via regular maintenance of production processes and environmental protection system (air pollution control, waste, water treatment systems, etc.)
- Ensure emergency procedures to prevent and address accidents affecting the environment and human health
- Minimise the use and ensure safe handling and storage of chemical and other dangerous substances.

We believe that achieving these goals will help us to follow principles 7, 8 and 9 of the UNGC.

IMPLEMENTATION

- All plant and equipment such as Energy Centre are subject to regular maintenance and testing to ensure output is within tolerance
- Green procurement process in place to ensure less damaging substances are used.
- All waste transfer and disposal is under licence
- Green waste recycling points are placed through campus to encourage mixed recycling.
- Residential building fitted with mixed recycling bins
- Contractors are assessed on green credentials as part of procurement process
- BREAM standards adopted for new build projects
- Water, gas and energy monitored by dedicated Energy Manager and carbon credits purchased to offset carbon production
- Energy saving target set year on year with promotional activities undertaken for all campus users on energy saving
- Paper towels removed from most areas and replaced with low energy air dryers.
- Spill response plans are in place for chemicals and substances used that may impact the environment
- Training provided to all staff who use or may come into contact with chemicals and harmful substances, including safe disposal
- COSHH assessments completed for all chemicals harmful to human health
- Procurement process to ensure that less harmful chemicals are purchased and used
- Secure storage for hazardous substances on site
- Manual handling and movement training provided to all relevant staff
- Risk assessments in place for all storage and movement activities
- BMEc organises an annual study visit to Berlin with the theme of investigating Corporate Social Responsibility (CSR) and sustainability related concepts
- There are many core and optional modules and courses with a CSR or sustainability focus, e.g. MSc Energy Policy, MSc Science and Technology Policy and MSc Sustainability Development.

OUTCOME

- Sustainability and environmental impacts are important considerations for any of the University's building constructions or improvements. Our overall target is to reduce carbon production by 43% between 2005 and 2020.
- Our University has a Combined Heat and Power (CHP) plant that generates electricity from the burning of gas, while providing heat for hot water and heating as a by-product, and we also use some solar power.
- BREAM-In the School of Business, Management and Economics, our Jubilee Building has its own rain water harvesting system, with the collected rain water being used to flush our toilets. The many energy efficient features of the Jubilee Building led to it being granted a BREEAM 'excellent' rating.
- The University Campus was awarded The Green Award :
www.sussex.ac.uk/students/newsandevents/?id=40904

MAKING GLOBAL GOALS LOCAL BUSINESS



Global Compact
Network UK



In June 2017, the School hosted an event as part of the UN Global Compact Sustainable Development Goals UK roadshow.

ANTI-CORRUPTION (PRINCIPLE 10)

The University of Sussex School of Business, Management and Economics has a zero-tolerance for corruption, bribery and extortion. BMEc prioritises partnerships with other business that abide by similar moral and sustainable standards in attempt to set an example among its peers and the wider community.

IMPLEMENTATION

University procurement policies www.sussex.ac.uk/procurement/

BMEc also works very closely with colleagues from the Sussex Centre for the Study of Corruption: www.sussex.ac.uk/scsc/

OUTCOME

Noteworthy for the topic of anti-corruption is the research by Sambit Bhattacharyya:

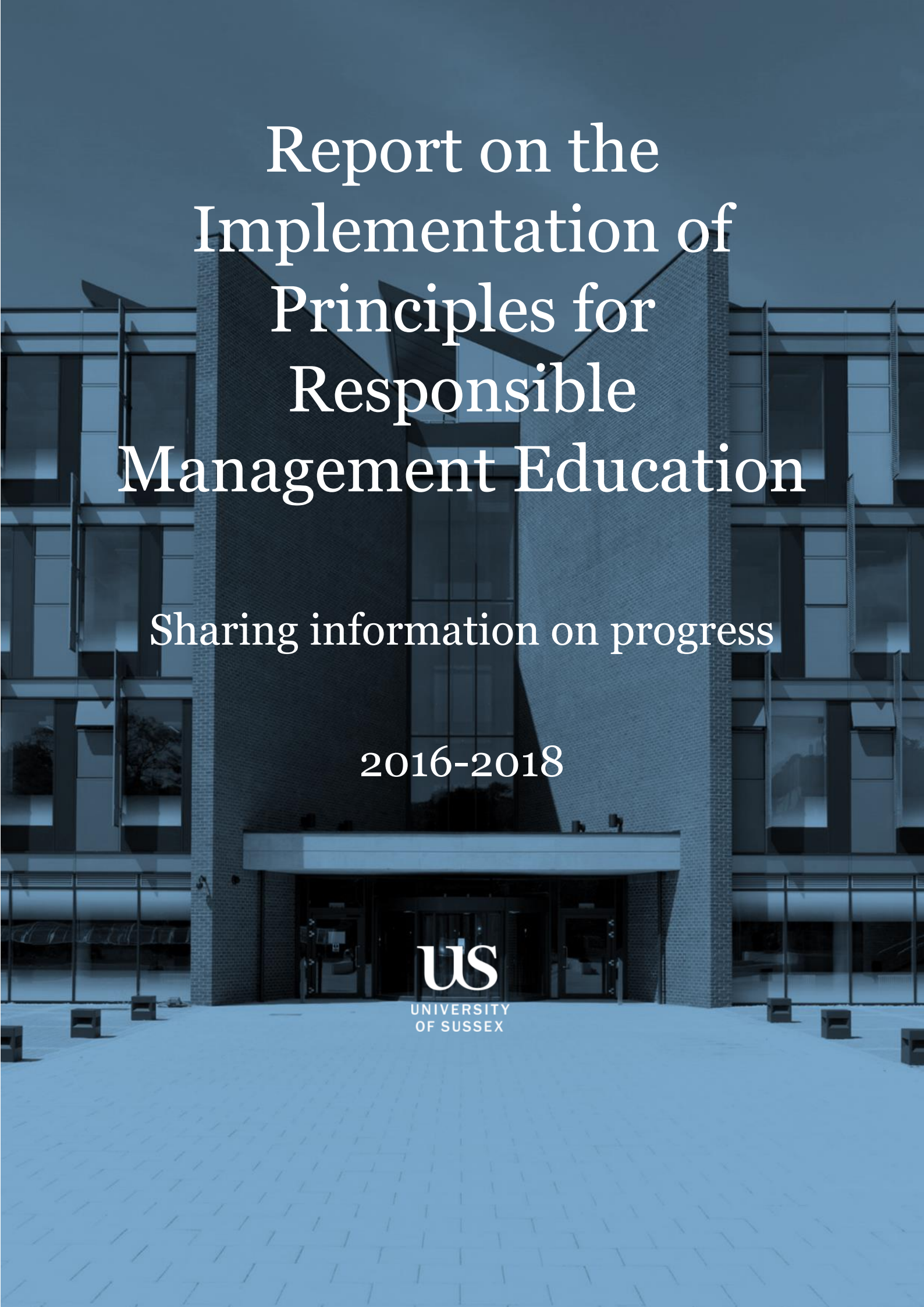
- Natural Resources, Democracy and Corruption (with Roland Hodler), European Economic Review, 2010, 54: pp. 608-621.
- Economic and Legal Origins of Corruption: Evidence from India (with Raghendra Jha) Comparative Economic Studies, 2013, 55: pp. 287-313.
- Media Freedom and Democracy in the Fight against Corruption (with Roland Hodler), European Journal of Political Economy, 2015, 39: 13-24.

Overall noteworthy are two further initiatives where BMEc drove local business awareness and action in support of the 2030 Sustainable Development Goals target. Pictures of both initiatives have been used throughout this report as illustration:

- BMEc hosted a UN Global Compact Sustainable Development Goals event in June 2017. There were 46 attendees across external businesses, NGOs and Sussex colleagues, students and alumni. It was part of a nationwide roadshow by the UK network of the Global Compact. Goal 5 of the SDGs was reflected in the equal gender representation of speakers.
- BMEc sponsors the annual GDB Responsible Business of the Year Award, where local businesses of the Gatwick Diamond Business network can submit an application and BMEc staff then carefully reviews each application, including a site visit, before deciding on the annual award winner.

APPENDIX:

Report on the Implementation of Principles for Responsible Management Education

A photograph of a modern university building with a central brick tower and glass wings, serving as the background for the report cover.

Report on the Implementation of Principles for Responsible Management Education

Sharing information on progress

2016-2018



UNIVERSITY
OF SUSSEX

STATEMENT OF COMMITMENT TO PRME

The School of Business, Management and Economics at the University of Sussex is pleased to present our report on the implementation of PRME.

The School has a long and well-established reputation for research on sustainability and development. This is reflected in our role in major research programmes such as the Sussex Sustainability Research Programme.

We are also developing a presence in contemporary debates around inequality, meaningful work and responsible management. Our corporate engagement strategy also emphasises responsibility and work with our local and regional businesses and charities.

The School will use the six principles to inform future improvements to our teaching, research, stakeholder engagement and organisational practices. As the report outlines, in the next two years the School will focus on unrolling a programme of curriculum development to embed PRME principles.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. McGuire', with a stylized flourish at the end.

Professor Steven McGuire

OVERVIEW OF THE SCHOOL

The School of Business, Management and Economics (BMEc) is the largest of 11 Schools of Study at the University of Sussex. It is organised into three units: Department of Business and Management, Department of Economics and Science Policy Research Unit. The School has the right to regulate, subject to review by Senate, the teaching, study and research activities and has responsibility for their financial management.

BMEc was created in 2009 as a result of a reorganisation of the University during 2008, when a decision was taken to move from six large faculties to eleven smaller Schools. It was formed by bringing together two established units - the Department of Economics and the Science Policy Research Unit (SPRU) - both of which had previously delivered business and management degrees - with the newly created Department of Business and Management (B&M).

BMEc draws on the history and intellectual strengths of the founding departments to help develop a profile that is distinctive among UK business schools. This includes a strong emphasis on science and technology as key elements of organisational change and of economic and social progress.

BMEc also has a significant interest in the policy environment, particularly as it pertains to innovation and sustainability, and has significant expertise in emerging markets with a long tradition of scholarship in development economics.

The School thus approaches business and management research and education from a broader perspective than often seen in other business schools. There is more interest in public policy, for example, and in the interactions of public and private actors in the innovation process.

That said, BMEc is recognisably a home to the major sub-disciplines of business, including marketing, international business, strategy, human resource management, organisational behaviour, operations, finance and accounting.

To formalise its commitment to advancing the sustainable development goals, BMEc has joined the UN Global Compact and signed up to the Principles of Responsible Management Education (PRME) in 2016. The School is committed to build on its past strengths to implement the six PRME principles in its research, teaching and outreach activities.

RANKINGS

The School has considerable teaching and research strengths, ranking in the global top 50 in the Times Higher Education World University Ranking 2018 for business and economics subjects. Our taught courses rank highly in the UK for their overall quality and in particular, for the future employment prospects of our graduates (see Table below).

BMEc's research is also internationally recognised. SPRU was recently ranked No 1 in the UK and No 7 in the world for Science and Technology Public Policy by the Lauder Institute, University of Pennsylvania. BMEc was ranked No 1 in the UK for Energy Economics, and No 2 in the UK for Innovation, in rankings by Research Papers in Economics (RePEc).

