

PRME

Sharing Information on Progress Report

April 2020

Principles for Responsible Management Education

Newcastle University Business School Sharing Information
on Progress 2018-19

PRiME

*an initiative of the
United Nations Global Compact*

Our Renewed Commitment to the PRME

Message from the School Director

As we are celebrating a decade since our Newcastle University Business School (NUBS) joined PRME, and six years since we became members of the PRME UK and Ireland Chapter, on behalf of all of us at NUBS, I am delighted to reaffirm the School's commitment to PRME.

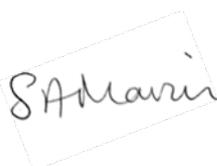
In our fifth Sharing Information on Progress (SIP) Report for 2018 to date, submitted here, you will find a collection of highlights from our latest PRME journey – with its successes, challenges, learnings and aspirations. This moment gives us all an opportunity to reflect on where we have been, what we have done, and whereto we wish to proceed.

Since our previous PRME review, the world has been changing faster than we could imagine. New challenges have unsettled our increasingly complex world, in unprecedented ways. The AI Revolution is challenging the future of work, anthropogenic climate change is challenging our plans for sustainability, and new global epidemics (such as COVID-19) are challenging our capacity for systemic coordination and responsiveness. All of these call for responsible management and ethical leadership more than ever before, at the highest levels of cooperation humankind can achieve. It has become clear that we need better understandings of human and social behaviours, more responsible innovation and application of technology, and more effective collective action for social change.

In this turbulent context, our School's vision, mission, values and strategic goals also acquire new meaning. Aiming to empower people to fulfill their potential and to serve the community from within a civic university now has to mean more than business as usual, as we see the concept of public interest itself changing before our very eyes. Our ability to deliver excellence in the Future of Work and to develop leaders for a future they can shape will depend on a sound, new evidence-based re-assessment of what it takes to boost our students' employability potential in a highly interdependent global society. We also need to enhance, accordingly, our expectations for internationalisation, impact, stakeholder engagement, and sustainability.

Our PRME strategy is timely and will enable us to build on existing resources and capabilities to create new ones, and to streamline our activities in a concerted effort to promote responsible management internally and externally, for the benefit of our stakeholders and the community. We have put in place strategies and structures that support this agenda. While we have made good progress on all dimensions of responsible management, we are also aware of challenges we need to overcome, and continue to work on solutions that draw us closer to our ambitious objectives.

NUBS will continue to integrate PRME in its areas of activity: teaching, assessment and curriculum development; research, innovation and talent mentoring; engagement with all our stakeholders and the public for the common good; and enhancement of our own institutional practices to improve sustainability and social justice. Inspired by the perseverance and enthusiasm of our staff, partners and collaborators, I am very much looking forward to embarking on this new phase of our PRME journey.



Professor Sharon Mavin
Director of Newcastle University Business School
April 2020

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Cristina Neesham

Director of Business Ethics and Corporate Social Responsibility
Newcastle University Business School

Our University

“From Newcastle. For the World”

“The things we're doing here are making a difference out there.”



Situated in the heart of Newcastle Upon Tyne, in the North East of England, **Newcastle University** is a member of the Russell Group and home to an average of almost 28,000 students (annually) and over 6,000 academic, professional and general staff. It has almost two centuries of leading impactful innovation for societal benefit – through its education, research, scholarship and engagement with local, national and international organisations, institutions and communities.

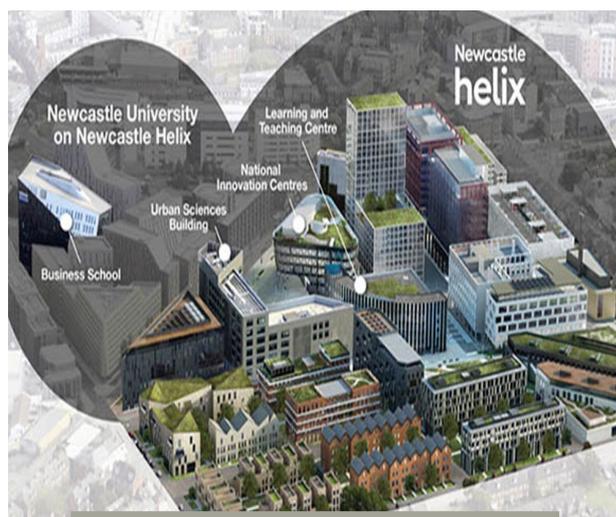
Today, Newcastle University has students from 150 countries involved in its diverse undergraduate and postgraduate programmes, and additional campuses in London, Singapore and Malaysia. Its growing experience in tackling systemic challenges has been earned through a long-standing capacity to integrate the priorities of a research-intensive university with those of a civic university deeply involved in the life and problems of the wider community.

Confronted with unprecedented global challenges, the University aims to engage the core values of **excellence**, **creativity** and **impact** in order to identify new opportunities for addressing these challenges. These values underpin four guiding principles that inform our institutional strategies: working together, visibly leading, freedom and opportunity to succeed, and responding to current and future challenges. The strategies shaped by these principles focus on education for life, research for discovery and impact, engagement and place, and influencing globally.

Newcastle University upholds its inclusive and public benefit oriented ethos in many ways – as a nurturing education environment, a complex research and innovation network, and a large employer in the region, to mention a few. While its focus on addressing societal challenges has continued unabated, our priorities have developed with the times – enriching the themes of ageing and health, social renewal and sustainability, and placing new emphases on hard-earned research strengths in areas such as data, energy, cities, and culture and the creative arts. These priorities have been steered by constant attention to sustainability and social justice issues.

Recent testimonies to the University’s commitment to these issues are: its declaration of Climate Emergency in April 2019, continuing with a series of relevant activities, including the Climate Action Week on 16-22 March 2020; its inauguration, in November 2019, of a new Education Centre celebrating the American anti-slavery activist Frederick Douglass and his links with Newcastle; and the rapid growth of its Global Challenges Academy, which has supported an increasing number of (global) sustainability and social justice related projects within the last two years. Our University has been recognised by *Times Higher Education* (in its 2019 Impact Rankings) as 23rd in the world for its commitment to sustainable development; 2nd under ‘Responsible Production and Consumption’ (SDG12); and 7th under ‘Climate Action’ (SDG 13).

Our School



Newcastle University Business School (NUBS) has always focused on excellence and impact through its education and research activities. Today, these long-held ideals are more relevant than ever. Being part of the Newcastle Helix enables us to establish ongoing collaborations with partners in the private, public and civil society sectors.

The School holds the triple crown international accreditation (EQUIS, AACSB, and AMBA); we are amongst an elite group of Business Schools to have achieved this accolade, currently 1% worldwide. We have almost 3,800 students from all over the world, and our vision is to be a

globally renowned international business school that delivers excellence in the Future of Work and develops leaders for a future they can shape. This vision is supported by our mission to inspire new global perspectives in the Future of Work and Leading on Leadership through vibrant collaboration, and is also reflected in our ethos:

Here to Transform – we inspire students, staff and partners to come together to learn, explore and solve the most pressing issues facing the future of work and leaders in our region and the world.

As the School's educational efforts focus on nurturing the managers and leaders of tomorrow, it is playing its own, distinctive role in driving change towards a more just, inclusive and sustainable global society. The diverse examples of PRME activities included in this Report illustrate how NUBS is delivering on its decade-old promise to educate responsible business leaders and outstanding global citizens.

Since the adoption of its new vision in 2018, the School has built on its past achievements and created new capabilities to fulfill its mission – namely, to inspire new global perspectives in the Future of Work and Leading on Leadership. This aim is supported by six strategic ambitions:

- to embed and evaluate internationalisation in all that we do;
- to deliver excellent education;
- to drive excellence in research and innovation;
- to develop an inclusive culture with entrepreneurial character, which empowers people, enables cross-disciplinary collaboration and is committed to equality and diversity;
- to deliver on its vision through vibrant collaborations with its stakeholders; and
- **to create opportunity for our stakeholders to shape a responsible future for business and society.**

Our focus on creating responsible managers and leaders for a sustainable global future is directly serving this last strategic ambition – but is also closely articulated with the other five, and embedded in our education, research and engagement activities across the board.

Our School's Approach to PRME: A Systemic Strategy

Our pursuit and implementation of PRME aligns with the School's current vision, mission and strategic objectives – in particular the objective of **achieving influence in building a responsible future for business and society, and creating opportunity for our stakeholders to contribute to this future.**

We are striving to develop inter-disciplinary collaborations that anticipate and shape new opportunities and forms of organisation, new ways of working, and new roles our graduates could play to promote an ethical, responsible and sustainable society. We focus on innovativeness, creativity, and the ability to make a difference.

Our PRME Strategy is founded on three pillars:

- A. Education for systemic responsibility;
- B. Leading in research at the ethical frontier; and
- C. Engagement with the community, value for the community.

These inform the strategic objectives presented below.

Pillar A: Education for systemic responsibility

PRME-inspired education (both embedded and through designated modules) enables NUBS to focus on preparing tomorrow's leaders to manage (global) systemic problems and care about the aggregate outcomes of their decisions. For us as educators, this means: taking responsibility for integrating PRME across the NUBS curriculum, using a holistic approach; encouraging exemplary convenor collaborations across subjects and disciplines; and, promoting educational practices that build lifelong learning skills.

Pillar B: Leading in research at the ethical frontier

Our PRME-related research is aimed at supporting innovators in addressing the ethics, social responsibility and sustainability implications of their breakthroughs, especially in areas where clear social norms have not yet been established. NUBS involves students at all levels, through a wide range of projects (from undergraduate research assignments to doctoral theses), in research that focuses on relevant and impactful solutions to new ethical challenges presented by current advancements in technology, the sciences and the humanities. Wherever possible, we create opportunities for our students to engage in projects that: are interdisciplinary; address significant responsibility and sustainability issues in the local, national and international (business) communities; and, apply considerations of equality, diversity and inclusion in the research process.

Pillar C: Engagement with the community, value for the community

Our PRME-guided activities enhance NUBS' capabilities for engaging with members of industry, government and civil society through productive and enduring relationships. They foster local, national and international partnerships; and maintain valuable collaborations with a wide range of stakeholders. Our approach to engagement is characterised by open, continuing dialogue with students, graduates, peers, industry practitioners and the public on new PRME challenges of public interest. By doing this, we are able to identify radical needs created by contemporary grand challenges (such as climate change and the AI revolution), and to create community partnerships that can effectively address these needs. It is in these terms that our PRME strategy is supporting our broader vision to be globally recognised for excellence in the Future of Work and Leading on Leadership.

Guided by these three pillars, our approach to PRME has three longer-term objectives:

- a. to embed PRME in NUBS teaching and assessment, in both undergraduate and postgraduate (taught and research) Programmes;

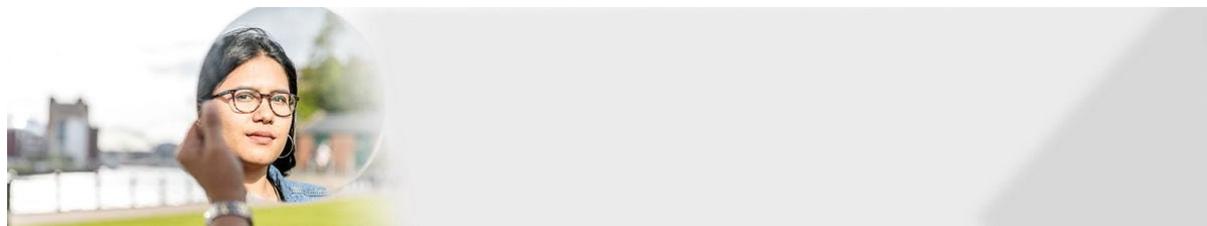
- b. to provide PRME input into NUBS, Faculty and University initiatives and projects, with emphasis on inter-disciplinary research and innovation; and
- c. to promote PRME-inspired concepts, policies and practices locally, nationally and internationally.