RANKINGS

Times Higher Education World University Rankings 2018 of business and economics subjects

*Top 50 worldwide
Top 10 UK*

*Accounting and Finance
The Times/Sunday Times Good University Guide 2018*

*1st in the UK for graduate prospects
16th in the UK overall*

*Marketing
Complete University Guide 2018*

*2nd/82 in the UK for graduate prospects
7th/82 in the UK overall*

*Business and Management Studies
Complete University Guide 2018*

*9th/121 in the UK for graduate prospects
15th/121 in the UK overall*

*Economics
Complete University Guide 2018*

*8th/83 in the UK for graduate prospects
26th/83 in the UK overall*

RESEARCH PORTFOLIO

The School employs 240 academic faculty members and 80 professional services staff. Across three departments, there are 16 research interest groups, including a few with a strong and direct focus on sustainability and social responsibility.

A particular strength lies in SPRU that has continuously been researching and teaching on issues around what is now called sustainability since it was founded in 1966.

BMEc's commitment to research that supports achieving the Sustainable Development Goals can be exemplified by its longstanding research tradition in areas such as (1) science, technology and innovation for sustainability and development, (2) development economics, (3) climate change economics, (4) renewable energy and (5) food and water security.

More recently, we have developed research on gender equality in an organisational context, corporate engagement with the challenge of corruption, corporate efforts in the area of conflict minerals, and management of environmental and social challenges in global supply chains.

BMEc plays a leading role in the Sussex Sustainability Research Programme. A £3m investment by the University of Sussex funds this centre, in collaboration with the Institute of Development Studies, which builds on existing academic strengths across the natural and social sciences, including BMEc.

DEPARTMENTAL RESEARCH INTEREST GROUPS

Business and Management

Business Finance Research Group
Future of Work Research Hub
International Business Research Group
Intrapreneurship Hub
Pharma Supply Chains and Healthcare Technology Research Group
Quantitative Finance International Network

Economics

Economic Theory, Behaviour and Experiments
Environment and Energy
International Trade
Labour, Education and Health
Poverty and Development
Quantitative Economic History

SPRU

Economics of Innovation and Industrial Policy
Energy, Sustainability and Development
Science, Politics and Decision Making
Technology and Innovation Management

TEACHING PORTFOLIO

The School delivers 15 UG courses, 2 generalist MSc courses, 18 specialist MSc courses, 6 PhD courses, and 1 MBA course. In 2017/18 our student body comprised of 2523 UG students, 1199 MSc students, 138 PhD. The School's strong expertise in sustainable development and green technologies enables us to offer dedicated courses in this area. These include: BA Economics and International Development, MSc in Development Economics, MSc in Sustainable Development and MSc in Energy Policy.

In addition to these dedicated courses, the School aspires to equip all students with an understanding of responsible management and an ability to balance economic, environmental and social goals. The School offers 22 UG and 19 PG modules that directly focus on aspects of sustainability, social responsibility or ethics. These modules feature as either core or optional elements of all our UG and PG courses (except for 4 specialist MSc courses). Further details are provided later in the report (see Principle 3).

UG COURSES 2017/18

- 1** Business and Management Studies BSc
Business and Management Studies (with a professional placement year) BSc
Business and Management Studies with a Language BSc
- 2** Marketing and Management BSc
Marketing and Management (with a professional placement year) BSc
- 3** Marketing and Management with Psychology BSc
Marketing and Management with Psychology (with a professional placement year) BSc
- 4** Finance BSc
Finance (with a professional placement year) BSc
Finance with a Language BSc
- 5** Finance and Business BSc
Finance and Business (with a professional placement year) BSc
- 6** Accounting and Finance BSc
Accounting and Finance (with a professional placement year) BSc
- 7** International Business BSc
International Business (with a professional placement year) BSc
International Business with a Language BSc
- 8** Economics BA
- 9** Economics BSc
- 10** Economics and Finance BSc
- 11** Economics and International Development BA
- 12** Economics and International Relations BA
- 13** Economics and Management Studies BSc
- 14** Economics and Politics BSc
- 15** Law with Business & Management LLB

PG COURSES 2017/18

- 1 MSc Management
- 2 MSc Management and Finance
- 3 MSc Strategic Innovation Management
- 4 MSc Entrepreneurship and Innovation
- 5 MSc Project Management
- 6 MSc Global Supply Chain and Logistics Management
- 7 MSc Human Resource Management
- 8 MSc International Management
- 9 MSc International Marketing
- 10 MSc Marketing and Consumer Psychology
- 11 MSc Banking and Finance
- 12 MSc Financial Risk and Investment Analysis
- 13 MSc International Accounting and Corporate Governance
- 14 MSc Economics
- 15 MSc Development Economics
- 16 MSc International Finance and Economics
- 17 MSc International Business Economics
- 18 MSc Science and Technology Policy
- 19 MSc Sustainable Development
- 20 MSc Energy Policy
- 21 PhD Management
- 22 PhD Technology and Innovation Management
- 23 PhD Accounting
- 24 PhD Finance
- 25 PhD Economics
- 26 PhD Science and Technology Policy Studies
- 27 MBA Master of Business Administration

ENGAGEMENT WITH EXTERNAL STAKEHOLDERS

The School promotes the dialog and debate among faculty, students, business, government and civil society on critical issues related to global social responsibility and sustainability.

We engage practitioners from the private and public sectors in our educational activities to raise awareness of global challenges among our UG and PG students, for example, through guest lectures and field trips. We have also started developing executive education programmes.

In 2011 we introduced a part-time MBA programme and added a full-time option in 2016 for executives with at least 3 year of work experience at managerial level. The Sussex MBA currently has 56 students who take a compulsory module 'Economic, Social, Political and Cultural Environment' where ethics and global responsibilities of businesses are discussed.

BMEc prides itself for its transdisciplinary research projects that involve external stakeholders from conception and aim to make significant economic, environmental and social impact towards achieving the SDGs. Our faculty has served in advisory roles for private businesses and national and local government in the UK and internationally, have published numerous expert reports and have been engaging with wider public in workshops, public lectures and via traditional and social media.

The work of SPRU deserves a special mention here. Internationally recognised as a leading research unit on problem-orientated research on science, technology and innovation policy, SPRU has had significant impact on numerous high-level UK and international policy advisory processes on a range of the environmental, social and economic issues. Particular foci for SPRU concern the role of science advice in designing and implementing sustainability policies, the implications for research and industrial strategies and the regulation of technology and the ways in which innovation governance can promote transitions to sustainability. Further details are provided in Sections related to Principles 5 and 6.

SUSTAINABLE INFRASTRUCTURE AND OPERATIONS

The School does not just teach and research responsible management in the private and public sectors, we also try to reduce the environmental footprint of our facilities and operations. BMEc supports the University of Sussex's goals of reducing carbon emissions by 43% between 2005 and 2020. The University's ongoing efforts have been recognised in the 2016 GreenMetric World University ranking where Sussex was ranked 11th in the UK and 66th in the world.

The School is located in the Jubilee Building that is energy efficient and has its own rain water harvesting system which services the toilets in the building. The many green features of the Jubilee Building led to it being granted an 'excellent' rating by BREEAM (Building Research Establishment Environmental Assessment Method).

We believe no idea is too trivial to make our operations more sustainable. The café in Jubilee Building was one of the first outlets on campus to embrace the University's coffee cups recycling scheme by placing 2 designated coffee cup collection bins. The University employs 'Simply Cups' company who recycle all coffee cups generated by the cafes across the campus.

BMEc also discourages staff and students from using paper cups in BMEc Coffee Mornings to further reduce our waste. Another example is 2017 Student Welcome event that aimed at zero food waste. The surplus food from the event was used by the Real Junk Food Project in Brighton to feed people who may have otherwise gone hungry, following the Project's innovative concept of 'pay as you feel'. We have also used this project for providing catering at research project events held in Brighton.

We are however aware that there is much more that we can do. In 2017 we set up BMEc team for Green Impact Scheme that will look for opportunities to make our operations greener and even more sustainable. The team of 13 BMEc members from professional services will work within the scheme focusing on the following areas: energy, travel, waste, procurement, communication, water, biodiversity and community health and wellbeing.

They will undertake initiatives to encourage all building users to contribute to making Jubilee Building more sustainable. The current plans include reducing the use of printers, turning off lighting when not required, planting trees and introducing more potted plants in offices and promoting environment-friendly forms of travel.



PRINCIPLE 1

PURPOSE: BMEc 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.

BMEC'S VISION AND DISTINCTIVE THEMES

BMEc is committed to responsible management education. The School has been building on the long-standing capabilities of SPRU and the Department of Economics to create learning and research environments that promotes responsibility and sustainable development to students, policy makers, the business community and society.

Our focus is on global challenges that need to be solved to achieve transformational change in the world, including change towards balancing economic, environmental and social objectives. This is reflected in our recently developed vision statement:

VISION

BMEc's vision is to be a School that collaborates across disciplines to shape global issues in business, management, and society, making an impact on policy, practice, and people.

The feature that distinguishes BMEc from other management schools is BMEc's strong research expertise and focus on three distinctive themes: Innovation, Management and the Public Realm and Social Development. These unique strengths help us to educate future leaders who can generate sustainable value for businesses and society.

To formalise our continued commitment to incorporating ethics, responsible management and sustainable development into our teaching portfolio, research, external engagement and organisational practices, BMEc signed up to the United Nation's initiative promoting the Principles for Responsible Management Education (PRME) in January 2016. We see PRME as a framework that helps us monitor and improve our practices.

Preparation of this report gave us an opportunity to develop an overview of all the School's activities that promote social responsibility, business ethics and sustainability, identify our strengths and weaknesses in this context, increase awareness of PRME principles among staff and develop specific objectives for the improved implementation of PRME principle over the next couple of years.

We are proud of the progress we made to date but we are also aware there is much more that we can do in the future and we are committed to further improvements.

GOVERNANCE

BMEc's governance structure is of crucial importance to enable us to realise our vision.

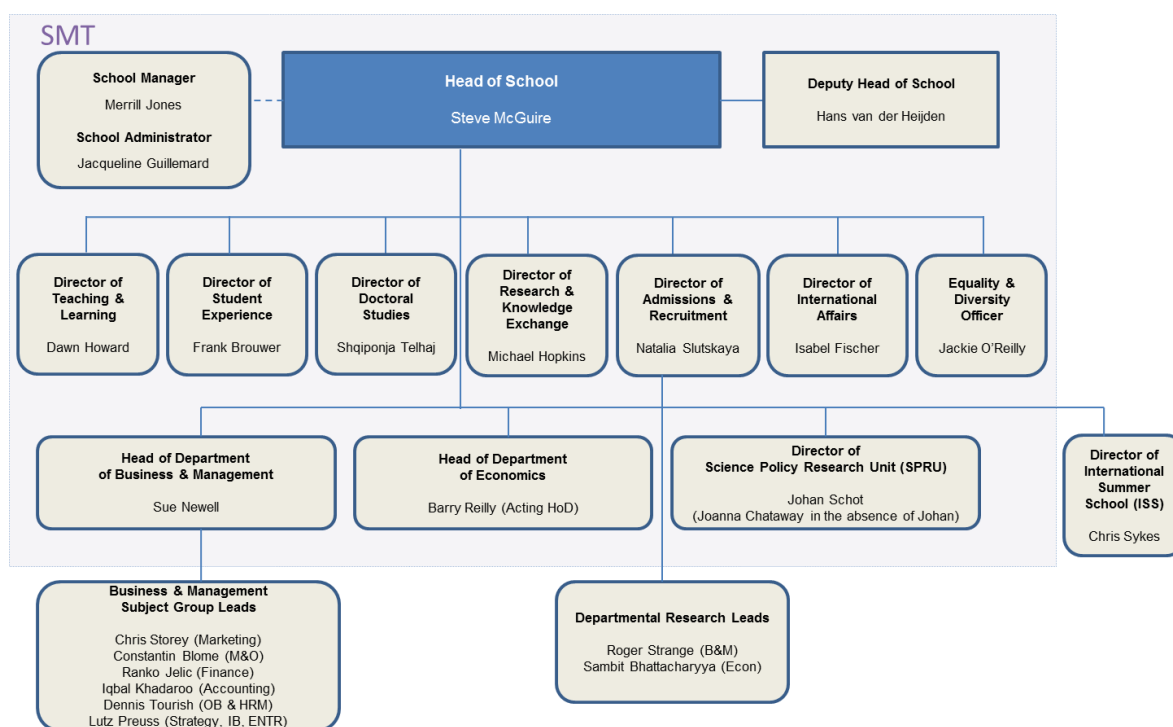
The School is led by the Head of School - Professor Steven McGuire - who works closely with the School Management Team (SMT) - BMEc's main internal decision-making body.

The SMT comprises of Head and Deputy Head of School, Heads of three Departments, School Administrator, School Manager, and six functional Directors.

Our research and external engagement activities are under the responsibility of the Director of Research and Knowledge Exchange while our student-related activities are overseen and led by the Director of Teaching and Learning, Director of Student Experience, Director of Admissions and Recruitment, Director of Doctoral Studies and Director of International Affairs. The Director of Student Experience puts a strong emphasis on creating learning environment where students absorb the values of responsibility and sustainable development.

In the last two years the School expanded its governance structure to promote the goals of equality and diversity, and ensure an inclusive and supportive environment for all – very much in line with the Global Compact objectives promoted by PRME. The School Equalities, Diversity and Inclusion (EDI) Working Group was formed in 2016 to oversee the implementation of the equality, diversity and inclusion objectives and the Equality and Diversity Officer, who chairs the School's EDI Working Group, became a permanent member of the SMT in November 2017.

SCHOOL MANAGEMENT TEAM AS OF NOV 2017



The School subjects itself to external monitoring of our progress on the implementation of the sustainability and social responsibility agenda. In 2016, BMEc formed Advisory Board that provides valuable advice on our teaching, research and internationalisation strategies. The Advisory Board helps to ensure that our courses address the challenges faced by businesses, including these related to meeting social and environmental responsibilities.

The School is also working with international bodies set up to improve business education, such as EFMD, to help guide School's decisions and actions.

CAPABILITY TO DELIVER PRME-RELATED EDUCATION AND RESEARCH

BMEc is committed to expanding its capability to educate responsible managers of the future who are destined to work in private, public and third sectors across the world. In recent years, BMEc has expanded its research and teaching capacity in the PRME-related areas.

Since joining PRME in Jan 2016 we hired new faculty members with expertise in transformative innovation, environmental sustainability, sustainable logistics and supply chain, equality, diversity, and responsible leadership. They joined the existing faculty with complementary expertise to improve our educational offerings in the areas of sustainable development for UG, PG and doctoral students.

NEW FACULTY	JOB TITLE	EXPERTISE
Prof Joanna Chataway	Professor of Science and Technology Policy	health innovation and policy, inclusive innovation in low and middle-income countries, transformative innovation
Prof Tim Foxon	Professor of Sustainability Transitions	transition to a sustainable low carbon economy, economics for sustainability, business models for local low carbon infrastructure, energy policy
Prof Jacqueline O'Reilly	Professor of Comparative Human Resource Mgmt	equality and diversity, gender and labour market transitions
Prof Benjamin Sovacool	Professor of Energy Policy	environmental sustainability, energy justice, energy policy, energy security, climate change adaptation and mitigation
Prof Dennis Tourish	Professor of Leadership and Organisation Studies	critical studies of leadership, leadership effectiveness, leadership development and org. communication
Dr Nachiappan Subramanian	Reader in Operations & Logistics Management and Supply Chains	sustainable logistics and supply chain, sustainable business model development, eco-innovation in emerging economies and ambiguous threats in supply networks
Dr Elaine Swan	Senior Lecturer in Human Resources and Org Behaviour	equality and diversity, critical race theory
Dr Kirsten Jenkins	Research Fellow	energy justice and transitions
Dr Laur Kanger	Research Fellow	sustainability transitions studies
Mr Edgar Salgado Chavez	Research Fellow	technical change, employment and inequality

ASSESSMENT OF PROGRESS ON IMPLEMENTATION OF PRINCIPLE 1

OUR STRENGTHS

- Long-established capabilities in SPRU and the Department of Economics to create learning and research environment that promotes responsibility and sustainable development among students, policy makers, business community and society
- Critical mass of faculty with expertise in PRME-related topics

OUR WEAKNESSES

- Lack of explicit sustainability language in BMEc's vision or mission.
- Lack of explicit focus in the School's strategy on building the School's identity and expanding the School's expertise, teaching and research activities in the areas related to the Sustainable Development Goals.
- No personnel responsible for developing the strategy and overseeing implementation of PRME-related activities
- Lack of institutionalised methods for tracking information on PRME-related activities



Masters students learn about corporate social responsibility during a seminar.

PRINCIPLE 2

VALUES: BMEc will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

SCHOOL MISSION

As reflected in our mission statement, the School aims to address the current and emerging needs of businesses, governments and society through high-quality research and teaching and direct engagement with these external stakeholders.

OUR MISSION

- To carry out high-quality research and develop innovative policy;
- To develop current and aspiring leaders who will champion critical and original thinking;
- To work internationally with businesses, government and others to deliver innovative approaches to management.

SCHOOL VALUES

Our teaching, research and engagement activities as well as organisational practices incorporate eight core values. We want to be an organisation where these values underpin all policies, objectives, strategies and activities.

OUR VALUES

Excellence, Interdisciplinarity, Engagement, Challenge, Partnership, Professionalism, Equality and Diversity, Service

Most of BMEc's values relate to the values captured by the Sustainable Development Goals defined by the United Nation's Global Compact initiative. For example, our faculty conducts excellent interdisciplinary, problem-focused research and engages with businesses, policy-makers, NGOs and civil society to help address global challenges such as, promoting sustainable economic development, fostering innovation, reducing poverty, improving health and well-being, providing better education in developing countries, producing affordable and clean energy and reducing energy consumption, developing resilient infrastructure and sustainable cities, reducing inequalities across and within countries, creating decent work for all and reducing gender inequalities.

In the last couple of years we did significant work to formalise our vision, mission, values and to identify the thematic-focus that distinguishes us from other business schools. All these were discussed in many departmental and school meetings and are communicated to new staff during the induction, through the BMEc Staff Handbook and on internal and external websites. We have created a School Business Liaison Office and hired a dedicated Alumni Relations Co-ordinator to build more partnerships to fulfil our mission.

PROMOTING DIVERSITY AND EQUALITY

As the School went through a period of rapid staff and student expansion, there was a growing need for more formal structures that ensure that we adhere to our values while we expand. Six months after signing to PRME initiative, BMEc Equalities, Diversity and Inclusion (EDI) Working Group was formed in order to make recommendations, monitor and actively promote the implementation of the University's and School's policies, schemes and practices on topics of inclusion, equality and diversity.

These changes in the School accompanied the recent efforts at the University level to promote equality and diversity. In October 2016, the University created a senior role of Deputy PVC for Equalities and Diversity, reporting directly to Vice-Chancellor, to provide dedicated leadership to the development and delivery of the University's Equality and Diversity strategy.

The School is strongly committed to ensuring that people are treated solely on the basis of their abilities and potential, regardless of age, disability, gender reassignment or trans identity, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation, trade union membership or non-membership, socio-economic background, or any other inappropriate distinction.

The EDI Working Group is undertaking a major review of practices in the School (e.g. promotion data, flexible working arrangements, etc.) to identify areas of strength and opportunities for improvements. They also sat up a central email address and a physical 'anonymous' postbox where staff members can raise concerns about equality, diversity and inclusion and make suggestions for further improvements.

Since its formation, the EDI Working Group has initiated and facilitated implementation of a number of positive changes in the School. For example, a number of Teaching Fellows were transferred from fix-term onto permanent employment contracts in order to improve equality between research-active and non-research active faculty engaged in teaching.

Another initiative was creation of the MBA scholarship for women to enable them develop their leadership skills and break the glass ceiling. Moreover, to raise the profile of equality, diversity and inclusion values and awareness of relevant initiatives, a dedicated section on the School webpage was created and a dedicated website is under development.

CODE OF CONDUCT FOR STUDENTS

The values of social responsibility are also present in our codes of conduct for students. The University of Sussex and BMEc promote Academic Integrity Values including honesty, trust, fairness, respect, and responsibility. We expect and encourage our students to take responsibility for their learning and apply these values in all areas of their lives. In 2017 we developed a School Student Charter that defines student responsibilities and makes it clear to students what it means in practice to be a responsible learner and be respectful to other students and staff.

The Academic Integrity Values and Student Charter are communicated to students in the University of Sussex Student Handbook and in each Module Handbooks. The values are also promoted by our Academic Advising Scheme.

Every UG student is assigned a faculty member who acts as their academic advisor. Directors of PG degrees act as academic advisors for PG students. The advisors and advisees meet at least once a term.

In 2017 our Academic Advising Scheme was revised to strengthen the role of academic advisors in helping students to develop academic and transferable skills and plan their future career so that they can secure decently paid and fulfilling employment.

ASSESSMENT OF PROGRESS ON IMPLEMENTATION OF PRINCIPLE 2

OUR STRENGTHS

- BMEc's core values are well aligned with PRME

OUR WEAKNESSES

- No systems to determine and promote (except for induction) the awareness and knowledge of School's values among staff
- Student Charter and Academic Integrity values are not communicated with the same intensity to students on all degree programmes in the School



Development economics expert Dr Sambit Bhattacharyya teaching on the Development Macroeconomics module.

PRINCIPLE 3

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

SPECIALIST PRME-RELATED COURSES

BMEc offers three specialist MSc courses and one BA course that are strongly focused on different aspects of sustainable development. They are briefly described below. Since signing up to PRME in Jan 2016, module convenors have made numerous changes to the core and optional modules included in these courses to improve the learning experience of our students.

MSc in Sustainable Development - established in 2012, this course aims to prepare future leaders for sustainable development. Students learn about the potential difficulties in attaining the Sustainable Development Goals such as ending poverty and reducing inequality while achieving ecologically sustainable production and consumption.

They develop a critical understanding of how sustainability concerns can be integrated into agricultural and industrial development policies, with a focus on the Global South. Students examine how sustainability transformations and economic development can be brought about, through science, technology and sustainability policies as well as political action, locally and globally.