The following overview of practical actions undertaken by NUBS under this approach in 2018-2019 provides a small sample of our most representative PRME-related experiences and achievements since the last SIP Report. This account is structured in response to the six core PRME principles, and also includes examples of the School's own organisational practices, under PRME '**Principle**' 7.

Principle 1: Purpose

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



Overview

Consistent with its current vision, mission and values, since 2018 NUBS has pursued its objective **to create opportunity for our stakeholders to shape a responsible future for business and society**. For this purpose, it has created a new position of Director of Business Ethics and Corporate Social Responsibility (BE-CSR) and has recruited Dr Cristina Neesham (an experienced business ethics and CSR scholar previously engaged at Monash and Swinburne Business Schools in Melbourne, Australia) to fulfill this role. The purpose is to provide leadership in embedding ethics, responsibility and sustainability in the School's education, research and engagement activities; and to lead on NUBS' commitment to (and further development of) PRME within this broader context. The BE-CSR Director reports directly to the NUBS Director of Education Internationalisation, and provides input into the Education, Learning and Teaching (ELT) and the Accreditation areas of the School.

Since commencement in June 2019, the BE-CSR Director has engaged in a range of internal and external collaboration activities in PRME-related education and research; and has initiated an Ethics, Responsibility and Sustainability (ERS) Special Interest Group of over 20 NUBS academics and research students already involved (or interested) in responsible management education and related activities, whose aim is to foster scholarship in this area and capitalise on its research outputs in order to enhance NUBS' education and engagement projects. These efforts have been combined with plans to establish an international network of strategic partnerships between NUBS and a small number of business schools in Asia, Australia and Europe to promote the responsible management of global systemic problems. NUBS' new PRME strategy has been developed in this context.

As previously outlined, our PRME strategy is guided by education for systemic responsibility, leading (and involving students) in research at the ethical frontier, and engagement with the community by delivering value to the community. We aim to implement this strategy by:

1. working together (academic and professional staff) within the School to review key components in our undergraduate and postgraduate curricula and **integrate responsible management** topics, issues and practices more explicitly and systematically;
2. collaborating with related areas in our Faculty of Humanities and Social Sciences, as well as in other Faculties, to articulate our efforts into the University's **broader sustainability and social justice agendas**; and
3. **developing relations** with other business schools, universities and organisations (such as industry leaders, international institutions and local community bodies) **to engage PRME** in effective education, research, innovation and societal impact projects.

Embedding PRME Topics in Our Curricula



A first step in the embedding process commenced during this academic year has been the introduction of a self-assessment tool for module leaders to integrate responsible management concepts and principles into the curriculum, with emphasis on socially and environmentally responsible global governance (e.g. collective action to implement the Sustainable Development Goals), social justice, equity, diversity and inclusion. The tool was developed by the BE-CSR Director with guidance from the Director of Excellence in Learning and Teaching (DELT) and distributed to undergraduate and postgraduate module leaders to assist them in PRME-orienting their teaching and assessment materials. While it is too early to evaluate the results of adopting this tool, we are monitoring its adoption on an ongoing basis.

Supporting Our University's Sustainability Goals

To enhance inter-School collaboration for promoting the University's sustainability agenda, a first initiative in our PRME strategy has been to develop a pilot research consultancy project carried out by students in our MSc of International Business Management as part of their dissertation, and led by Dr Susan Addison, with the support of Newcastle University's Sustainability Team (William Brown, Matthew Dunlop and Hannah Owens). Based on the project brief provided by this Team and on the University data available, this student group has been able to investigate: how Newcastle University could successfully transition to a low-carbon approach to managing its remote activities; what the key challenges of this approach may be; how other institutions may have achieved carbon footprint reductions; and what are the key benefits or differentiators in terms of competitiveness relating to reducing Newcastle University's carbon footprint. While the investigation is still continuing, the whole approach is testimony of the mutual commitment of the School in supporting the University's climate emergency priorities and of the University in supporting the School's responsible management education efforts. We are planning to continue our collaboration with NU's Sustainability Team and offer projects on similar issues for future student intakes. More details on the expected outputs of this project are available under **Principle 7: Organisational Practices**.

Engaging with Leading International Networks on PRME-related Topics

A recently developed international collaboration on topics related to responsible management education is our School's membership of NYU Stern's Global Network for Business Schools and Human Rights (GNBSHR). Represented by **Dr Cristina Neesham** (BE-CSR Director), **Professor Louise Crawford** (Deputy Director of Research) and **Dr Victoria Pagan** (former Athena SWAN lead), our School has been planning the customised adoption of elements from the Network's *Toolkit for Advancing Human Rights in Business Education* into specific NUBS Programmes. This initiative is part of a wider plan to extend our contributions to highly reputable international networks on topics of PRME interest.

What PRME Means for NUBS

To summarise, in the context of our School's vision to become globally renowned for delivering excellence in the Future of Work and for developing leaders for a future they can shape, for us responsible management education means focusing the teaching process on opportunities for students to become strong critical and creative thinkers, able to take initiative and responsibility for their learning as well as for the community they are part of, and thus boost their employability in an increasingly dynamic labour market. Building on solid achievements of NUBS' previous PRME cycles, this new strategic direction is designed to enhance and enrich our School's capabilities for delivering responsible management education in accordance with the most current global priorities. While

adapting our focus to accommodate new developments in learning, work, technology and the environment in this increasingly turbulent world, we remain committed to the timeless imperative of lifelong learning.

Principle 2 Values

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

Overview

As an early implementer and promoter of the PRME agenda, NUBS has also adopted goals and principles inspired by broader international initiatives such as the UN Global Compact; and, more recently, has increased its efforts in pursuing Sustainable Development Goals (SDGs). Being responsive in this way is a natural outcome of promoting our School's own values – whereby striving for excellence, creativity and impact in order to shape a responsible future for business and society means:

- helping our students become more aware of the role of ethics and values in making responsible business choices about protecting human rights, decent labour and the natural environment; about combating and preventing corruption; and about implementing the SDGs;
- harnessing our research and scholarship efforts to generate new findings that support responsible management, guided by these values – including contributions to the now well-established Responsible Management Learning and Education (RMLE) subdiscipline – and doing so by managing our research processes ethically and responsibly; and
- engaging with a wide range of (internal and external) partners and stakeholders to increase public awareness of pressing global challenges – which involves not only businesses but also governments, industry and professional bodies, the creative and cultural sector, and community groups.

These values are also embedded in NUBS' *Engagement and Place* strategy, which aims to balance sustainable partnerships with space for innovation and potential for higher risk and entrepreneurial engagement; and to shape a sustainable future by using the places we operate in as leverage points where our regional, national and international connections are integrated and enhanced.

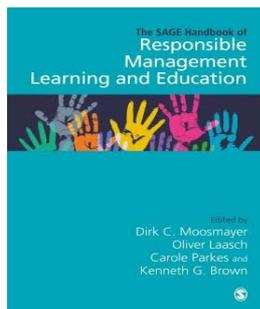
Enhancing Student Awareness of Ethical Issues

Our approach is not limited to developing modules dedicated to PRME-related topics. While such modules exist and have been representative of our curriculum development efforts over the years – see Corporate Social Responsibility and Ethics (BUS3017) at undergraduate level, and Corporate Social Responsibility and the Challenges of Ethical Business (NBS8493) at postgraduate level – NUBS' approach, as highlighted in its Strategic Plan 2019-2022, has also involved mapping modules for student learning outcomes, as follows:

- 78 modules (63 undergraduate and 15 postgraduate) for **ethical awareness**, with measured outcomes for 9 of these modules; and
- 84 modules (71 undergraduate and 13 postgraduate) for **global perspective**, with measured outcomes for 13 of these modules.

Ethical awareness refers to critical awareness of relevant ethical values, principles, rights, and virtues from the point of view of different stakeholders, while **global perspective** is about critical awareness of the interactions of individuals and organisations within a global community, and of issues affecting the global business environment. The measurement process involves completion of module return forms by module leaders, summarising each cohort's assessed performance against these criteria. The information is then compiled, analysed and prepared for continuous improvement feedback by the NUBS Education Team. The first results of these measurements are expected to be available by the end of this academic year.

Contributions to RMLE Scholarship



Within our ERS Special Interest Group, we have developed reviews of the extant literature in this field of enquiry, with a view to training our postgraduate research (PGR) students to undertake projects that contribute to this body of scholarship. For instance, a review of paradigms and trends in responsible management learning and education research, co-authored by **Dr Cristina Neesham**, is forthcoming as a chapter in the first major reference work in this field, *The Handbook of Responsible Management Learning and Education*, to be published by Sage in July 2020.

Responsible Research: Our Processes

Our approach to embedding responsible management values in everything we do is aligned with the University's Code of Ethics, in that we regard our School's *raison d'être* to be the advancement of education, learning and research for the public benefit. Hence, we strive to

“address global problems through excellence in education, research and engagement and, in doing so, provide new knowledge and creative solutions that make a positive impact on the society we serve.” **NU Code of Ethics**

In practical terms, this is also reflected, for example, in the responsible management approaches we take to all our research and, in particular, in the way we teach our students to do research – be it for PGR theses or student dissertations at undergraduate and postgraduate level. In doing so, we apply to the specific research needs of our School the values of integrity, honesty, openness and professionalism, as enshrined in the University's Code of Good Practice in Research and in our Faculty's Good Practice Guidelines.

Increasing Public Awareness of the Need for Responsible Management

NUBS' multiple contributions in this area are described in more detail under **Principle 5: Partnership** and **Principle 6: Dialogue**. By way of example, the participation of our students, academic and professional staff in Newcastle University's Experience Day panel session on *Catalysing the UN Sustainable Development Goals* in October 2019 represents one of the many NUBS engagements in institutional and public debates on the SDGs. Chaired by Professor Richard Davies (Vice-Chancellor, Global), this session showcased NUBS contributions on global sustainability oriented partnerships and student experience programmes such as the Global Experience Opportunities. The latter is also described in more detail under **Principle 6: Dialogue** and **Appendix D**.

Using Evidence to Decide What Matters

To enable NUBS to learn more about its own resources and capabilities for optimising its operations from a sustainability perspective, our Leadership Development and Organisational Futures (LDOF) unit is planning a Sustainability Materiality Analysis for the School, which aims to engage with our key stakeholders to identify their priorities in relation to the SDGs; and to develop a communicable document with a clear narrative outlining NUBS' priorities in this space. More information about this initiative is included under **Principle 7: Organisational Practices**.

Principle 3 Method

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

Overview

NUBS' four subject areas (Accounting and Finance; Economics; Leadership, Work and Organisations; Marketing, Operations and Systems) are continuing to inform our diverse Programmes, and we are continuing to introduce PRME-related topics in our modules. Currently, our School is delivering a total of 36 programmes, out of which 12 are at undergraduate level and 24 at postgraduate level. Within these Programmes, the number of modules where PRME-related topics are taught is 57 undergraduate (i.e. almost 32% of the total of 180 modules), and 55 postgraduate (i.e. almost 63% of the total of 88 modules) – which represents a nearly 24% increase in PRME-related curriculum content from our last reporting period. This difference reflects the growing importance of PRME topics and approaches as student access to managerial opportunities increases.

Our academic staff have adopted a wide range of approaches to teaching about the social and environmental impacts of managing different types of organisations; and we remain committed to creating new student learning opportunities focused on developing innovation and entrepreneurialism through responsible leadership. Our graduates are equipped with skills that exemplify the ethos of PRME, and these skills help them learn how to address real global issues effectively.

Examples of modules and teaching included in this section reflect our commitment to Pillar A of our PRME strategy – namely, educating for systemic responsibility, by using a holistic perspective to PRME topics integration, sharing teaching experiences and learning from each other, and preparing our students for lifelong learning. Our PRME-related teaching approaches vary from explicit focus on PRME-related topics in class activities and assessments to customised applications embedding PRME-related concepts in specialist contexts.

“I invest time in putting theory into practice. I’m in the amazing position where my research is both activism and leadership. One example is teaching the Newcastle University MBA cohort last week [Nov 2019 – n.n.], where we talked about how privilege, meritocracy, equality and inclusivity all shape us as leaders and shape how we lead others.” **Professor Sharon Mavin**

Furthermore, within and beyond more traditional class-based frameworks, students are provided with international exchange and real-world engagement opportunities such as short-term internship experiences, case competitions, and volunteering initiatives. These Programmes are described at length under **Principle 6: Dialogue**.

All these approaches are driven by the aim to develop our students' responsible management competencies and enhance their learning experience in innovative ways. To achieve this aim, we are also planning to take a more strategic approach to academic staff development opportunities in PRME-related education and research.

NUBS' previous SIP Report (April 2018) presented a suggestive selection of modules that embedded PRME-related issues in their content, in a progression from first-year to third-year (undergraduate), and illustrating the management and general business study areas as most developed in PRME content (postgraduate). As this solid basis (included in **Appendix A**) is continuing to develop, for our 2020 Report we are proposing to showcase additional areas where PRME-related content has been embedded.

Undergraduate Modules

A. Accounting and Finance

ACC3016 – Accounting, Organisations and Society

This module enables students to explore in greater depth an area of accounting and finance of their choice. It is assessed by means of an individual project, where the student is expected to address an issue of interest to them, which examines the wider societal context of accountants, accounting information, finance, financial institutions, or business organisations more generally. In this context, most students select topics which are explicitly related to ethics and responsible management. When this is not the case, students are still encouraged to incorporate social responsibility considerations in their projects. The module content has an international orientation and covers ethics and responsibility related topics that the students themselves recognise as central to their future as professionals and leaders.

ACC4052 – Case Studies in Business, Accounting and Finance

Both core and compulsory at Honours level (in the BA Accounting Studies and, respectively, BA Business Accounting & Finance), this module develops students' analysis and evaluation through the use of case studies that draw on material from across the degree programme. Students are encouraged to apply knowledge to a realistic business situation and draw on a range of disciplines. Case studies are approached through individual as well as group-based exercises. Ethics and responsible management (in particular, the consequences of irresponsible management) are central to the majority of these cases. The aim is to equip students with a critical and responsible understanding of the complexities of decision-making processes in which accounting and financial information interacts with other (e.g. social) factors.

B. Economics

ECO3066 – Environmental Economics

This module is optional in fourteen NUBS programmes. Its aim is to set out the basic theory of how environmental resources, biosphere diversity, and the atmosphere's assimilative capacity can be allocated in the context of particular economic objectives; and to examine major concerns of environmental economists, such as pollution, externalities and the reduction of non-market public goods, from both an analytical and a policy perspective. Equity-efficiency trade-off and intergenerational issues are highlighted in lectures dedicated to sustainability and global warming topics. Students' knowledge of sustainability and environmental valuation concepts is assessed via written analyses that require reflective learning, critical thinking and problem solving skills.

C. Leadership, Work and Organisation

BUS2019 – Understanding Work and Organisations

This module is compulsory in four NUBS programmes and optional in another eight. It introduces students to key contemporary issues and controversies relating to the study of work, organisation and management. The assumptions underpinning most management orthodoxy are critically examined and their implications for individuals, communities and society are thoroughly considered. Ethics and ethical behaviour relating to the world of work and organisations are discussed throughout the module, via a critique of irresponsible and unsustainable management theory and practice in contemporary organisations. Furthermore, responsible management and sustainable practice is introduced through organisation and management theory that questions practices identified to reinforce inequality in organisations and in society. This values-based critical appreciation of various

approaches to work and organisation is dominant in both seminar discussions and written assignments.

BUS3051 – Management Dissertation

This module provides an academic-focused alternative to our advanced business practice, consultancy project, and advanced business topics modules. It provides students with an opportunity to apply their learning to a small-scale research project on a specific topic. Students are introduced to a range of research areas related to the core disciplines of their programme; out of which they select one area for independent investigation supported by an appropriate supervisor. Ethics and ethical behaviour, particularly in relation to the responsible conduct of research, are core to the curriculum of this module, as students have to undertake an ethical review of their work and, on that basis, be given approval by their supervisor to undertake the proposed work. One lecture and seminar are dedicated to supporting students to understand ethics in management research and the application of this to their own practice. Additionally, a large number of these research projects engage explicitly with perspectives on responsible management and sustainability.

BUS3053 – Consultancy Project

This module provides a practice-focused alternative to our Management Dissertation module (BUS3051). Accordingly, students work with a real employer to investigate and research a live issue and provide a management report including recommendations for action. In this module, students are introduced to the theory and practice of management consultancy, and they acquire a practical understanding of how management theories relate to real-world situations. The management consultancy projects carried out in this context develop valuable employability skills in our students, support the School's links with business, and promote employer engagement. The initial lectures clarify the ethical standards to be following for all research activity, and responsible management, sustainability and resource implications are raised during the group tutorials. These considerations are paramount in forming recommendations for the project clients; and they are also assessed in multiple formats: structured research and analysis; presentation of results orally and in writing; and self-assessment (including appraisals of team work).

D. Marketing, Operations and Systems

MKT2001 - Global Marketing

This module is designed to enhance students' multifaceted understanding of the dynamic global macro-marketing environment (through economic, technological, political and cultural discourses) and major drivers of change, by providing them with knowledge on key theoretical models and examples from international business practice. To complete this module (available in optional mode, in twelve programmes), students are required to demonstrate analytical skills and apply them to different aspects of global marketing theory and practice to achieve research-informed decision-making in varying situations in an international context, ***with consideration of ethical and sustainability dimensions linked to global marketing activities***. Marketing ethics, responsible and sustainable production are discussed throughout Semester 1, as part of exploring economic and technological discourses of globalisation. Marketing ethics, responsible and sustainable business operations (research, production and communications), as well as consumption, are also embedded in topics related to political and socio-cultural discourses of globalisation which make up this module's curriculum in Semester 2. Examples of key PRME-related topics approached here are: ethical perspectives on the standardisation vs customisation (localisation) debate; global supply chain ethics and provenance; the socio-cultural environment and social responsibility aspects of geo-demographic research. This module also assesses students' ability to operate sensitively and responsibly within cross-cultural teams and organisations.

MKT2052 – Global Strategic Marketing

Core module in six programmes and compulsory in a total of nineteen, this module offers students an analytic decision-oriented framework for the development and implementation of global marketing programmes. Its aim is to enable the student to approach competently the five main management decisions connected with the global marketing process: whether to internationalise; which markets to enter; how to enter the foreign market; how to design a global marketing programme; and how to implement and coordinate it. Guided by a problem-solving approach to learning, this module uses approx. 20 case studies. In this context, a week of lectures, seminars and specific case analyses is dedicated to topics such as responsible and sustainable production and consumption, ethical marketing, and critical reflections on the ideological dimensions of globalisation discourses. Students' awareness and appreciation of social responsibility issues involved in managing supply chains is also assessed.



Postgraduate Modules

A. Accounting and Finance

NBS8135 – Introduction to Financial Reporting

Compulsory in two programmes and optional in one other, this module helps students acquire professional knowledge to prepare financial statements for individual and group entities within the current international legal and regulatory framework. The teaching approach is centred on a critical evaluation of underlying assumptions, based on professional ethics and standards. Perspectives on responsible management and sustainability, as reported in corporate reports, are also evaluated. Potential conflicts of interest and non-congruence of behaviours are introduced by a study of agency theory. Students are assessed for their ability to apply professional knowledge and insight responsibly in order to analyse and synthesise real-world financial data, evaluate performance and create original recommendations for change.

NBS8203 – Retail and Investment Banking

This module enables students to gain a systematic understanding of domestic and international financial systems, and the role of retail and investment banks within these systems. It is compulsory in two programmes and optional in four. In applying the technical knowledge required to understand the functioning of financial markets and institutions, students are confronted with ethics and responsible management issues, particularly when discussing financial crisis and regulation. Students' understanding of how the unethical behaviour of individuals in financial companies and regulation authorities contributed to the global financial crisis is also evaluated. These activities are designed to develop a strong sense of responsibility in our next generation of financial services professionals.

NBS8233 – Managerial Decision Making and Control

Compulsory in two MSc programmes, this module develops students' understanding of the expanding role of management accounting in the changing global environment. It focuses on the advanced use of management accounting techniques for strategic and operational management purposes. In this context, students are asked to consider ethical behaviours in outsourcing decisions, quality management, balanced scorecards, and environmental reporting. Using principles of ethics and responsible management, they learn how to critically appraise real-world problems when having to utilise different management accounting techniques for planning decision making and strategic control purposes.

B. Leadership, Work and Organisation

NBS8126 – Strategic Management

This module is compulsory in the MBA Programme. It provides students with knowledge about the formulation and implementation of business strategy, and about the operating environment of contemporary business. They also acquire the skills and techniques needed to critically evaluate the corporate and business strategies of an organisation. Supported by 'surprise' case studies based on learning by discovery, topics such as 'Power and Politics' and 'Strategic Decision Making' introduce students to concepts of systemic business strategy for globally responsible management, and to systemic value creation for sustainable business models. The written assignment requires students to apply scenario planning principles in identifying solutions for a sustainable future of the organisation.

NBS8493 – Corporate Social Responsibility and the Challenge of Ethical Business

Also compulsory for MBA students, this module develops a critical appreciation of issues and debates concerning the impact of business on major challenges confronting society today. It also looks at how globalisation is changing the nature of society's expectations of responsible and ethical business. The module aims to develop students' critical faculties by inviting them to examine how, as future managers of responsible businesses, they might respond to these changing expectations. Particular attention is paid to principles of systemic responsibility and leadership for systemic transformation. Interactive games based on social choice theory are played to emphasise the role of responsible leadership behaviours in collective societal outcomes. The written and orally presented assignments focus on stimulating students' creative capacity to develop business-driven solutions for global systemic change.

NBS8383 – Diversity in a Global Context

Provided as an option in our MSc Global Human Resource Management, this module prepares students for their academic studies and professional careers in Human Resources. It focuses on the management of diversity and inclusion, employment segregation, intersections of multiple dimensions of inequality, and the shaping of particular diversity categories within particular national contexts and organisational practices. Ethics and responsible management are embedded in all topics, as equality and diversity are discussed and illustrated as integral parts of ethical behaviour in the workplace. To complete this module, students are required to demonstrate competency in critically examining equality and diversity within a legal, social, economic and human resource management context; and in applying an intersectional approach to the understanding of inequalities.