Recent graduates have gained employment in international organisations (e.g. OECD, EBRD, ECLAC, UNHCR Innovation), government departments (UK Department for International Development), local authorities (e.g. Brighton & Hove Council sustainability team) and NGOs (e.g. Greenpeace, Green Jobs Alliance).

MSc Energy Policy – established in 2012, this course aims to educate future leaders who will take responsibility for ensuring access to affordable, reliable, sustainable and clean energy for all. Students explore the opportunities, challenges and constraints in creating sustainable and low-carbon energy systems in both developed and developing countries.

They learn to appreciate and manage scientific, technological, economic, social and political challenges in energy transitions. Graduates successfully obtained employment in variety of sectors, including: international organisations (e.g. OECD, UNDP, UNEP, IEA, and IRANA), government departments (e.g. UK Department of Energy and Climate Change, Government of British Columbia, Canada), businesses (e.g. RWE npower, Ecofys, EDF, Unilever, Southern Solar, Renaissance Re, Centro de Apoio a Inovação Social-CAIS) and NGOs (e.g. the International Social Science Council, Green Jobs Alliance, People and Planet).

MSc in Development Economics – established in 2003, this course provides students with the skills and knowledge to become successful, policy-oriented professional economists working in the development field on microeconomic issues such as poverty, inequality, health, education and labour; and macroeconomic themes relating to economic growth, management of resource wealth, trade and aid.

Students develop knowledge of the theories, tools and models used in economic analyses and their strengths and shortcomings, and learn to assess policies and engage with policy

making in economics. Graduates have a good track record of securing prestigious Overseas Development Institute Fellowships or employment, for example, in international organisations (e.g. World Bank, OECD, IMF, IADB, ADB), government departments (e.g. HM Treasury, UK Department for International Development), the financial sector, consultancies (e.g. Oxford Policy Management) and academia.

BA in Economics and International Development – established in 2003, this course also provides students with the skills and knowledge for working in the development field. Besides training in the main fields of economics, students also develop in-depth understanding of how to use of economic tools to tackle global challenges.

They learn how global challenges are defined, measured and recorded and look at international development processes (including work towards Sustainable Development Goals) to understand how corresponding actions are determined across scale, from global to local level.

SUSTAINABILITY AND SOCIAL RESPONSIBILITY IN OUR CURRICULA

To prepare this report for PRME we have assessed all our degrees in terms of their sustainability-related content. The School offers a wide range of modules that focus on aspects of sustainability, social responsibility or ethics – including 23 modules for UG students and 19 for PG students in BMEC. It's worth pointing out that the UG module taught by BMEC's faculty and titled 'Introduction to Sustainable Development' is a so-called 'elective module' and can be taken by any student at the University of Sussex.

The important topics of sustainability and social responsibility are also present, but more incidental, in many other modules. For example, students analyse case studies of social and sustainable enterprises, learn about social, frugal and green innovation, explore ethical issues in marketing and examine sustainability in global supply chains. We have recently expanded our offering by adding new PRME-related modules:

Enterprise in the Circular Economy – the module helps students develop an understanding of the circular economy and the role of business in sustainable development. They learn how businesses can innovate their value creation activities in order to transition into circular business models.

Science, Technology and Contemporary Security Challenges – the module gives students an opportunity to develop in-depth understanding of social responsibilities associated with the pursuit of technological innovation. Students develop awareness that all major technologies are used for hostile as well as peaceful purposes and critically explore how technological advancements have influenced the way in which security is practised, wars are fought and terrorism is undertaken.

UG PRME-relevant modules

- Corporate Social Responsibility and Ethics
- Critical Perspectives on Mgmt. & Orgs (with Study Visit)
- Critical Perspectives on Mgmt. & Orgs
- Climate Change Economics
- Development and the State
- Economic Perspectives on Development
- Energy and Environmental Finance
- Enterprise in the Circular Economy
- Environmental Economics
- Environmental Perspectives on Development
- Finance for Development
- Gender and Dev: Theory, Concepts & Issues;
- Global Development Challenges
- Global Development Paradigms
- Globalisation and Global Governance
- Health, Poverty and Inequality
- International Development Options
- Justice, Equality and Society
- Non-Profit Management and Social Entrepreneurship
- Race, Ethnicity and Nationalism
- Social Change, Culture and Development
- The Economics of Development
- Introduction to Sustainable Development (Elective)

PG PRME-relevant modules

- Business Ethics and Corporate Social Responsibility
- Economic, Social, Political and Cultural Environment
- Financial Crises and Bank Regulation
- Ethics, Philosophy and Methods of Research
- Globalisation and Integration
- Finance for Development
- Development Microeconomics
- Development Macroeconomics
- Environmental and Resource Economics
- Governing and Using Technology for Development
- Energy and Development
- Energy Policy and Sustainability
- Governing Energy Transitions
- Introduction to Energy Policy
- Innovation and Economic Development
- Sustainable Development: Perspectives, Policies and Practices
- Innovation for Sustainability
- Science, Institutions and Power
- Science, Technology and Contemporary Security Challenges
- Infrastructure, Innovation and Sustainability

PRME-related modules listed above feature as either core or optional elements of all our UG and PG courses, except for 4 specialist MSc courses. While this is a good starting point, we are aware that more can be done to ensure that a larger percentage of our graduates is exposed to issues pertinent to sustainable development.

We are committed to increase this percentage in the future by making sure that social responsibility and ethics are incorporated as learning outcomes of all degree courses and as learning outcomes of at least one of a course's core modules.

PRME-RELATED MODULES	UG COURSES	PG COURSES
core and optional modules	<ul style="list-style-type: none"> • BSc Business and Management Studies • BSc Accounting and Finance • BSc Finance and Business • LLB Law with Business & Management • BA Economics and International Development 	<ul style="list-style-type: none"> • MSc Sustainable Development • MSc Energy Policy • MSc Science and Technology Policy • MSc Strategic Innovation Management
only core modules	<ul style="list-style-type: none"> • BSc International Business 	<ul style="list-style-type: none"> • MBA • MSc Development Economics • MSc International Finance and Economics • MSc Marketing and Consumer Psychology
only optional modules	<ul style="list-style-type: none"> • BSc Finance • BSc Marketing and Management • BSc Economics • BSc Economics and Finance • BA Economics and International Relations • BSc Economics and Management Studies • BSc Economics and Politics 	<ul style="list-style-type: none"> • MSc Management • MSc Management and Finance • MSc International Management • MSc International Accounting and Corporate Governance • MSc Human Resource Management • MSc Financial Risk and Investment Analysis • MSc Entrepreneurship and Innovation • MSc Economics • MSc Project Management
no relevant modules		<ul style="list-style-type: none"> • MSc International Marketing • MSc Global Supply Chain and Logistics Management • MSc Banking and Finance • MSc International Business Economics

WIDER LEARNING ENVIRONMENT PROMOTING RESPONSIBLE MANAGEMENT

We see learning outside of the classroom as important as classroom-based learning and we aim to create a learning environment that enhances and complements our formal curricula. Our Student Experience Team and academic faculty organise a range of extra-curricular activities and events to create an environment that promotes the values of sustainability and social responsibility among students.

Sustainability is one of the themes that Student Experience Team actively promotes. Starting with the induction week events in September, other events follow throughout a year, including fundraising and study trips. Some examples of events promoting PRME's values in the last two years are presented in the table below.

Besides participating in extracurricular activities organised by BMEc Student Experience Team and faculty, BMEc students are active in a number of student societies at University- and School-levels that enable them to use and develop their skills to advance social goals, e.g. Females in Business, Amnesty, Pluralist Economics at Sussex.

A particularly prominent example is the Sussex Chapter of Enactus society, an international community of students, academics and business leaders committed to using the power of entrepreneurial action to create a more sustainable world. Having about 30 members, Enactus received an award from the University Students' Union in 2015/16 in recognition of its exceptional ability to organise events.

Enactus has currently a number of social projects including ARISE project aiming to empower homeless individuals in Brighton and Hove with new skills and RED project developing a sustainable power generator.

EXAMPLES OF EXTRA-CURRICULAR ACTIVITIES AND EVENTS

Feb 2016	Student and Staff Book Sale was organised to enable School community to sell or swap used books to save trees, reduce waste and save money.
Sep 2016	During ' Get Involved Week ' we introduced students to many local charities and other organizations and encouraged them to embrace social responsibility by volunteering.
Jan 2017	Annual UG study trip. Third year UG students went for a week-long study trip to Berlin with a focus on sustainability and a visit to the Deli Cacao chocolate factory, BMW factory and the 'International Green Week' fair trade exhibition.
Mar 2017	Annual MBA study trip. Sussex MBA students spent four days in Berlin, where, among other attractions, they visited two socially responsible start-up companies and learned about the approach to CSR at the Ministry of Economy and Energy.
Sep 2017	At the Welcome Evening , we started the new academic year with an exciting talk titled 'Overcoming Adversity' from the young social

	entrepreneur, Paul Forkan, co-founder of ethical and socially responsible fashion brand Gandys. The company's profits go to their charitable foundation, Orphans for Orphans, supporting children in need.
Oct 2017	'Depressed Cake Sale' was organised on the World Mental Health Day to promote self-care within the School community and inform both students and staff about mental health support available on and off campus. Students and staff have raised £295 for Samaritans charity.
Oct 2017	BMEc Gratitude Tree located in the atrium of Jubilee Building encourages everyone to leave a message of thanks to anyone who has helped or supported them. We believe the Tree encourages us to be responsible for the well-being of others.
Jun 2017	A team of staff and students went on a two-week Study and Fundraising Trip to Kenya . They climbed Mount Kenya and raised over £8,000 to aid the local charity organisation, Team Kenya, in their efforts to reduce extreme poverty in rural Western Kenya. They also visited a local school in the eco-village Karibuni and met some of those who have benefitted from Team Kenya's work.
Oct 2017	Annual UG study trip . Third year UG students spent a week in Berlin and visited two companies - Siemens and Berliner Pilsner – to learn about their supply chain management, corporate social responsibility and sustainability. They also attended two half-day workshops organised by the German Federal Anti-Discrimination Agency on equalities at work and cultural awareness.
Jun 2017	A study trip to Thailand and Cambodia – students were hosted by Challenges Abroad for two weeks and worked with several local voluntary organisations. They had an opportunity to develop their skillset and grow as individuals while learning about social enterprises in a global working environment.
Nov 2017	A study trip to New Forest National Park exploring the relationship between business and sustainability with the focus on resource management in eco-tourism
Sep 2017 - Apr 2018	Science, Technology and Innovation Policy Challenge is a competition for MSc and PhD students in SPRU. To secure the main prize of £500 in book vouchers, students develop novel science, technology and innovation policy idea that can help address pressing global challenges.
Weekly during term time	'Energy and Climate Change Seminar Series' – weekly seminars during term-time for interested faculty and PhD students as well as MSc students in Energy Policy where invited academics and practitioners discuss challenges of transforming energy systems.

ASSESSMENT OF PROGRESS ON IMPLEMENTATION OF PRINCIPLE 3

OUR STRENGTHS

- Wide range of modules that relate to one or more Sustainable Development Goals
- All UG and most PG courses have core or optional modules focused on social responsibility, ethics or sustainability
- Wide range of events and initiatives promoting responsible management

OUR WEAKNESSES

- The learning outcomes of most our courses do not include ethical and socially responsible attitudes and knowledge of sustainable development needs. Consequently, in some courses these important topics are covered in core modules and are taken by all students in the course while in other courses these topics only feature strongly in optional modules. This creates the possibility for students to graduate without taking PRME-relevant modules and without gaining in-depth understanding of sustainability and social responsibility.
- Lack of processes ensuring that there is a critical mass of extracurricular events and initiatives enabling effective learning experiences for responsible leadership.
- No system in place to support student-led initiatives focused on sustainable development.



**SPRU's Professor of
Innovation and Evolutionary
Economics Professor Maria
Savona discusses her
research with a student.**

PRINCIPLE 4

RESEARCH: BMEc will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations, *public and third sector organisations* in the creation of sustainable social, environmental and economic value.

BMEc'S RESEARCH APPROACH

The importance of balancing economic, social and environmental goals is present in BMEc's research portfolio across all three departments. BMEc faculty engage in research that not only examines the role of corporations in creation of sustainable world but also advances our understanding of the role and impact of public and third sector organisations in this context.

For this reason, the above expression of our commitment to implementing PRME's 4 principle has been phrased to recognise our unique research expertise and focus (our additions to the original PRME's phrasing are highlighted in italics). Many BMEc researchers, particularly in SPRU, take a system-view recognising that the creation of sustainable social, environmental and economic value is shaped by interactions within and across public and private sector and other stakeholders.

Each department in BMEc has a critical mass of researchers with a focus on sustainability. Since the 1970s, SPRU has been at the heart of international debates about the role of science, technology and innovation, in fostering sustainability and development. The Department of Economics has strong track record of contributions to the fields of development economics and climate change economics.

The youngest among the three BMEc's units – the Department of Business and Management – sat up a research group on Business and Sustainability in 2016. Members of the group cover all the sub-disciplines of business and management, from strategy through marketing to operations and finance. The group conducts research, for example, into cognitive biases in decision-making on trade-offs around sustainability, social and environmental accounting and environmental and social challenges in supply chains.

NEW RESEARCH PROJECTS AND PROGRAMMES

In the last two years, BMEc launched over 20 externally-funded research projects/programmes that aim to advances our understanding of the dynamics that shape transitions towards a more sustainable world and relate to many United Nations' Sustainable Development Goals.

While most projects were funded by UK and international public funding bodies, the £1.5m Deep Transition research programme received significant donation from investment management firm Baillie Gifford. The new projects and programmes build on our past research and focus on themes such as:

- encounters and tensions between formal, corporate-led smart city initiatives and the multitude of informal 'do-it-yourself' grassroots initiatives in **smart urbanism**

- the role of redistributed manufacturing in enhancing **the resilience of the pharmaceutical supply networks**
- **gender equalities** and other factors affecting formalization of informal enterprises by women entrepreneurs in developing context
- **responsible innovation** – in particular, the complex and multifaceted impacts of ICTs on individuals' subjective well-being, and possibilities to shape ICTs research and innovation activities towards responsible trajectories
- the role of human mobility in **poverty alleviation** and inclusive development
- dynamics of deep transitions towards **sustainable systems, including energy, health, food, finance, mobility and education systems** in developed and developing countries
- transformative **innovation policy** for the future – its foundation, formulation and governance, with the focus on how nations in the Global South and the Global North might approach and achieve the United Nations' Sustainable Development Goals

REDISTRIBUTED MANUFACTURING AND THE RESILIENCE OF THE PHARMACEUTICAL SUPPLY NETWORK



This six-month project examined feasibility of adopting a redistributed, smaller-scale, locally-based precision manufacturing methods of healthcare products, that employ new technologies such as 3D printing, and can radically reduce supply chain costs, improve sustainability and tailor products to the needs of patients.



The team of researchers in the Department of Business and Management has identified a set of barriers to adopting redistributed manufacturing systems and has been working with the pharmaceutical industry to build a business case for the adoption of the new system to complement existing centralised manufacturing system.



The project team is part of the Redistributed Manufacturing in Healthcare Network that generates evidence to inform actions of industry, policy makers and healthcare services in order to support successful implementation of redistributed manufacturing in healthcare.

MIGRATING OUT OF POVERTY RESEARCH PROGRAMME CONSORTIUM



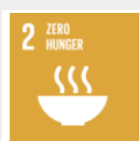
This programme, funded by the UK's Department for International Development and coordinated by the team of researchers in the Department of Economics at University of Sussex, explores the links between migration and poverty through research, capacity building and policy engagement.



With the empirical focus on Bangladesh, Ethiopia, Ghana, India, Indonesia, Kenya, Nepal, Singapore, and South Africa, the researchers examine who migrates and for what reasons, if migrants and their families are better off than non-migrants, how migration affects gender roles, whether debt migration is a solution, and whether the remittances outweigh the risks.

The research programme aims to deepen the understanding of migration within and between developing countries in order to better equip migrants, organisations supporting them and policymakers with evidence that informs their efforts to reduce poverty. It aims to identify policy responses that maximise the benefits of migration while reducing the risks.

DEEP TRANSITIONS



The Deep Transitions programme aims to advance our knowledge of what drove large-scale changes in socio-technical systems in the past in order to find out how these might be influenced in a positive direction for the benefit of humankind and our environment in the future.



Primarily funded by private sector and led by SPRU, the research will analyse a wide range of interconnected changes in socio-technical systems, including energy, health, food, finance, mobility and education systems.



Starting from the premise that current systems resulting from the industrial modernisation of the past 250 years - the so-called First Deep Transition - are increasingly unsustainable as they lead to global ecological degradation and social inequalities, researchers will seek to develop radically different scenarios for the Second Deep Transition.



RESEARCH ENVIRONMENT

Each department in BMEc regularly hosts research seminars where external and internal speakers have the opportunity to present and discuss their research. Many seminars focus on topics relevant to PRME and Global Compact Initiatives. Some of the relevant research seminars held from Jan 2016 to Dec 2017 are listed in Appendix B.

Our faculty also take a leading role in co-organizing international workshops and conferences focused on social, environmental, and ethical topics. For example, we co-hosted the Third International Conference of the Global Research Forum on Sustainable Production and Consumption, on 27 – 29 June 2017.

We are aware that despite strong PRME-related research expertise in each department there are many unrealised synergies across BMEc departments. A new initiative was created in April 2017 to facilitate a research-focused dialogue across three departments, including PRME-related research.

Specifically, some of our twice-weekly Coffee Mornings are given a theme to encourage faculty interested in the theme to network, discuss their expertise, research projects and aspirations related to the theme. The first themed Coffee Morning was held on April 27th under the banner "Researching Diversity" and many other took place since then.

STUDENT INVOLVEMENT IN PRME-RELATED RESEARCH

Inspired by our faculty's expertise, many BMEc undergraduate and Masters students choose to get involved in research that relates to advancing the Sustainable Development Goals. Our research strengths, for example, in areas of science, technology and innovation for sustainability and development, development economics and climate change economics, attract new generations of doctoral students who work on these important research topics.

Undergraduate students have the opportunity to work with research faculty as part of the University of Sussex Junior Research Associate (JRA) scheme. Successful applicants work closely with academic supervisors and mentors during the summer vacation, build connections with other researchers and gain invaluable research experience while receiving a bursary of £1600, plus a £200 allowance for research expenses. While some past projects related to PRME topics, there are opportunities to increase number of JRAs that engage in research on sustainable development.

The School also makes effort to establish links with local organisations to identify topics for student research projects that will help to make a difference to local businesses and public sector organisations. For example, through a partnership with the local organisation - Sustainable Business Network, students were encouraged to pursue research on (1) environmental sustainability of new build and refurbishment in museums and visitor attractions, (2) Sustainable Development Goals in small organisations, and (3) Electric Vehicle Charging Infrastructure in the South East.

As the topics of BSc and MSc research dissertations are not systematically recorded, it was impossible to get a full overview of all dissertations related to PRME and SDG. A selection of relevant BSc, MSc and PhD dissertations is presented in Appendix C and D.

ASSESSMENT OF PROGRESS ON IMPLEMENTATION OF PRINCIPLE 4

OUR STRENGTHS

- strong and wide-ranging expertise in researching how sustainable economic, social and environmental value are created.

OUR WEAKNESSES

- underdeveloped cross-departmental synergies in researching sustainability
- underutilised opportunities to engage students in PRME-related research via Junior Research Associate Scheme
- Limited uptake of opportunities for research-led teaching through embedding sustainability expertise in teaching activities



MBA and Global Supply Chain and Logistics Management MSc students visited Peacehaven Wastewater Treatment Works in February 2018 under the theme of 'Clean Growth & Sustainability'

PRINCIPLES 5 and 6

PARTNERSHIP: BMEc 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.

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

OUR STRATEGY FOR STAKEHOLDER ENGAGEMENT

In view of its vision and mission, BMEc values connections with corporations as well as with government, non-governmental organisations and wider society. BMEc's stakeholder connection strategy builds on our vision and mission to realise strong partnerships with external partners, and centres around three key areas where stakeholder connections add value for our staff and students: Teaching & Learning, Research & Knowledge Exchange, and Employability.

By focusing on these three areas we also aim to leverage, where we can, our distinctive themes of innovation, management of the public realm, and social development. Looking at management of the public realm for example, BMEc does not merely focus on for-profit companies in its stakeholder connections strategy, but also looks at public sector organisations, not-for-profit organisations, and others.

The School's corporate engagement strategy has evolved in the past two years. Prior to that, the School had concentrated mainly (and correctly, given the student market) on expanding placement opportunities for students. Though some corporate-funded research was done, it was an organic process, reliant on academic research agendas.

The arrival of a new Head of School in March 2015 saw a shift to a more active corporate connections strategy. The Advisory Board was created; spending on corporate engagement was increased; and the School made a deliberate decision to work more closely with the Greater Brighton business community.

The Business Liaison and Placements team was established in 2015 to support the further development of our links with business and build an attractive partnership package for the organisations we work with. The central University alumni office has appointed a BMEc specific member of Professional Services staff to work alongside the Business Liaison and Placements Team building greater links with relevant alumni to support student employability and opportunities provided for alumni' own continuing professional development through initiatives such as mentoring, our Sussex MBA and our first steps into executive education.

RECENT EXAMPLES OF OUR PRME-RELATED STAKEHOLDER ENGAGEMENT

In line with our values and mission, BMEc engages with a range of external stakeholders in the private and public sector on critical issues related to global social responsibility and sustainability. Examples of our recent activities include:

Engaging external stakeholders via School Advisory Board

As mentioned earlier, School Advisory Board, comprising predominantly corporate experts, was formed in 2016 and has been providing valuable advice on our teaching, research and internationalisation strategies.

Engaging external stakeholders in classroom teaching

External speakers from private and public sector regularly give talks to BMEc students. For example, entrepreneurs from social and green enterprises are invited to share their experiences with students on our UG and PG entrepreneurship modules. Moreover, UG students learn from corporate guest speakers about challenges in meeting social and environmental responsibilities in the module on Business Ethics and Corporate Social Responsibility.