C. Marketing, Operations and Systems

NBS8118 – Purchasing and Supply Chain Management

As a core module in our MSc Operations Logistics and Supply Chain Management, this module teaches students the technical aspects of purchasing and supply chain management in today's global

environment – but also emphasising ethical and cultural implications of managerial decisions. Within the context of international supply chain management strategy and tactics, students learn about the role of information technology in modern procurement practices, and develop valuable critical thinking, research, problem solving, leadership, decision making, teamwork, communication and cross-disciplinary management skills. They are introduced to green supply chain management, best practices and integrative approaches to business sustainability, and ethical relationship management. Topics such as teleological and deontological ethics, stakeholder theory, bribery and corruption issues, whistleblowing and ethical supply chain risk assessment are also taught through case studies. The sustainability issues discussed in this module are related to problems of the commons, the triple bottom line, stakeholder perspectives on CSR, the role of standards in reducing carbon footprint and the total environmental burden. Real-world examples and case studies are central to the overall teaching approach. The module also assesses students' ethical and value management skills – more specifically, their ability to recognise ethical situations and to apply ethical and organisational values to complex choice situations.

NBS8214 – Technology Change and Innovation Management

This module is compulsory in two NUBS programmes and develops students' critical understanding of innovation management processes as well as the nature of radical and incremental technological change. In analysing the role of innovation in economic change, social approaches to technology development and contemporary trends in innovation management, the teaching approach emphasises responsible management and sustainability throughout the delivery of content. Frugal innovation is examined in the context of broader sustainability principles. Students' learning is appraised as a function of their ability to critically reflect upon their own experience of innovation and to demonstrate sound understanding of responsible innovation, individually and in collaboration with fellow students.

NBS8527 – Marketing Ethics, Critical Consumption and CSR

A postgraduate continuation of the undergraduate *Ethics in Marketing, Critical Consumption, and Corporate Social Responsibility* (MKT1010), this module is designed specifically to enhance students' awareness and appreciation of ethical concerns in marketing and consumption. As part of our MSc International Marketing, it offers lectures on marketing ethics and CSR, social and cause-related marketing, ethical and critical consumption, responsiveness to ethical consumers, socio-cultural criticisms of marketing, consumer vulnerabilities and problematic consumption, marketing of harmful products and medical marketing, and ethics in the new media. The teaching approach is problem solving focused and uses a range of case studies. By addressing particular marketing ethics and responsibility issues faced by international organisations, students learn to investigate and evaluate real ethical and sustainability challenges and their impact on marketing decisions. Their values-based critical thinking and problem solving skills are also assessed, as is their ability to transfer and adapt these skills across different contexts.

Academic Staff Development Opportunities

As part of our new PRME Strategy, NUBS seeks to create, through its recently formed ERS Special Interest Group, regular opportunities for our academics to join PRME development workshops organised internally or by other organisations such as the PRME UK and Ireland Chapter, with whom we are maintaining close relationships. A recent research seminar organised by this Group together with NUBS' Strategy, Organisations and Society research community had a Schumacher Institute Fellow as guest speaker and debated the responsibilities of management education and research in addressing anthropogenic climate change.

Principle 4 Research

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

Overview

Our research continues to pursue excellence, particularly in Future of Work and Leading on Leadership. As a research-intensive Business School within a Russell Group University, we continue to develop high-profile inter-disciplinary projects and collaborations that achieve significant impact at regional, national and international levels. The quality and relevance of our research, its applicability to policy and practice, are widely recognised by a wide range of stakeholders, from local businesses to government departments and global organisations.

Our School continues to contribute to Newcastle University's international reputation for excellence in areas such as ageing and health, social renewal and sustainability; and has more recently increased input into research on data, energy, cities, and culture and the creative arts – all priority areas on our University's research agenda. In this context, doing research at the ethical frontier to support responsible innovation (as reflected in Pillar B of our PRME strategy) represents a natural choice for many academics and students at NUBS. Furthermore, also as part of this strategy, we are making efforts to use equality, diversity and inclusion considerations in the recruitment, training and development of our research talent.

Our researchers have been recruited from across the globe and contribute to a vibrant, nurturing scholarship environment within seven research communities that thrive through engagement, innovation and inter-connectedness. These communities are: Accounting and Finance; Economics – People, Markets and Firms; Human Resource Management, Work and Employment; Innovation, Enterprise and Digital Business; Marketing: Consumers, Communications and Services; Operations, Data and Information Systems; and, Strategy, Organisations and Society. Our School is also home to two research centres: the Centre for Knowledge, Innovation, Technology and Enterprise (KITE); and the Centre for Research in Enterprise, Wealth and Philanthropy (REWP).

This section presents a small selection of our PRME-related research recently developed in these areas. In addition, a description of the aims and scope of each research community and Centre is included in **Appendix B**, while a list of selected PRME-related publications featuring the best work of our academic staff and postgraduate research (PGR) students is included in **Appendix C**.

Our PRME-related research has been widely disseminated through leading academic refereed journals and other publications, as well as keynote speeches at national and international events. Our academics have also received numerous awards and prizes for their research excellence and impactful contributions to business, society and culture.

As we are training and developing the next generation of researchers, we have consistently encouraged our PGR students to engage in PRME-related topics. They are active members of our research communities and they are progressively taking part in the activities of our newly formed ERS Special Interest Group. Furthermore, our thriving PhD programme is supported by our in-house doctoral training, which includes one year of training courses at the Faculty and School level, as well as training workshops based on an annual research needs analysis. PhD students also receive support via the Northern Ireland and North East Doctoral Training Partnership (NINE-DTP). Following in the footsteps of the Doctoral Training Partnership (between the universities of Durham, Newcastle, Northumbria, Queen's, Sunderland, Teesside and Ulster) accredited by the ESRC in 2016, the NINE-DTP is set to receive funding of over £2 million a year from the ESRC to fund doctoral training across our partner institutions, with over 50 studentships on offer each year between 2017 and 2022.

Below are included recent and current examples of: our most representative and impactful responsible management oriented research projects; research training and research projects (PhD theses and PGR+UG dissertations) carried out by our students; landmark events where our research has been disseminated; and esteem indicators such as research awards.

Research and Impact: A Selection of Projects

Our research is PRME-relevant in a variety of ways. The examples presented below emphasise not only academic rigour but also practical value for business, society and culture, and impetus for change in the real world.

Assessing Risks to Life and Health: Responsible Healthcare Management

The work of **Professor Sue Chilton** and colleagues on the valuation of risks to life and health has been funded by grants from the Department of Transport, the Health and Safety Executive (HSE) and the Department of Environment, Food and Rural Affairs (DEFRA). The adoption by these agencies of the new method of valuing a human life developed by Professor Chilton and her team has represented a significant shift in government policy towards human safety in a range of settings. This team has now been commissioned by a consortium of Government Departments and Agencies to conduct a scoping study to review the case for additional primary research and to provide recommendations on critical aspects of methodology, and their application in policy appraisal and analysis across Government.

Managing Trust Responsibly in the FinTech Industry



Within the digital economy, the FinTech industry is one of the major growth industries in the UK. These companies create new, cheaper and faster financial services, utilising the latest technologies such as cloud, mobile and blockchain. To succeed, underpinning the use of technology is a prerequisite of how to gain customers trust when the financial industry mortgage crisis almost a decade ago resides in consumers' memories. FinTech organisations need to gain trust while technologies are rapidly changing while hacking and data breach events

are a continuous feature in the news. **Dr Karen Elliott** and Prof Aad van Moorsel (Computer Science) have recently been awarded a £1.2m Engineering and Physical Sciences Research Council (EPSRC) research grant to work with Atom Bank (Durham) on optimising FinTech services. FinTrust examines the issue of trust in FinTech organisations. Karen speaks at various events on FinTech including Dynamo conferences and Strathclyde FinTech Symposium, and currently forms part of the Dynamo FinTech Steering Group collaborating with FinTech North to develop the NE FinTech ecosystem, bringing practitioners, government, financial regulators and academics together to engage in knowledge exchange and promote events.

Capturing Social Value Added within Public Sector Prisons in the North East UK



This study led by **Dr Jane Gibbon** in collaboration with the Social Enterprise Research and Innovation Foundation (SERIF) shares evidence and evaluation of social enterprise activities in public prisons. The research is supported by Economic and Social Research Council (ESRC) Impact Accelerator Account (IAA) funding. The case study identifies and recognises the impact of social enterprise activity within diverse English prison settings and upon a wide range of stakeholders through a variety of mechanisms.

The research includes work with staff and long-term prisoners in the Virtual Business Information Centre (VBIC) at HMP Frankland and in the social enterprise activities at HMP Kirklevington Grange. The research

evidence has been used with prison service practitioners and has supported change to their practice. This work is capturing the social value of the use of social enterprises within a custodial setting, suggesting multiple benefits to offenders through skills development and education. The research provides a strong evidence base of the social benefit and impact of social enterprise intervention within public prisons, which can inform national policy.

Empowering Small Farmers in Agri-Food Supply Chains

Led by **Dr Matthew Gorton**, this project has contributed to improving the economic fortunes of small-scale farms and food producers and their empowerment in agri-food supply chains, while delivering benefits to consumers through creating marketing co-operatives and regional food initiatives, shaping a national law on agricultural co-operatives, informing EU policy on unfair trading practices, and working with an international retailer and schools. These contributions are evidenced by testimonials from Ministry officials and other policymakers, from a grocery retailer and local action bodies, as well as invitations for keynote presentations at European Commission workshops. The main beneficiaries of this research have been small-scale food producers and farmers, as well as agricultural policy makers in the European Commission.

VALUMICS: Understanding Food Value Chains for Increased Sustainability

Professor Matthew Gorton (principal investigator) and **Dr Arijit De** (co-investigator) have been working on this European Commission funded (Horizon 2020) project since 2017. The overall objective of the VALUMICS project is to provide decision-makers throughout food value chains with a comprehensive suite of approaches and tools that will enable them to evaluate the impact of strategic and operational policies, and enhance the resilience, integrity and sustainability of food value chains for European countries.

The project brings together 19 European partners from 14 countries, and two Asian partners. It develops approaches and tools to analyse the structure, dynamics, resilience and impact of food chains on food security, economic development and the environment. To achieve this, VALUMICS analyses the suitability of selected indicators to capture the evolution of resilience, the sustainability and the integrity of a set of major food value chains across Europe, and their transformative capacity. It also builds foresight scenarios to reflect on the possible evolution of those food chains and on the kind of public, private and civil society instruments that would enhance their desirable outcomes or counteract their negative impacts. The Newcastle University team lead the research focused on modelling supply chain logistics and agri-business profitability, and NUBS researchers are contributing on food chain sustainability issues.

Entrepreneurial Philanthropy in the North East of England

Led by **Professor Charles Harvey**, this project has had a significant impact within the North East of England by helping mobilise philanthropy for social and economic development within the region. The research has focused on: increasing the commitment of wealthy individuals to philanthropy as a vehicle for beneficial social and economic change; encouraging public participation and debate with respect to philanthropy; helping develop the strategies and brand recognition of philanthropic and charitable organisations; and stimulating innovation within the philanthropic field.

More recently, Professor Harvey's expertise has extended to leading a new project on Ethical Leadership and Entrepreneurial Philanthropy in Japan. The project is supported through a competitive grant from the Inamori Foundation, whose award programmes fostering science, culture, and social development are world-renowned.

The Social Entrepreneurship-Inclusion-Innovation Nexus

Together with Professor Pablo Munoz (University of Liverpool), **Dr Jonathan Kimmitt** is leading research into the structure and dynamics of social entrepreneurship in Chile. Undertaken in partnership with the Production Development Corporation (CORFO, Chile), Universidad del Desarrollo (Santiago, Chile) and

University of Leeds (UK), this study explores in depth the key processes and mechanisms through which social enterprises and socially-oriented start-ups create inclusion and social innovation, as well as the contexts in which social enterprises thrive.

Although social innovation can be a powerful development tool, up until now the social economy in Chile has been relatively underdeveloped. The impact of empirical research conducted by NUBS academics has been twofold. Firstly, it led the Chilean Government to pledge to “encourage social innovation through the creation of a US \$50 million fund to finance Social Impact Bonds”, thereby paving the way for Chile’s first ever Social Impact Bond (SIB). Subsequent research has supported the development and implementation of this policy. Secondly, this research has led to the redesign of the Chilean Economic Development Agency’s social entrepreneurship funding programme. This has allowed social entrepreneurs and incubators to re-focus their efforts on understanding the societal impact of entrepreneurship.

Feminist Post-Humanism, Emerging Technologies and the Future of Work

Professor Natasha Mauthner is developing applications of feminist post-humanist philosophy, methodology, ethics and politics of knowledge-making to the social sciences. Her research investigates ways of conceptualizing and enacting methods in philosophically, ethically and politically accountable and responsible ways, for which she is pioneering a new methodology of 'diffractive genealogies'. Her work is also contributing to rethinking research ethics and the politics of knowledge production in feminist post-humanist terms.

Professor Mauthner is also developing philosophical and methodological approaches to the creation and use of digital qualitative research archives in the social sciences. Through this work, she illustrates ethical complexities of data sharing, which demand more flexible, inclusive, and collaborative approaches in which researchers, research participants, research funders, universities and publishers work together to devise context-specific data-sharing practices on a case-by-case basis. Her research in this field has made a formative and lasting contribution, impacting on cross-disciplinary academic debates and research, and reshaping data archiving policy.

Gender, Vulnerability and Responsible Management

NUBS research in this area has continued to be driven to excellence by the work of **Professor Sharon Mavin**, who has recently led studies in economies of visibility as a moderator of feminism, reconceptualising vulnerability and its value for managerial identity and learning, postfeminism and women elite leaders, morally stigmatised work, and self-body-care in corporate modern feminism. These studies have been appeared in prestigious journals such as *Gender, Work & Organisation* and *Management Learning*, and in research volumes published by Routledge and Palgrave Macmillan. This research highlights how neoliberalism is shaping women leaders’ experiences and how women and men managers are put under unrealistic pressure to meet demanding expectations, for instance to be strong, knowledgeable, and in control. Showing vulnerability, which is considered a weakness, is rarely permitted or encouraged.

New Responsibility Concepts for Managing Global Systemic Problems

This normative ethics research is being led by **Dr Cristina Neesham**. Using philosophical methods to inform the strategic management of systemic problems, Cristina investigates interdependencies between individual and group behaviours, social norms and institutional-regulatory regimes and their role in creating (as well as alleviating) social problems. She uses these findings to inform and design ethical capability building projects for industry, government and professional practice. In this context, Cristina explores ethical value alignment issues raised by the introduction of new technologies (such as digitalisation and artificial intelligence) in the workplace of the future. She has also recently developed a concept of individual-systemic responsibility which can be applied by global corporations to transition to environmentally sustainable production and take leadership in reducing anthropogenic effects on the world climate.

Teleworkers and Boundary Work: Lessons for Responsible Management

This project led by **Dr Stefanie Reissner** in collaboration with Dr Michal Izak (University of Roehampton) has examined the spatial and conceptual boundaries of work and nonwork spaces amongst mobile, flexible and agile workers – drawing critical reflections on how managerial decisions on work processes could be improved. The project was funded by the British Academy for the Humanities and Social Sciences and the Leverhulme Trust. The findings were disseminated via public outlets such as *Work Wise UK* and *The Conversation*. A submission was further made to the Labour Policy Forum to contribute to a consultation on the Future of Work, which includes questions about the key labour market challenges of the future.

Micro-Business Development: Taking Responsibility for Our Own Community

This research conducted by **Dr Fiona Whitehurst** and **Dr Paul Richter** has developed an innovative intervention to support the development of micro-businesses which account for 70% to 95% of all enterprises across all OECD countries. This intervention has been utilised with over 120 micro-businesses in the North East of England since 2016. Immediate impacts on the micro-business owners included: clearer strategies for their business; a sharper focus on how they should invest their time; and an increase in their confidence as a leader of their business. There is longitudinal evidence that this has significantly changed the business practices of many of the micro-businesses. The model has also been utilised in a European Regional Development Fund (ERDF) project to support micro-businesses in the creative industries and the findings from the research have influenced the North East Local Enterprise Partnership's approach to business support.

More examples of PRME and sustainability related research led by NUBS scholars are included in **Table 1** below.

Table 1: Additional PRME-Related Research Projects (continuing or new, 2018-2019)

Count	Project Lead	Project Title	PRME-Related Dimensions	Funding / Research Partners
1	Dr Neil Alderman	Mapping the North East Regional Innovation Ecosystem	Responsible innovation	North East Local Enterprise Partnership (NELEP)
2	Dr Rebecca Casey	Designing a Benefits Realisation Management Strategy and toolkit for practitioners involved in developing and diffusing open source innovation in the NHS	Responsibilities to stakeholders	ESRC IAA
3	Prof Jingxin Dong	Collaborative decision-making on container supply chains	Responsible stakeholder engagement	UK-India Education and Research Initiative (UKIERI), British Council New Delhi
4	Prof Jingxin Dong	Emissions control in urban logistics and supply chain management (UK and China)	Environmental sustainability	British Council London
5	Prof Giorgio Fazio	Creative Industries Policy Evidence Centre	Social sustainability	AHRC
6	Prof Matthew Gorton	Productivity Insights Network	Social sustainability; Environmental sustainability	ESRC
7	Prof Christian Hicks	Creating a demonstration project for Lean and Quality Improvement in healthcare in North India	Social sustainability; Social impact	Monash Business School, Warwick Business School
8	Dr David Lain	Mobility challenges and possibilities for the 50+ Population	Social impact	Norwegian Research Council
9	Prof Natasha Mauthner	Future of work and social justice in the digital economy (implantable microchips and the future of work)	Social justice	Newcastle University Law School
10	Dr Cristina Neesham	An exploration and explanation of the business case for employee-volunteering programmes	Social Sustainability	Indian Institute of Management Udaipur, Dharohar Foundation (India)
11	Dr Cristina Neesham	Accountability and governance in pursuit of Sustainable Development Goals: An Australian case study	Social sustainability; Environmental sustainability	Durham University Business School, Swinburne Business School
12	Dr Cristina Neesham	The concept of value in sustainable business models: A systematic literature review	Social sustainability; Environmental sustainability; Responsible business management	Swinburne Business School, ESCP Europe Business School
13	Prof Savvas Papagiannidis (Co-Investigator)	PACE: Privacy-Aware Cloud Ecosystems	Responsible innovation	EPSRC, NU School of Computing
14	Dr Laurence Vigneau	The failure of transparency as self-regulation	Responsible business management	Durham University Business School, Swinburne Business School
15	Dr Natalia Yakovleva	Environmental Responsibility of Russian Mining Companies	Environmental responsibility; Environmental sustainability	ESRC IAA

Capacity Building Projects for Junior Researchers and PGR Students

PGR students are an integral part of our School's research culture, and sustained efforts are being made to encourage them to develop topics related to social responsibility and sustainability, as well as manage their research in ways that are responsive to the public interest. Here are some examples of our scholars' leadership in developing junior research talent, nationally as well as internally.

E-business and E-government: Early Career and Doctoral Network

This project is led by **Professor Savvas Papagiannidis**, in partnership with Queen Mary University of London and Coventry University. The Programme comprises a suite of workshops attended by PhD candidates from business schools across the UK.

Doctoral students and early career researchers in management studies need to acquire some familiarity with big data techniques alongside their traditional training over the course of their academic careers. If doctoral programmes do not include data science aspects (beyond the ones typically covered in quantitative methods), they risk limiting the scope of tackling objectives that are topical and relevant to theory and practice. In this context, the responsible thing to do is to undertake curriculum and training interventions that introduce junior researchers to data science complementing the business and specialist knowledge, as well as the soft skills, that graduates have. These complementary data science skills help researchers to: frame complex data-driven research questions and data capturing skills (e.g. from open government data and public application program interfaces); facilitate data validation, manipulation and storage, using widely supported tools such as R and Python; apply statistics, machine learning and predictive analytics; and apply data visualisation in appropriate forms (e.g. mapping, network analysis, textual analytics – to increase scholarship rigour and accuracy).

Research Development Workshop for Early Career Researchers

On 22 November 2018, NUBS hosted a Paper Development Workshop organised by **Professor Iain Munro** and sponsored by the *Journal of Management Studies* (JMS). During this event, participants had the opportunity to meet with JMS Editor Daniel Muzio (York University) and receive advice on improving their research and chances to have their work published in the journal. A number of responsible management related research topics were discussed.

David Goldman Future of Work PhD Scholarships

NUBS has invested endowments in six PhD studentships for 2018-2019, to support research in the Future of Work: one funded by the Lomas family endowment and five by the David Goldman Family endowment. One of these studentships is supporting a project on gender, leadership and the gender pay gap in the neoliberal university.

Research Undertaken by PGR Students

Our research environment is home to a large number of student-led projects. Approximately one quarter of these are PRME-guided or have clear, direct implications for responsible management. Below we present selections of current work-in-progress carried out in our research communities and Centres at PhD level (**Table 2**).

Table 2: Selection of Current PhD Projects (January 2018 to date)

Count	PhD Project Title	PRME-Related Research Area
1	A comprehensive framework of resource commitment, sustainability and organisational performance in the tourism industry: How travel agencies use their resources to maintain sustainable development and increase corporate performance	Social and environmental sustainability; Sustainable development
2	An exploration of social enterprises in Thailand	Social entrepreneurship; Social sustainability; CSR
3	An exploration of the influence of values, motives and benefits on consumer decisions to engage in the co-destruction of value	Social sustainability; Marketing CSR
4	Effects of supply chain power and configurations on social sustainability	Social sustainability in supply chain management
5	Entrepreneurial philanthropy and socio-economic development in Pakistan	CSR; Philanthropic entrepreneurship
6	Environmental management practices in leading companies and their related financial performance in Zimbabwe	Environmental sustainability; CSR
7	Events, hospitality and elite philanthropic networking in China and the United Kingdom	CSR; Philanthropic entrepreneurship
8	Female entrepreneurship, microfinance and rural development in a post-conflict developing nation	EDI*; Social sustainability
9	Influence of trust in online health services: Integrating the effect of culture on online trust in China and the UK	CSR; Social sustainability
10	Knowledge sharing in a supplier-buyer relationship for implementing sustainable practices in developing countries using social exchange theory	CSR in supply chain management; Sustainability in supply chain management
11	Muslim Arab women in the UK: A comparative study of work identities	EDI; CSR
12	Power and the dark side of brand communities	CSR; Marketing ethics
13	Relationships between quality management practices, social responsibility dimensions, and financial performance	CSR
14	Smart home technology: Acceptance, adoption and impact on sustainability and consumer behaviour	Social and environmental sustainability; Marketing CSR
15	Social accounting: the concept of social value in commissioning, funding and social economy reporting	Social sustainability; CSR
16	The impact of social capital benefits on economic value creation and firm strategy enhancement: A study of small and medium-sized enterprises in the UK construction industry	Social sustainability; CSR
17	The influence of sustainability dimensions on supply chain management practices in the Nigerian oil and gas industry	Environmental sustainability; Sustainability in supply chain management
18	The sharing economy: Exploring the role of relative benefits, social capital and user-specific factors	CSR; Sharing economy practices; Social sustainability
19	Value co-creation and brand co-creation in the social commerce era: A cross-cultural study	Marketing CSR; Social commerce practices
20	Women entrepreneurship and family business in Saudi Arabia	CSR; EDI; Social Justice

* EDI = Equity, Diversity and Inclusion

Dissemination and Recognition of Our Research

NUBS scholars disseminate their research through leading international academic, as well as practitioner oriented, publications. Here is a selection of relevant **NUBS research outputs** that have appeared in *Financial Times Top 50* journals in the last two years:

- Dr Elizabeth Alexander – with Phillips W, Alexander EA, Lee H (2019) Going It Alone Won't Work! The Relational Imperative for Social Innovation in Social Enterprises, in *Journal of Business Ethics*.
- Dr Habiba Al-Shaer – with Al-Shaer H, Zaman M (2019) CEO Compensation and Sustainability Reporting Assurance: Evidence from the UK, in *Journal of Business Ethics*.
- Dr Claudia Gabbioneta – with Faulconbridge J, Currie G, Dinovitzer R, Muzio D (2019) Inserting professionals and professional organizations in studies of wrongdoing: The nature, antecedents and consequences of professional misconduct, in *Human Relations*.
- Dr Jonathan Kimmitt and Dr Robert Newbery – with Kimmitt J, Muñoz P, Newbery R (2019) Poverty and the Varieties of Entrepreneurship in the Pursuit of Prosperity, in *Journal of Business Venturing*.
- Dr Victoria Pagan and Professor Steve Vincent – with Pagan V, Vincent S (2018) Entrepreneurial agency and field relations: A Realist Bourdieusian Analysis, in *Human Relations*.