Engaging students in interaction with external stakeholders via work placements

One of the learning outcomes of our Placement Scheme relates to sustainability and corporate responsibility. Students have to include a section on these issues in their final placement report so that their learning can be assessed.

Engaging with external stakeholders to promote students employability

BMEC participates (as one of a few pilot universities for non-law students) in the 'Freshfields Stephen Lawrence Scholarship Scheme'. Designed by Baroness Lawrence and a leading global law firm Freshfields Bruckhaus Deringer, the scheme aims to address disproportionate under-representation of black and black mixed-race men from less privileged backgrounds in City of London firms. Eligible BMEC students, if selected, secure summer internships at leading City financial institutions and thus enhance opportunities for future graduate employment

Engaging external stakeholders in research projects

Not only in the dissemination phase but also in the framing and conduct of research

Engaging external stakeholders in research-focused seminars

For example, about a third of speakers at the Energy and Climate Change seminar series come from non-academic private and public organisations.

Organising workshops and conferences for external stakeholders

For example, in June 2017 BMEc co-hosted the Third International Conference of the Global Research Forum on Sustainable Production and Consumption, titled 'Sustainable Lifestyles, Livelihoods and the Circular Economy' where

researchers, development practitioners, policymakers and representatives from business, government and civil society engaged in the dialogue on pathways to sustainable production and consumption. They discussed the synergies and tensions among the circular economy, sustainable lifestyles and livelihoods, and their implications for the UN's Sustainable Development Goals. Another prominent recent example, which is described in more details in the box below, include Sustainable Development Goals Road Show in June 2017.

Engagement in externally-organised stakeholder workshops and conferences

For example, in Dec 2017 Dr Allam Ahmed spoke about the role of public-private partnerships in advancing the UN Sustainable Development Goals at the event in London entitled 'The private sector's strategic partnership for the implementation of the UN Sustainable Development 2030 Agenda'.

The event was co-organised by World Association for Sustainable Development (founded and presided by BMEc faculty Dr Allam Ahmed), United Nations Joint Inspection Unit, United Nations Global Compact Network UK, Centre for Islamic Finance Law and Communities, University of East London and AngloAmerican

Engagement in external networks

In addition to signing up to UN PRME and Global Compact initiatives in Jan 2016, BMEc joined Ellen MacArthur Foundation Network in July 2017 in order to work with business, government and other academic institutions to build a framework for circular economy.

Faculty providing expert advice to companies

For example, our faculty worked with energy companies in Denmark, Switzerland, Germany and the US to design and implement new mathematical models for managing electricity price risk in the face of rapidly changing market conditions.

Faculty providing expert advice to public sector

For example, SPRU academics have served in numerous high-level UK and international policy advisory processes on a range of the environmental, social and economic issues. Most recently, written evidence submitted by SPRU researchers - Professors Jim Watson and Mariana Mazzucato - has influenced UK Government's new industrial strategy and has significantly shaped the recommendations published in its First Review in March 2017.

With an "economy that works for everyone" on its agenda, the Committee's report strongly advocates the mission-based and problem-focussed approaches outlined in evidence submitted by SPRU. It advises a shift away from sector-specific investment, towards horizontal policies that address broader societal challenges.

	<p>By requiring many different sectors to interact with each other in new ways, such an approach could generate longer-term, innovation-led growth that is both inclusive and sustainable.</p>
Faculty appointments on corporate boards	<p>For example, Dr Shova Thapa Karki is a board member of the local social enterprise, The Platform.</p>
Faculty appointments on business-focused prize award committees	<p>Since 2017 BMEc faculty has engaged with the Gatwick Diamond Awards for local businesses operating in the so-called Gatwick Diamond area. BMEc sponsors the award for Responsible Business of the Year.</p> <p>In 2017, the winner was Mid Sussex Wood Recycling Project - a not-for-profit social enterprise that disposes timber waste in an environmentally beneficial way that is 30-40% cheaper than traditional methods.</p>
Faculty engagement in traditional and social media	<p>Many BMEc faculty engage the wider public in a dialogue on issues related to global social responsibility and sustainability via Twitter, blog posts, TV and radio.</p> <p>Prominent example is the Sussex Energy Group and its blog, twitter (@SussexNRGGroup) and numerous TV and radio interviews, including those in 2016 and 2017 on the local development of the first offshore wind farm in Sussex (BBC Sussex Radio, ITV Meridian News, Guardian newspaper).</p>
Reports and briefings for external stakeholders	<p>For example, SPRU has prepared a briefing paper titled 'Designing Innovation Policy for Transformative Change' to support their in person contributions to OECD discussions on systems innovation and transition experiments taking place in June and June 2016 in Paris and July 2016 in Seoul.</p>

SUSTAINABLE DEVELOPMENT GOALS ROAD SHOW

As a direct result of becoming a signatory to United Nations' PRME and Global Compact Initiatives, BMEc organised Sustainable Development Goals Road Show focused on Making Global Goals Local Business.

The event took place on 29 June 2017 at the University of Sussex and was attended by 21 local private and public-sector organisations.

Participants had opportunity to network with like-minded people and listen to inspiring talks given by BMEc academics, the Executive Director of United Nations Global Compact Network in the UK and three local businesses.

The talks and discussions were focused on explaining UN's Sustainable Development Goals (SDGs), exploring their importance in the local context, illustrating how businesses and other organisations can get involved in advancing SDGs in their everyday organisational practices and exploring how that the University and BMEc can support local organisations in advancing this agenda.



Top 5 SDGs that align with our attendees' core organisational purpose



■ 4 ■ 12 ■ 8 ■ 11 ■ 9 ■ 5

Top 5 SDGs our attendees are best placed/most interested in supporting



■ 12 ■ 11 ■ 4 ■ 5 ■ 13

SDGs that require the most urgent action in Sussex area according to our attendees



■ 11 ■ 13 ■ 10 ■ 12 ■ 3

ASSESSMENT OF PROGRESS ON IMPLEMENTATION OF PRINCIPLE 4 & 5 OUR STRENGTHS

- strong interest among BMEc faculty in making socio-economic impact, with many focusing on fostering sustainability and social responsibility
- wide range of external engagements activities

OUR WEAKNESSES

- while School's corporate engagement strategy evolved significantly in the last two years, the School strategy for non-corporate engagement is comparatively less developed
- **no system to incentivise our corporate and non-corporate stakeholder engagement activities that is specifically related to global social responsibility and sustainability**

OBJECTIVES FOR 2018-2020

- Principle 1** BMEc sees sustainability as an area of its strength and distinctiveness and it will strengthen its strategic commitment to educating students capable of generating sustainable value for business and societies.
- BMEc will include sustainability language in BMEC's vision and/or mission
 - BMEc will revise School Human Resource strategy with the aim to promote hiring new faculty that are mindful of the importance of sustainable development
 - BMEc will add PRME-related priorities to the terms of reference of relevant officerships
- Principle 2** BMEc will increase faculty awareness of the values of global social responsibility and will encourage faculty to incorporate these values into their research, teaching and outreach activities.
- our commitment to PRME principles will be discussed in departmental meetings
 - BMEc will organise a workshop on implementation of PRME principles that will be targeted at course directors but open to all staff
 - BMEc will improve the communication of Academic Integrity Values and BMEC Student Charter to staff and students
- Principles 3** BMEc will revisit learning outcomes of all degree courses and will innovate the course curricula to ensure that all students learn about social, environmental and ethical responsibilities relevant to their degrees.
- all course directors will review how social, environmental and ethical responsibilities and sustainability are integrated in their course design
 - course directors will ensure course learning outcomes include social, environmental and ethical responsibilities and where needed, include a core module with PRME-relevant learning outcomes or ensure that these themes are included as the learning outcomes of an existing core module
- Principles 4** BMEc will continue building its research capability for advancing the knowledge of creating sustainable social, environmental and economic value
- BMEc will continue to strengthen cross-departmental research links related to PRME topics
 - BMEc will encourage more student engagement in PRME-related research
- Principle 5 and Principle 6** BMEc will continue interacting with a range of stakeholders on critical issues related to global social responsibility and sustainability.
- BMEc will explore opportunities to engage in international networks that promote education and research on sustainable development in Higher Education (e.g. PRME Chapter UK & Ireland or COPERNICUS Alliance or The Environmental Association for Universities and Colleges in the UK)
 - while allocating internal funds for external stakeholder engagement activities, related either to research, teaching or generation of societal impact, BMEc will prioritize applications that advance the goals of sustainability and global social responsibility.

Appendix A

SELECTED PRME-RELEVANT PUBLICATIONS 2016-17

Department of Business and Management

Adonis, Leegale; Paramanund, Jithen; Basu, Debashis; Luiz, John (2016) Framing preventive care messaging and cervical cancer screening in a health-insured population in South Africa: implications for population-based communication? *Journal of Health Psychology*, ISSN 1359-1053

Ahamed, M Mostak (2016) Does inclusive financial development matter for firms' tax evasion? Evidence from developing countries *Economics Letters*, 149 pp. 15-19. ISSN 0165-1765

Bailey, Catherine; Madden, Adrian (2016) What makes work meaningful - or meaningless? *MIT Sloan Management Review*, 57 (4). ISSN 1532-9194

Bailey, Katie; Madden, Adrian (2017) Why meaningful work matters *Industrial Management*, 58 (3). pp. 10-13. ISSN 0019-8471

Bailey, Katie; Madden, Adrian; Alfes, Kerstin; Shantz, Amanda; Soane, Emma (2016) The mismanaged soul: existential labor and the erosion of meaningful work *Human Resource Management Review*, 27 (3). pp. 416-430. ISSN 1053-4822

Basu, R Jothi; Subramanian, Nachiappan; Gunasekaran, Angappa; Palaniappan, P L K (2016) Influence of non-price and environmental sustainability factors on truckload procurement process *Annals of Operations Research* pp. 1-26. ISSN 0254-5330

Blome, Constantin; Foerstl, Kai; Schleper, Martin C (2017) Antecedents of green supplier championing and greenwashing: an empirical study on leadership and ethical incentives *Journal of Cleaner Production*, 152 pp. 339-350. ISSN 0959-6526

Bozkurt, Ödül; Stowell, Alison (2016) Skills in the green economy: recycling promises in the UK e-waste management sector *New Technology, Work and Employment*, 31 (2). pp. 146-160. ISSN 0268-1072

De, Arijit; Reddy Mamanduru, Vamsee Krishna; Gunasekaran, Angappa; Subramanian, Nachiappan; Tiwari, Manoj Kumar (2016) Composite particle algorithm for sustainable integrated dynamic ship routing and scheduling optimization *Computers & Industrial Engineering*, 96 pp. 201-215. ISSN 0360-8352

Evans, Samantha; Tourish, Dennis (2017) Agency theory and performance appraisal: how bad theory damages learning and contributes to bad management practice *Management Learning*, 48 (3). pp. 271-291. ISSN 1350-5076

Gunasekaran, Angappa; Subramanian, Nachiappan (2017) Sustainable operations modeling and data analytics Editor(s): Angappa, Gunasekaran *Computers & Operations Research*, 89 pp. 163-167. ISSN 0305-0548