The FT 50 list is well-known for appraising academic journals not only for research excellence but also for public and practitioner impact.

Furthermore, many of our scholars are invited to deliver **keynote speeches** at specialist conferences and public events. All of this illustrates their efforts to promote research outcomes with significant potential to advance responsible management practices. Below we have included, by way of example, a list of expert keynote presentations and panel member contributions:

- Professor **Louise Crawford** was invited by *Transparency International EU* and *Publish What You Pay* to present her work on transparency governance and legislation at the 'Beating the Resource Curse: Is the EU Oil, Gas and Mining Transparency Legislation Fit for Purpose?' International Symposium in Brussels (Belgium) in 2018.
- **Dr Karen Elliott** served as an invited Expert Panel member on FinTech and Financial Inclusion at the Open Banking World Congress held in London in May 2019.
- **Dr Diana Gregory-Smith** presented research at the Northumbrian Water Innovation Festival (2019) that brought together 3,000 people from nearly 700 leading organisations around the globe. Diana's project on 'Changing consumers' disposal behaviour' aims to reduce the internal sewer flooding issues faced by NWG and has wider implications to benefit the environment and local communities.
- **Professor Natasha Mauthner's** work on critical-philosophical approaches to ethical issues in data sharing has been taken up internationally across social science disciplines, with invitations to collaborate, advise, lead expert working groups, and give plenaries in Australia, the United States, Canada, Sweden, Hungary and Poland as well as the UK. This work has influenced the development of connected research fields, informing research and debates on data sharing in the natural sciences.
- **Professor Sharon Mavin** gave an invited keynote on the current context of gender equality in UK business and management education at the Annual Athena SWAN Conference in December 2018.
- **Dr Cristina Neesham's** research on 'Individual-Systemic Responsibility: Global Corporations and Climate Change' was invited for presentation and discussion at the Zicklin Center's Normative Ethics Workshop 2019-2020 at the Wharton School, University of Pennsylvania. Dr Neesham has also presented elements of this work at the Australasian Business Ethics Network (ABEN) Annual Conference in Melbourne in December 2019 and in an invited guest Research Seminar at the Indian Institute of Management Udaipur (India) in January 2020.

Research prizes also play an important role in promoting our PRME-related research and increasing its impact. Some examples are:

- **Dr Benjamin Bader**, Emerald Literati Award for Excellence Outstanding Paper 2019, for Schuster T, Bader AK, Shaffer M (2019) 'The dark side of expatriation dysfunctional relationships, expatriate crises, prejudice and a VUCA world', published in *Journal of Global Mobility*.
- **Dr Karen Elliott** has been included on the *Innovate Finance Women in FinTech Powerlist 2020*. Dr Elliott was selected by a panel of independent judges and was chosen from a field of more than 650 women working across the FinTech sector. This prestigious result was due to her project on Trust in the FinTech Industry, carried out in collaboration with colleagues at NU's School of Computing and Atom Bank (the UK's fastest growing FinTech company), and investigating how uses of machine learning in banking practices may cause financial exclusion.
- **Professor Alan McKinlay**, Best Historical Paper in 20 years of Organisation Studies (2018), for 'Dead Selves: The Birth of the Modern Career', published in *Organisation Studies*.
- **Professor Iain Munro**, shortlisted for Best Paper Award 2018, for 'The Ethics of Affective Leadership: Organizing Good Encounters Without Leaders' (with Torkild Thanem, Stockholm University), published in *Business Ethics Quarterly*.
- **Professor Steve Vincent**, Best Symposium Award (Careers Division, Academy of Management Annual meeting, Boston 2019), for Vincent S, Kozhevnikov A, Mayrhofer M 'Reimagining career Boundaries: Alternative theoretical perspectives'.
- **Dr Fiona Whitehurst** and **Dr Paul Richter**, Best Paper in Track (Entrepreneurial Practitioner Learning) at the International Small Business and Entrepreneurship Conference, Birmingham (UK) 2018, for with Whitehurst F, Richter P, Sear L 'Stimulating learning in micro-business owners through introducing external perspectives'.
- **Dr Natalia Yakovleva**, Finalist Best Phenomenon-based Paper 2018, for Yakovleva N, Vazquez-Brust D, for 'Mining multinational enterprises and artisanal small-scale miners: from confrontation to cooperation', published in *Journal of World Business*.
- **Dr Sara Zaeemdar**, Best Paper (Critical Management Studies Division, Academy of Management Annual Meeting, Chicago 2018), for 'Exploring Women's Work Life Narratives in Search of Authentic Selves'.

Building on these achievements, we are implementing our new PRME strategy through the active involvement of our ERS Special Interest Group in generating research projects that apply responsible management knowledge, skills and capabilities to produce effective solutions for the social and environmental sustainability of our local, national and global communities.

Principle 5 Partnership

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

Overview

Building on NU's history and vocation as a civic university, NUBS is continuing to develop its capabilities to engage with its stakeholders and foster PRME-related partnerships locally and nationally. Furthermore, our current PRME strategy (in particular, as guided by its Pillar C: engagement with the community, value for the community) is adding impetus to our leadership goals in creating lasting partnerships with international academic institutions with similar aspirations.

Using experience gained through our participation in the Susilo Institute's Academic Collaboration Network (Boston University, USA) and the Global Network of Business Schools for Human Rights (NYU Stern, USA), we are planning to develop and host an International Network for Education and Research in Systemic Ethics, Responsibility and Sustainability (SERS), whose aim is to support partnered projects where PRME education, research and engagement have a central place. By supporting this Network, we are hoping to strengthen our connections with leading business schools across several continents.

Our efforts in this direction are designed to enrich and integrate capabilities we already have, as well as create new capabilities, in: developing impactful collaborative projects with businesses, government and community organisations; offering solution-oriented consultancies in management education and research; involving students for the mutual benefit of their learning and society; contributing to our University's sustainability agenda; organising stakeholder networking events; and participating in initiatives organised by PRME networks – in particular PRME UK & Ireland, where we are active members. A suggestive selection of our partnership actions and achievements in these areas are described below.

Long-Standing Connections with the World of Business

Our School is continuing to nurture productive relationships with industry and community partners, using a wide range of frameworks and programmes – some of its own creation and others made available through the national and regional education and research infrastructure. We are presenting here a few examples of collaborative involvement in such frameworks.

David Goldman Visiting Professorships

Through the generous endowment of the family of David Goldman, our School has continued to appoint high business achievers as Visiting Professors, thus providing new opportunities for industry and community impact projects that have benefited a wide range of stakeholders. The Goldman Professorial appointment was established in 2001 to commemorate the life and work of David Goldman, founder and Chief Executive of the North East's iconic software company, the Sage Group plc. It is conferred on an annual basis to a leading entrepreneur or influential figure who can inspire and motivate future entrepreneurs and business leaders. Integral to this aim is enhancing the innovative capabilities of our School to develop leaders with a strong sense of social and environmental responsibility. The contributions made by our School's recent appointments illustrate this aspect.

During 2018, NUBS hosted a rich agenda of activities initiated by **Professor Alison Shaw**, Founder of North East Futures UTC (a direct and proactive response to our skill shortages in IT and Health Sciences and providing relevant and challenging educational and cultural opportunity for our region's young

people), Governor at Northumberland College (part of Education Partnership North East), Vice-President of the National Foundation for Educational Research (NFER), Chair of Helix Arts (a not-for-profit and Arts Council England National Portfolio Organisation working to increase equality of opportunity for people to participate in the arts), and Director of the North East Initiative on Business Ethics (NIBE). Among the many community-serving roles Alison has, she gives particular attention to mentoring small businesses and entrepreneurs, and to educating tomorrow's business leaders for a more responsible future. It is for this reason too that Alison was shortlisted for the Northern Power Women 'Mentor of the Year' Award 2019.

At NUBS, Alison engaged with TusPark UK (whose mission is to help UK organisations enter the Chinese market easily and securely) to: support start-ups and build links for follow-on opportunities for NU StartUp businesses; and help forge collaborations between the Ignite Accelerator (an organisation helping UK entrepreneurs build better businesses) and a range of NU functions, including StartUp and Newcastle University's Centre for Ageing (NICA). She also played a leading role with the Dynamo Skills workstream to facilitate a student membership deal, enabling a range of business experiences to enhance employability. Overseas, Alison provided a showcase of NUBS' focus on the Future of Work, through an inspirational speech at the British Council (New Delhi) NU India Strategy Launch, providing a showcase for the NUBS focus on the Future of Work; and designed and led workshops for schools (New Delhi and Mumbai), trialling a novel approach to NUBS-schools partnerships on curricular and pedagogical issues of common concern, including responsible leadership. Currently working as Professor of Practice at NUBS, Alison is focusing on widening participation for 'inclusive Newcastle' an initiative shaped by her Goldman Professorship role and portfolio and continuing to make a difference in driving inclusion by closing attainment gaps within the student body.

For 2019, NUBS enjoyed the contributions of Professor **Herb Kim**, who led our sponsorship of TEDx Newcastle conferences engaging over 1000 delegates. Driving the School's involvement in key digital communities in the North East, Herb provided our colleagues and students with the opportunity to get more involved with Thinking Digital and TEDx Newcastle. In support of the School's strategic priorities, Herb is continuing to work with us to develop a 'Northern Leadership Summit', the aim of which is to engage accomplished and aspiring leaders of corporate, SME and startup private sector organisations as well as public sector, educational and charitable organisations to reflect on leadership for a more sustainable and responsible future.

This year, NUBS has appointed entrepreneur, philanthropist and angel investor Sherry Coutu CBE to be the new David Goldman Visiting Professor of Innovation and Enterprise. Originally from Canada, Sherry holds an MBA from Harvard Business School and has a deep understanding of economics, technology and consumer behaviour. She has been a serial entrepreneur, investor and non-executive director of companies, charities and universities for 25 years, and now chairs Founders4Schools, Workfinder, The Scaleup Institute and Raspberry Pi Trading Ltd. As Goldman Professor, Sherry will work to extend the connectivity and interdisciplinarity of NUBS programmes, and its commitment to pioneering innovation. She will also increase engagement with the regional, national, and international Tech and Digital sector in support of NUBS' strategic focus on shaping leaders for a responsible future.