Hahn, Tobias; Figge, Frank; Pinkse, Jonatan; Preuss, Lutz (2017) A paradox perspective on corporate sustainability:

descriptive, instrumental, and normative aspects *Journal of Business Ethics* ISSN 0167-4544

Hensen, Nick; Keeling, Debbie I; de Ruyter, Ko; Wetzels, Martin; de Jong, Ad (2016) Making SENS: exploring the antecedents and impact of store environmental stewardship climate *Journal of the Academy of Marketing Science*, 44 (4). pp. 497-515. ISSN 0092-0703

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Hopper, Trevor (2017) Neopatrimonialism, good governance, corruption and accounting in Africa: idealism vs pragmatism *Journal of Accounting in Emerging Economies*, 7 (2). pp. 225-248. ISSN 2042-1168

Lanka, Sanjay; Khadaroo, Iqbal; Boehm, Steffen (2017) Agroecology accounting: biodiversity and sustainable livelihoods from the margins *Accounting, Auditing & Accountability Journal*, 30 (7). pp. 1592-1613. ISSN 0951-3574

Miley, Frances; Read, Andrew (2017) 'This degrading and stealthy practice': accounting, stigma and indigenous wages in Australia 1897-1972 *Accounting, Auditing and Accountability* ISSN 0951-3574

Morgenroth, Anne; Luiz, John M (2016) Corporate social responsibility mandates within German multinational enterprises in sub-Saharan Africa *European Journal of International Management*, 10 (6). pp. 624-646. ISSN 1751-6757

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Paulraj, Antony; Blome, Constantin (2017) Plurality in environmental supply chain mechanisms: differential effects on triple bottom line outcomes *International Journal of Operations and Production Management*, 37 (8). pp. 1010-1030. ISSN 0144-3577

Preuss, Lutz; Barkemeyer, Ralf; Glavas, Ante (2016) Corporate social responsibility in developing country multinationals: identifying company and country-level influences *Business Ethics Quarterly*, 26 (3). pp. 347-378. ISSN 1052-150X

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Wilhelm, Miriam; Blome, Constantin; Wieck, Ellen; Xiao, Cheng Yong (2016) Implementing sustainability in multi-tier supply chains: strategies and contingencies in managing sub-suppliers *International Journal of Production Economics* , 182 pp. 196-212. ISSN 0925-5273

Wu, Lin; Subramanian, Nachiappan; Abdulrahman, Muhammad D; Liu, Chang; Pawar, Kulwant S (2016) Short-term versus long-term benefits: balanced sustainability framework and research propositions *Sustainable Production and Consumption* , 11 pp. 18-30. ISSN 2352-5509

Xheneti, Mirela; Madden, Adrian; Thapa Karki, Shova (2017) The value of formalisation for women entrepreneurs in developing contexts-A review and research agenda. *International Journal of Management Reviews* ISSN 1460-8545

Xheneti, Mirela; Thapa Karki, Shova (2016) Off the record: formalisation per se does not support Nepali women to expand and ensure the sustainability of their business *Kathmandu Post*

Xheneti, Mirela; Thapa Karki, Shova; Madden, Adrian (2017) Negotiating business and family demands within a patriarchal society – the case of women entrepreneurs in the Nepalese context *Entrepreneurship and Regional Development* ISSN 0898-5626

Department of Economics

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Jardón, Acel; Kuik, Onno; Tol, Richard S J (2017) Economic growth and carbon dioxide emissions: an analysis of Latin America and the Caribbean *Atmósfera* , 30 (2). pp. 87-100. ISSN 0187-6236

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Unanue, Wenceslao; Vignoles, Vivian L; Dittmar, Helga; Vansteenkiste, Maarten (2016) Life goals predict environmental behavior: cross-cultural and longitudinal evidence *Journal of Environmental Psychology* , 46 pp. 10-22. ISSN 0272-4944

Science Policy Research Unit

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Appendix B

2016-2017 PRME-RELEVANT SEMINARS IN BMEC – SELECTED EXAMPLES

DATE	TOPIC
12 Dec 2017	Community action addressing fuel poverty by Mari Martiskainen (UoS)
8 Dec 2017	From Experiments to Changing Sociotechnical Systems: What Is the Role of Intermediaries? By Paula Kivima (SPRU)
1 Dec 2017	System Transition and Structural Change Processes in the Energy Efficiency of Residential Sector by Valeria Costantini (Università Roma Tre)
20 Nov 2017	The Impact of Brexit on Climate and Energy Policy by Richard Tol (University of Sussex)
24 Nov 2017	Everyday Austerity: Intersectional Approaches to Lived Experiences of Economic Change by Sarah Marie Hall (University of Manchester)
17 Nov 2017	Perspectives on Innovation and the Distribution of Income by Caroline Paunov (OECD)
10 Nov 2017	Response-Ability and Cultivating Cultures of Care: Insights from the Laboratory Animal House by Beth Greenhough (University of Oxford)
1 Nov 2017	A shocking omission? The exclusion of Milgram's conformity experiments in organisational behaviour textbooks by Todd Bridgman (Victoria University of Wellington)
30 Oct 2017	Temperature and Judgement: Evidence from 206,000 Court Cases by Anthony Heyes
2 May 2017	Constructing Legitimacy for Automated Goods Mobility by Debbie Hopkins (TSU, Oxford University and CIED)
25 Apr 2017	The Political Economy of the Municipal Electricity Supply Industry (ESI) in South Africa by Theo Covary (Energy Research Centre, University of Cape Town)
24 Apr 2017	What psychology knows about energy conservation: from theory to practice by Wokje Abrahamse (CIED Visiting Fellow, Victoria University of Wellington)

3 Apr 2017	Willingness to Pay for Climate Change Mitigation in the UK by Edgar Salgado Chavez & Monika Novackova
31 Mar 2017	Resource Efficiency, Environmental Policy and Eco-Innovations. Evidence from EU firms by Massimiliano Mazzanti (University of Ferrara)
28 Mar 2017	Reconsidering green industrial policy: Does techno-nationalism maximise green growth in the domestic economy? By Maria Carvalho (LSE)
24 Mar 2017	Sustainability and Social Relations by Lucie Middlemiss (University of Leeds)
21 Mar 2017	Sustainability transitions – explaining the emerging (and non-emerging) transitions of Carbon Capture and Storage and electric vehicles in Norway by Oluf Langhelle (Visiting fellow at SPRU from the University of Stavanger)
17 Mar 2017	Economic and Social Upgrading in Global Value Chains by Stephanie Barrientos (University of Manchester)
16 Mar 2017	Inequality in a monetary dynamic macroeconomic model by Matheus Grasselli (McMaster University)
7 Mar 2017	Institutions and industrial policy in energy disruption: the illustrative case of Denmark by Chiara Fratini
17 Feb 2017	Recent trend in carbon emissions and the implications of the Paris Agreement for climate change research by Corinne Le Quere (University of East Anglia and Tyndall Centre)
14 Feb 2017	Unlocking investment in Africa's renewables: what are the binding constraints? By Ana Pueyo (IDS)
7 Feb 2017	The construction and cost of an offshore wind farm by Peter Geddes (DONG Energy)
5 Dec 2016	Coal exit in Germany: creative destruction or managed gradual decline? By Barbara Praetorius (Agora Energiewende)
25 Nov 2016	Industrial Development and Policy in South Africa: Why is There Not More Success? By Sam Ashman (University of Johannesburg / SOAS)
17 Nov 2016	The Value of Roads: The distance to market & the impact of rainfall on children's health in West Africa by Alex Moradi
15 Nov 2016	Energy transitions: how quickly can change happen? By Steve Sorrell and Florian Kern

11 Nov 2016	A typology of upscaling in the sharing economy: socio-technical enablers and constraints by Vadim Grinevich (University of Southampton)
1 Nov 2016	Institutional Framework: A driver for Policy Instrument for Low Emission Development in Africa by Abbas AbdulRafiu (CIED Visiting Fellow)
31 Oct 2016	Weather, climate, and total factor productivity growth by Richard Tol (University of Sussex)
16 Oct 2016	People first PPPs for UN SDGs by Geoffrey Hamilton (UNECE)
11 Oct 2016	How do users contribute to (energy) transitions? By Laur Kanger (SPRU)
13 Oct 2016	Meaningful Work: What do we know about it and how do we find it? By Prof. Katie Bailey University of Sussex
13 Oct 2016	Is financial inclusion good for bank stability? International evidence by Mostak Ahamed (University of Sussex)
4 Oct 2016	Technology development and transfer in the Paris Agreement: taking account of innovation systems and capabilities by Heleen de Coninck (Radboud University)
28 Sep 2016	Corrective tax design with heterogeneous externalities and differentiated products by Rachel Griffith
27 Sep 2016	Rethinking climate change from social grassroots innovation for human development: the case of the renewable energy cooperative Som Energia by Victoria Pellicer (Ingenio)
10 Jun 2016	The Financial System We Need'. How to align the financial system with sustainable development by Nick Robins (UNEP)
7 Jun 2016	A complexity underpinning for domestic climate mitigation policy in South Africa by Emily Tyler (University of Cape Town)
20 May 2016	Patterns of eco-innovation by Floortje Alkemade (Eindhoven University of Technology)
16 May 2016	A network approach to financial stability by Professor Giulia Iori (City University London)
13 May 2016	The Triple Challenge for Europe: The Economy, Climate Change and Governance by Ben Martin (SPRU)
21 Apr 2016	Adaptation through Sustainability in Times of Crisis: The Role of Competitiveness and Managerial Stakeholder Orientation by Dr Kerstin Neumann (Bocconi University)

27 Apr 2016	Bride Price and Female Education by Alessandra Voena (U of Chicago/Yale)
26 Apr 2016	Stewardship and living sustainably: addressing climate change in the Church of England by Kirsten Firth (The Church of England, Msc Energy Policy alumnus)
15 Apr 2016	Low Carbon Innovation in China: Prospects, Politics and Practices by Adrian Ely and Sam Geall (SPRU)
12 Apr 2016	The challenges of decarbonising space and water heating by Robert Sansom (Imperial)
8 Apr 2016	Incumbents and institutions in sustainability transitions Marko Hekkert (Copernicus Institute of Sustainable Development, Utrecht University)
4 Apr 2016	The political economy of green grabs: The roles of capitalist and primitive accumulation in climate change mitigation and adaptation by Shapan Adnan
16 March 2016	Insiders and Outsiders: Local Ethnic Politics and Public Good Provision" by Mark Rosenzweig (Yale)
15 Mar 2016	Communicating climate change: pitfalls and opportunities by Chris Shaw (Climate Outreach)
11 Mar 2016	Sustainable energy for all: innovation, technology and pro-poor green transformations by David Ockwell and Rob Byrne (Global studies and SPRU, UoS)
8 Mar 2016	Progress towards all renewable power supplies by Keith Barnham
1 Mar 2016	Energy services for improved building energy efficiency in Finland: taking an energy service company perspective on policy by Paula Kivimaa (SPRU)
29 Feb 2016	A hybrid System Dynamics – Agent Based model to assess the role of green fiscal and monetary policies by Irene Monasterolo
26 Feb 2016	How can the ecological impact of the richest 1% be reduced at a time of extreme inequality? By Dario Kenner
17 Feb 2016	Complementarities: Chances and challenges for the energy transition by Jochen Markard (ETH Zurich)
16 Feb 2016	Are there sustainability limits to bioenergy development in Norway? Evidence from Hedmark county by Bianca Cavicchi