Knowledge Transfer Partnerships (KTPs)

The Knowledge Transfer Partnership (KTP) scheme helps UK businesses to innovate and grow by linking them with an academic or research organisation and a graduate. One KTP that stands out in terms of its implications for responsible management is the customer engagement and change management capability building project developed with local housing association Byker Community Trust.

Creative Fuse North East

Creative Fuse North East is a unique partnership between Newcastle, Northumbria, Durham, Sunderland and Teesside Universities, funded by the Arts and Humanities Research Council, the European Regional Development Fund, and Arts Council England. The project offers a variety of business innovation support opportunities, provides insights into the regional creative economy, and brings different working disciplines into closer collaboration through their monthly Collaboration and Knowledge Exchange (CAKE) networking events.

One such opportunity was provided for MSc Innovation Creativity and Entrepreneurship and MA Arts Business and Creativity students, who engaged in two 'Createathons' with twelve creative micro-businesses. These events were designed and facilitated by NUBS academic staff and external consultants.

Young Business Person of the Year Award

Our School sponsors this Award every year, in partnership with *The Journal*, a well-known local business publication. Through its involvement in this initiative, NUBS is working to ensure that the next generation of global leaders are equipped with the skills, knowledge, integrity and ambition for the future of work and can contribute to a prosperous and sustainable society. According to NUBS Director, Professor Sharon Mavin,

“our continued sponsorship of the North East Business Executive of the Year Awards reflects the Business School’s commitment to supporting regional business leadership and entrepreneurship. Developing leaders and new business thinking is fundamental to what we do. In the face of complex challenges facing organisations and communities we are developing leaders and managers for the future of work who can work with emerging digital technologies; exponential change and disruption; an ageing and diverse workforce; and increasing inequalities.”

In this context, NUBS’ Leadership Development and Organisation Futures (LDOF) team are perfectly placed to help organisations better understand and respond to these challenges. The team works with the business community to develop leadership capacity to foster environments that encourage innovation, entrepreneurship, growth and sustainability.

Sharing Our Expertise with the World of Business

Our School has continued to use its research and education expertise to assist stakeholders and the public in finding effective solutions to a wide range of problems. Below are some inspiring examples.

Research

Managing Farm Animal Welfare

Through research on farm animal welfare, **Dr Josie McLaren** has been engaging with national and global food businesses to investigate how large-scale change in farm animal welfare reporting and practice can be effected by NGOs, in particular via the Business Benchmark on Farm Animal Welfare (the leading global measure of company performance in this field).

Assisting the Public Healthcare System in India

This initiative led by **Professor Christian Hicks** in partnership with leading experts at Monash Business School, Eastern Health Melbourne, Safer Care Victoria – Department of Health and Human Services (Melbourne, Australia), and Warwick Business School and Swansea University (UK), is set to introduce Lean and other quality improvement approaches to five public hospitals in North India through pilot demonstration projects, training and evaluation. Their approach will (i) establish a Vision for each

hospital, (ii) focus on the needs of People and establish what needs to be done to prepare them for the change, and (iii) apply the Methods to make improvements to processes to achieve quality, safety and efficiency enhancement. The project brings together health practitioners, government policy-makers and academic researchers for the common purpose of generating quality improvement in healthcare.

The Arrow Programme

The Arrow project is part-funded by the £3.4m European Regional Development Fund (ERDF) which aims to translate University research and innovation projects into operational business innovation programmes and services. NUBS activities with relevant impact on responsible management include the following:

- **Dr Eleftherios Alamanos** is working with Aelius Biotech to develop platform technologies into a differentiated marketable service for sectors;
- **Dr Benjamin Bader** collaborates with OptiMe, a wellbeing platform, to develop an online and learning system to track progress in mental wellbeing;
- **Dr Karen Elliott** delivers continuing professional development and training on blockchain technology with Block North, focusing on impacts of predicted market behaviour and technology disruption; and
- **Prof Savvas Papagiannidis** and **Dr Diana Gregory-Smith** work with Seven Stories, the National Centre for Children’s Books, to trial contactless donation points and micro-payments.

Education, Consultancy and Networking

Over the last two years, NUBS has intensified its services to business and industry, and used these channels and partnerships to promote its vision and ethos of responsible leadership. Some examples of such endeavours are included below.

The Captured Programme



The Captured Programme, which engages with micro and small businesses and corporate mentors, was selected as one of 30 AACSB’s 2018 ‘Innovations that Inspire’ and was one of eight projects funded under the UK Commission for Employment and Skills (UKCES)’ fifth ‘Productivity Challenge’ for their UK Futures Programme (UKFP). Inaugurated in January 2016, Captured has continued uninterrupted and has grown from strength to strength, engaging over 100 small firms in 18 cohorts and pairing them with experienced leaders from 31 larger corporations.

The Programme is made possible through funding from NUBS and the North East Local Enterprise Partnership (NELEP). It has also secured support from the Federation of Small Businesses, and from some of the region’s leading companies, including Siemens, GlaxoSmithKline and Sage. They each release a number of their senior managers to act as mentors and guides to small firms.

“Siemens is passionate about helping new businesses to reach their potential. Siemens itself started off as a small engineering business run by two brothers. Today, it’s a global business with more than 400,000 employees. Anything is possible with the right support. We’re delighted to be involved with this project and hope it will help shape the business leaders of the future.”

The NUBS team led by **Dr Fiona Whitehurst** is proud of the key role they are playing in addressing issues faced by small firms that tend to under-invest in leadership and management training. Their efforts are well rewarded by positive feedback received from programme mentees:

“It’s great [for Accentuate HR] to have access to Newcastle University Business School and managers from large organisations through the programme. I’d recommend it to other small businesses that are seeking fresh, innovative ways to develop their business.”

Captured has been widely praised for its key role in identifying institutions that are defining what it means to lead in the face of uncertainty and rapid global change, and highlighting best practice in educating the next generation of business leaders. It is mainly for this reason that the AACSB has praised the Programme for its bold and innovative approaches to business education.

Ward Hadaway: Fastest 50 Growing Companies

In 2019, NUBS established a partnership with Ward Hadaway (a regional legal firm) to engage with growing businesses. Ward Hadaway sponsor an annual ‘Fastest 50 Growing Companies’. Last November the award winners were invited to an engagement event held at NUBS, to learn how academics and students can support their growing businesses through student projects, lifelong learning for their staff and opportunities for collaborative research.

North East Local Enterprise Partnership (NELEP)

Dr Amy Stabler is the designated expert in mentoring for the North East Local Enterprise Partnership, providing advice for the Growth through Mentoring Scheme Co-coordinator, and development workshops on a quarterly basis for over 50 mentors, all of whom are successful entrepreneurs and business owners.

Creating Multi-dimensional Learning Opportunities for Our Students



The School has established new partnerships with international employers for education engagement in curricula and extra-curriculum activities. Examples include BAE Systems, Brewin Dolphin, Ernst & Young, HSBC, Mayborn, Sage plc and Venator, who have engaged across a range of activities. These include:

- tailored sessions at *Employability Week* and *Gain a Global Advantage Conference*;
- classroom guest speaking;
- supporting the *MBA Business Experience Week* as part of our Business in Action Module for three consecutive years, including company visits by MBA students in London (e.g. Lloyds and HSBC);
- hosting breakfast business skills workshops with 120 students (Lloyds, 2019)
- hosting MBA students for the *Annual Business Challenge* 2018-19 (Venator) and 2019-20 (Mayborn); and
- hosting work placements and internships (Mayborn).

Our Contributions to the Community: Action and Recognition

Our PRME efforts are also supporting Engagement and Place strategy. For this purpose, we have invested in sponsoring external charitable and corporate networks, forums and events to support the North East region and beyond. In addition to collaboration with charities, we have engage in a plethora of initiatives promoting gender equality, and our staff have also been recognised for their efforts.

Collaborating with Charities

The School works with a number of charities and charitable organisations. Recent examples include the Millin Charity, Comrades of Children Overseas (COCO), and the Tata Medical Centre:

- Millin supports long-term unemployed women facing lifetimes of poverty and multiple barriers. We have commissioned the charity to run a project with 10 women to support 'corporate gifts' for the School.
- COCO aims to provide sustainable sources of education to children living in poor and marginalised communities. Our activities with them include consultancy and volunteering with students.
- The school has been working with the Tata Medical Centre in India for several years through our Global Experience Opportunity programme. Tata medical centre is a philanthropic state-of-the-art cancer care centre committed to delivering comprehensive care to all patients, irrespective of their social or economic status. Work undertaken by the students has included research into sustainability and misuse of water.

Other examples include: Adapt for Arts; Bharti Foundation; British Heart Foundation; the Entrepreneurs Forum; the Federation of Small Businesses Awards; First for Pharma North East; Happy Planet Creative Arts; Make a Difference (MAD); Millfield House Foundation; Newcastle United Foundation, North East Football Charity; the North East Accountancy Awards; North East Ambulance Service (NHS Foundation Trust); North East Chamber of Commerce; the North East Chartered Institute of Personnel and Development Awards; the North East Executive of the Year Award, Success 4 All; TEDx Newcastle; and the Thought Foundation.

Promoting Gender Equality



The GENE Launch Event

In 2018, our School founded Gender and Entrepreneurship North East (GENE), a collaborative space which brings together researchers, policy makers and practitioners to advance issues of gender and other categories of social difference in entrepreneurship in the North East of England. Five scoping events have taken place since, informing the strategic direction for the group. GENE co-founder **Dr Nicola Patterson** and Dinah Bennett OBE have co-authored a policy brief for T20 Japan 2019, entitled "Women's Economic

Empowerment: Strengthening Public and Private Sector Impact through Accountability and Measurement (SDG5)".

The School also leads a North East Women Leaders Board which comprises 14 Executive Directors and senior HR professionals from a range of sectors, plus the Director of School and academics. The Board provides thought leadership and seeks to change future regional work policies and practices to enhance the development, recruitment, retention and promotion of women leaders.

In addition, NUBS is home to the North East Hub for WINS, a UK-wide network of women working in the sustainability sector. The hub hosts five events a year, each supported by a corporate sponsor. It has over 100 active members from a range of sectors and organisations – including banking, construction, pharmaceuticals, consultancy, legal, accounting, design and planning. Sponsors in 2018-2019 included Muckles, Barclays and Natwest.

Paving the Way for Inclusion

In 2019, our Head of External Relations **Sharmishta Chatterjee-Banerjee** received the #AWESOME award from Asian Business Connexions in recognition of her outstanding work towards inclusion in the region, as well as her efforts in bridge the Black and Minority Ethnic leadership gap in higher education.

Pioneering Social Change

Our School is a strategic partner and sponsor of North East Together (NET), a leaders' network for social change founded in 2014. NET encourages social change leaders from across sectors to learn from each other, share resources and develop capacity and capability through knowledge exchange, working together on shared initiatives, and building collaborative relationships. The group has held 15 networking events since 2014, with over 400 registered members. **Dr Joanne James** continues to support the group by evaluating a project that promotes multi-agency collaboration in the North East of England. In June 2019, students from across the university were invited to join a young leaders event that promoted volunteering and engagement with charities and social enterprises in order to address pressing social issues.

Receiving Expertise from the World of Business

While leading the way for responsible management in our communities, our School is also using its partnerships to access knowledge and skill resources from industry and leverage these resources to improve its own practices, for the benefit of its students, stakeholders and society.

NUBS Advisory Board: A Steering Force for Good

Working in partnership with our International Advisory Board, the School developed a set of Global Graduate Attributes to develop students for a future they can shape and to meet the needs of regional, national and international organisations. The Global Graduate Attributes were launched in 2018 and are being embedded into our education and employability activities. Among other aspects, they refer to: being open-minded and globally and culturally aware; committed to equality, inclusion and diversity; socially and ethically responsible; confident, self-aware and mindful of personal values; and taking personal responsibility for learning and high performance.