12 Feb 2016	Small-town India's waste economy by Barbara Harriss-White (South Asia Research Cluster, Wolfson College, Oxford University)
9 Feb 2016	The Great Nordic Energy Transition: Insights for UK Researchers and Policymakers by Benjamin Sovacool (SPRU)
3 Feb 2016	Managerial cognition: Managing tensions and trade-offs through paradoxical thinking by Prof. Lutz Preuss (University of East Anglia)
3 Feb 2016	The evolving role of finance in South Africa's renewable energy sector by Lucy Baker (SPRU)
2 Feb 2016	Transitional justice in the UNFCCC negotiations on Loss and Damage by Sonja Klinsky (Arizona State University)

Appendix C

2016-17 PHD RESEARCH DISSERTATIONS RELATED TO SUSTAINABLE DEVELOPMENT GOALS



Department of Business and Management

1. Mukhopadhyay, Boidurjo K- Renewable energy based entrepreneurship and rural development: analysing institutions and institutional arrangement for supporting solar energy entrepreneurs in a case study of India
2. Alqurashi, Entesar - The main obstacles to women leaders gaining access to senior leadership positions and participation in strategic decision-making processes within higher education organizations (universities) in the Kingdom of Saudi Arabia

Department of Economics

3. Montalbano, Pierluigi - Essays on trade openness and vulnerability to poverty
4. Mazzutti, Caio TP- Three essays on the causal impacts of child labour laws in Brazil
5. Pacillo, Grazia - Market participation, innovation adoption and poverty in rural Ghana
6. De Martino, Samantha - Essays on incentives and pro-environmental behaviour
7. Shabab, Chowdhury R - Risk and inequality in rural Thailand
8. Cabrera Hernandez, Francisco - Essays on the impact evaluation of education policies in Mexico

SPRU

9. Barnes, Jacob PJ- The local embedding of technologies through community-led initiatives: the case of sustainable energy
10. Cox, Emily MM - Assessing energy security in a low-carbon context: the case of electricity in the UK
11. Dolley, Jonathan - Sustainability, resilience and governance of an urban food system: a case study of peri-urban Wuhan
12. Gollwitzer, Lorenz - All together now: institutional innovation for pro-poor electricity access in sub-Saharan Africa
13. Jagger, Nicholas SB- Skills and the low-carbon transition
14. Karimzadeh, Edmond - Orphan Drugs: Incentives to Innovation
15. Sica, Edgardo - Eco-innovations and companies' financial constraints: a multilevel-perspective analysis

Appendix D

UG AND PG RESEARCH DISSERTATIONS RELATED TO SUSTAINABLE DEVELOPMENT GOALS



Department of Business and Management – selected UG research dissertations

2016/17

1. The Righteous Con: Sustainability, a reflection of the existence of organisational conscience, or a tactic to exploit financially the credulous nature of the consumer?
2. Business models and social enterprise
3. Women in Leadership
4. An investigation of why business leaders integrate CSR into their overall business strategies and whether or not there is a relationship between corporate social responsibility and corporate financial performance
5. How does sustainable business practices influence consumers' buying motivations?
6. Business and Sustainability: The relationship between firm's charitable contribution and their business performance
7. Alternative energy in the modern world and ways to further development of it in the future.
8. The sacrifices of successful women.

2015/16

1. The industrial food system and the alternatives to it. Is the food production system going in the right direction?
2. Does mobility and flexible working hours affect the employees' well-being?
3. What is the scope of microfinance in the UK to alienate poverty
4. The effects charity and non-profit companies can have on their desired cause, analysing their effectiveness and efficiency
5. Business Scandals: Volkswagen
6. A comparative analysis of national policies for employees with disabilities and their impact
7. The Commercialisation of Corporate Social Responsibility: A Case Study.
8. Ethical Consumerism: an exploratory study of the organic skin care business in the UK
9. The impact of cultural diversity and contrasting values in the workplace.

Department of Economics – selected PG research dissertations

2016/17

1. The effect of sibling composition on female health outcomes
2. Does spatial inequality increase as cities expand? A spatial interpretation of inequality for Mexico City 1980-2010
3. Measuring vulnerability to poverty in Colombia (2002 - 2016)
4. Is there a post conflict dividend on institutions and gender equality within them?
5. Do Self Help Groups play a glorious role in poverty alleviation in India?
6. Use of anti-dumping measures in Pakistan and its impact on imports, exporter's behaviour, and exports of downstream industries.
7. Primary School Attendance in Nigeria; Causes and Effects
8. Impact of conflict on educational outcomes in Colombia

9. Impact of poor sanitation on health-India
10. Personal preferences for redistribution in Uruguay: the role of the wrong perceptions about inequality and the position in the income distribution
11. Gender Inequality and Welfare Outcomes
12. Regional disparity in factors impacting maternal health in India
13. Initiatives promoting women's health and its impact on child outcomes
14. The Impact of Corruption on Firm Level Performance in Nigeria
15. The impact of the transition towards green energy on income inequality in the UK.
16. The relation between innovation, employment and inequality in the UK

2015/16

1. The impact of Israeli policies on Palestinian attitudes in Gaza towards Israel
2. The Determinants of Youth Unemployment in the Caribbean: A case study of Jamaica
3. Determinants of poverty dynamics in Mexico, 2011: An intergenerational model
4. Impact of mining on health outcomes in Post-Soviet Kazakhstan/ Impact of mining on R&D and innovation in Post-Soviet Kazakhstan
5. Estimating the Impact of Terrorism on Pakistan's Trade
6. Determinants of school completion and repetition in the Dominican Republic
7. Gender wage disparities and their impact on democracy
8. Households' Demand for Efficient and Renewable Energy
9. Impact of Institutions and Natural resource curse on economic outcomes.
10. The Economic Determinants Of Budget Deficit in Sierra Leone from 1991-2014
11. The determinants of entrepreneurship and self-employment in developing countries.
12. Impact of 2008-2010 recession on children nutrition habits in Mexico
13. An Analysis of Infant Mortality Rate in Sierra Leone.
14. Did the Reaching the Urban Poor (RUP) Initiative Narrow Inequalities in Maternal and Child Healthcare in Metro Manila, Philippines?
15. Conflict, financial development and growth.
16. Investigating the Causal Relationship between Education and Crime
17. Misprediction in Regional Tax Revenue / Extending Corruption Index
18. Has the Peruvian miracle reduced the gender wage gap? Evidence for the 2004-2015 period
19. Immigrant wage gap in the UK post 2005 immigration inflow

SPRU – selected PG research dissertations

2016/17

1. Classifying the risks obstructing the development of electricity infrastructure in East Africa Exploring the role of (mis)information technologies in post-truth politics
2. To what extent has the implementation of UK energy efficiency policies been successful?
3. Comparative analysis on process of social peripheralisation: In case of nuclear intensive community in South Korea and Japan
4. The role of intermediaries in risk communication after Fukushima Nuclear Accident
5. Transformation of the socio-technical regime by fostering distributed generation through Net metering and Net billing implementation in the Mexican Electricity Sector.
6. What lessons can a post-Brexit Britain learn from the regulation of GM crops in the EU and the USA?
7. To what extent are sustainable social housing projects contributing towards, or creating, a sustainable housing niche?
8. Vulnerability in sociotechnical infrastructures: Health information infrastructures and urban resilience since the 2014 Ebola outbreak in Sierra Leone's Western Area.
9. What are the barriers to implementing an integrated/nexus approach to decision-making about climate shocks?
10. Non-household Sector Impacts of Energy Subsidy Reform: The Case of Indonesia
11. A study of how can hydroelectricity energy influence on the local environment and the national electricity generation in relation to sustainability. Case study in the Three Gorges Dam in China
12. Risk Management Strategies of Energy Services Companies (ESCOs) and the implications for the guided transition of the UK Electricity System
13. A Decomposition Analysis of Carbon Emissions in Germany considering Nuclear Energy Phase Out
14. Finance of Circular Economy in EU
15. Enablers & Barriers for Solar Rooftop PV in India

16. A critical analysis of energy security within Germany and the United Kingdom and how it has changed over the past 10 years?
17. Sustainability Transitions in Small Island Developing States
18. Embedding sustainability in local cultures.
19. Capturing value from home electricity demand: A systematic assessment of current and potential opportunities within traditional and non-traditional business models
20. Analysing the development of renewable energy in Indonesia using socio technical system perspective
21. Energy Poverty: The Affordability and Inequality of Energy Consumption in Mexican Households.
22. The Experimental Smart City: A Broader Space for Development
23. A policy design towards a sustainable energy system in developing countries. Case of Madagascar energy policy
24. Circular Economy measures in Industry Firms in the EU
25. Global Covenant of Mayors and Urban Sustainability
26. The influence of international collaboration on renewable energy in the development of a solar energy niche in Mexico
27. The distribution of Geo-thermal Energy in Turkey
28. Exploring technocracy in Sustainability
29. Why is it necessary to construct an interconnected global renewable power grid?

2015/16

1. Scaling of technology for transparency and accountability initiatives
2. How the Innovation Principles of the Innovation Labs of aid for development institutions frame its activity and with what implications?
3. The technology of supply chain innovation would be able to enhance the operation performance in Thai public hospitals
4. Should complementary and alternative medicine be subject to the same scientific and regulatory scrutiny as clinical medicine?
5. The Science and Policy of Food-Born Risks from Acrylamide
6. A review of the debates about the safety of the herbicide 'glyphosate'
7. The role of technological innovation in obesity prevention
8. Grassroots innovation and indigenous social movements in the Peruvian Amazon
9. How are natural and social science disciplines being integrated in interdisciplinary research on groundwater sustainability? A comparative study of the five UPGro consortium projects.
10. Developing transition pathways for a low carbon electricity system in Indonesia
11. How to establish good governance of Small Modular nuclear Reactor in Korea to achieve sustainable development?
12. Football vs Inequality
13. Among all the actions taken by UK government to manage and control civilian drone usage, which one is most effective?
14. An assessment of path dependence in the UK energy sector and the role of policy in protecting this critical infrastructure
15. With regards to urban freight transport and the low carbon transition, how are decisions being made in London?
16. A study on strategic niche management from the perspective of network relation : the analysis of renewable energy electricity infrastructure in the north of China
17. Addressing the Needs of the Poor: Challenges and Pathways for Inclusive Business in Mexico
18. Scientific Data sharing in the 2015 Zika virus outbreak
19. The Swiss Nuclear Phase Out - Lessons to be Learned from Austria for the Discontinuance Governance and Implications for the Developing World
20. Discontinuation Governance of the Canadian Oil Sands
21. The politics of Kenya's entrepreneurial culture as a factor in innovation for sustainable development
22. What are the relative advantages and disadvantages of Solar Home Systems compared to mini-grids for providing energy access to rural Kenya?
23. Estimating the risks of stranded assets of thermal coal in India from enhanced solar and wind energy penetration.

Note. The above dissertation titles were provisional. Records of final titles were not readily available.