NUBS has also continued its long-term partnership with PwC. In addition to co-designing the PwC Flying Start BA (Hons) Business Accounting and Finance degree which has been delivered for 17 years, the School's International Advisory Board is chaired by Bill MacLeod, until very recently Senior Partner of PwC's Newcastle Office and now UK Ethics Partner. He is joined on the Board by fellow PwC Director, Sarah Winship, a NUBS alumna who brings with her experience of working with PwC in the USA and the UK. In February 2018, PwC's Rob McCargow, AI Programme Leader, delivered a session at the Gain a Global Advantage event on 'how Artificial Intelligence will impact the future of work'.

Enhancing Our Students' Learning Experiences

NUBS has developed a partnership with *Common Purpose* to provide cross-cultural future leader experiences for students through a tailored programme involving business leaders and organisational visits across the North East UK. In 2018-2019 we engaged 100 students and 32 organisations. In 2019-2020 there are places for 200 students supported by more than 40 organisations.

The School has also introduced a range of globally focused student events including multi-cultural month, international case competitions, and continued the flagship 'Gain a Global Advantage' conference. Multi-cultural month involved a range of influential alumni and provided opportunities to develop inter-cultural competencies.

Experienced business and NGO leaders have shared their wisdom as guest speakers in our Programmes, thus allowing stimulating conversations, across generations, between the present and the future of responsible management. Our guests joined us from Atom Bank, Barbour, Barclays, Brewin Dolphin, Drummond Central, HSBC, IBM, ING Bank, International Labor Organization, Multimodal, Nigel Wright, PwC, Rathbones plc, Sainsbury Bank, Sintons, Virgin Money, and Waterstones – among others.

As part of the Corporate Social Responsibility module, MBA students have learned from numerous external speakers – including, for example, Patricia Alexander (CEO) and Kerrey Baker (Head of Member Engagement) from Shared Interest; Rizwan Rizvi, President & CEO of SAR Wealth Management (USA); and Andy Haddon, Director of the Earth Doctors social enterprise.

Contributions to Our University’s Sustainability Research Agenda

Our School is also an active contributor to the University’s inter-disciplinary initiatives located in other Schools or Faculties. Here are two representative examples.

The Living Deltas Project

NUBS is involved in delivering the Living Deltas Project supported by UK Research and Innovation and the Global Challenges Academy Research Fund. This is a pioneering and ambitious new approach to tackle some of the world’s most pressing challenges through a £200M investment across twelve Global Research Hubs. Newcastle University is leading two of these Hubs, one of which (the Living Deltas Hub) uses research contributed by NUBS academics **Professor Sue Chilton**, **Professor Darren Duxbury** and **Dr Hugh Metcalf**. Focusing on three deltas in Asia, this Hub operates on a model of equitable partnership with the delta-dwellers and the research community in Vietnam, Bangladesh and India, working together with UK and global partners to develop new knowledge and policies with social and ecological sustainability implications.

The Comic Relief Project

Dr Robert Newbery is leading a Comic Relief project in Kenya, scaling up an innovative business model that supports poor farmers, impacting on over 20000 farmers and 85 franchisees over four years. He has supported the foundation of the Enterprise Educators Foundation East Africa (EEFEA), collaborating with 18 founding Universities in Kenya and Uganda. The aim is for EEFEA to become an anchor institution for educators in East Africa that supports, develops and promotes its members. Dr Newbery, **Dr Paul Richter** and colleagues have leveraged AHRC and University funding to lead on an artist entrepreneurship network, have engaged over 60 artists, and are developing further projects to support art ecology in Sub-Saharan Africa.

Landmark Events: Creating Togetherness and Opportunities

As a catalyst for idea-sharing events, our School is at the forefront of partnering for knowledge dissemination and issue-driven debates. We respond promptly to address the most topical concerns of our time, using social responsibility and stewardship frameworks, especially in the context of managerial decision-making. Our lecture and workshop Series are testimony of the multiple partnerships that are continuing to flourish at NUBS.

The Leadership Series

Comprising three events over the academic year 2018-2019, the Leadership Series was delivered to inspire the next generation of business leaders and provide a platform for emerging leaders to develop their vision for a better, more sustainable future. The event provides a platform for networking with our corporate connections and alumni. The flagship event in this series was the School’s annual David Goldman Lecture and Networking event, which also provides students and business people the opportunity to meet and network with University senior management, including our Vice Chancellor, and discuss societal problems from a systemic, collective action perspective.

Accounting Futures Series

The School has introduced a regular seminar series where academics and students can engage with practitioners on key aspects affecting accounting in the context of managing the future of work. Seminars in 2018-2019 included *The Future of Audit* and *Corporate Governance: Present and Future*.

Value Co-Creation in Entrepreneurial Education: Ideas from Azerbaijan

In May 2019, NUBS was visited by a delegation of academic researchers from the Centre for Analysis of Economic Reforms and Communication, Baku Engineering University, Azerbaijan State University of Economics and Azerbaijan State Agrarian University. The event was coordinated by Professor Matthew Gorton as part of the Creative Spark Project, and included meetings with several of our research communities.

Picking Up the Gauntlet: Horizon 2020 and Societal Challenge 6

This event run in February 2019 by **Professor Steve Quarrie**, **Dr Fiona Whitehurst** and **Dr Barbara Tocco** encouraged staff to consider applying for Horizon 2020 funding, with emphasis on creating inclusive, innovative and reflective societies (Societal Challenge 6: Europe in a changing world).

ThinkSpace on Intersectionality

In May 2019, Our School hosted a ThinkSpace webinar on Intersectionality, delivered by GENE and led by **Dr Nicola Patterson**. The webinar explored the origins of intersectionality, shared recent intersectional research inside and outside of the entrepreneurship field, provided a space for delegates to identify and surface intersectionality within their own research, and examined the practical implications for conducting intersectional research and its importance to entrepreneurship.

The audience comprised primarily researchers interested in intersectional research in small business and enterprise, including doctoral students and ECRs, who were particularly encouraged to participate. The Special Interest Group: promotes scholarly research on the relationship between small enterprise/entrepreneurship and gender; facilitates knowledge exchange between researchers, educators, entrepreneurs, small business owners, policy makers and business support professionals interested in enterprise and gender; enables the development of gender-aware entrepreneurship policy; supports the career development of its members; and contributes to developing the gender track at the ISBE annual conference.

Establishing the North East as the best place for women to work



NUBS works with its North East Women Leaders Advisory Board to innovate and create spaces to influence workplace best practice.

Our NEWLab ThinkSpace, led by **Dr Amy Stabler**, has brought together more than 30 organisations to build a community of practice aimed at changing workplaces so that the North East becomes the best place for women to work. The session began with a recap of three key

drivers supporting women to progress in the workplace: enabling diverse career shapes; organisational culture behaviours and values; and senior sponsorship of shifts in practice. Susan Fulton

(Director of People at Home Group) and Julia Fox (Director at Deloitte) shared their organisations' practices for attracting, promoting and retaining more women into senior leadership roles. Following on from the talks, guests participated in group work to envisage how these three key drivers may be facilitated in organisations. This activity was used as a communication tool in the session but also aimed at attendees developing methods to implement in their own workplaces. The workshop outputs and insights were collected for application in NUBS' new suite of Lifelong Learning Programmes for work-based learners, as well as inclusion in the North East Women Leaders Advisory Board action plan.

International Network Development

NUBS has been engaged in international academic networks such as the Academic Collaboration Network (Susilo Institute) and the Global Network of Business Schools for Human Rights (GNBSHR), leveraging on their potential as strategic enablers of engagement with business, government and community organisations internationally. In June 2019, NUBS academics participated in the Susilo Institute's Annual Symposium; and in November 2019 we were involved in the Annual Meeting of the GNBSHR, held at the World Meteorological Organization headquarters in Geneva.

To further enhance our international collaborations and promote PRME internationally, our School is now developing its Systemic Ethics, Responsibility and Sustainability (SERS) Network through sharing and exchange activities planned together with a number of leading international business schools in Europe, Asia, America, Australia and Africa.

Engagement with PRME Networks

As members of PRME UK & Ireland, we have been active participants in our Chapter's events, such as Birmingham Business School's Workshop on Innovative Pedagogy for Responsible Business Teaching, held in May 2019. The highly relevant topics discussed have enabled us to adapt best practices in social action campaigning, environmental leadership, virtual reality applications for teaching, and gamification in educational planning.

In 2019, NUBS representative **Dr Victoria Pagan** participated in the Third Annual Responsible Business and Management Writing Competition, hosted by the PRME Chapter UK & Ireland in collaboration with the organisers at Oxford Brookes Business School. This competition continued to focus on raising awareness of the UN Sustainable Development Goals and of PRME's work to draw these into business school thinking across the UK and Ireland. In addition to the ongoing UG and PG essay-based categories, doctoral student and alternative media categories were also introduced. Victoria helped to judge the UG essay-based submissions on a panel with colleagues from Northumbria University and the London College of Fashion. In 2020, we are again contributing to the Chapter's PRME Writing Competition, with Victoria as Judges Panel Chair and **Dr Cristina Neesham** as Panel member in the Alternative Media category.

In line with our current PRME strategy, we are planning further engagement with other PRME networks, in particular the PRME UK & Ireland Chapter. More details about these plans are included in the **Progress Appraisal and Future Objectives** section of this Report.

Principle 6 Dialogue

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

Overview

Dialogue with our stakeholders and the community is an integral part of NUBS' activities within a civic university. In accordance with Pillar C of our PRME strategy and with our objective to promote PRME-inspired concepts, policies and practices, our efforts to develop the new ERS Special Interest Group and SERS Network are focused on fostering dialogue on PRME internally (with other Schools and Faculties within the University) as well as externally (with academic, industry, government and community organisations in the region, in the United Kingdom, and worldwide). International partnerships are the main vehicle we intend to use in order to take NUBS to the world as well as bring the world to us.

This strategy is building on solid achievements in the last two years – in organising extra-curricular activities for and with our students and alumni; hosting public and specialist conferences, workshops and symposia that were very well received by enthusiastic audiences; and publishing policy reports of wide interest on topical issues of our time. Here are some highlights.

Engaging Our Students

For us at NUBS, dialogue means the meeting of minds across generations. Here are a couple of examples illustrating how we continue to take responsibility for enhancing leadership learning in our students.

Common Purpose: Leadership Learning Crosses Boundaries

As leadership learning requires new ways to overcome the challenge of space and time boundaries, NUBS has partnered with Common Purpose, a not-for-profit organisation that develops leaders and enables them to solve complex problems both in organisations and in cities. Common Purpose is running several programmes together with Newcastle University, at a regional and national level, to raise diverse educational attainment and progression for the students. The programmes incorporate conceptual-based projects, experiential learning, and legacy projects and partnerships with other universities for study abroad placements.

One of these programmes, Global Leadership, also involved Professor Julie Sanders, Deputy Vice-Chancellor – Corporate Affairs. She vividly remembers this remarkable experience:

“The learning from the Common Purpose programme, especially on Cultural Intelligence, has been immensely useful in working across different sectors. It helped me recognize the challenges and significance of cross-sectoral working and co-production... By working within the ecosystem of our community, this has allowed Newcastle University to create and enable an inclusive place-based strategy that is helping the people in our community, our partners and our students be an active part of building a better future.”

This fresh approach to our Engagement and Place strategy has inspired NUBS' collaboration with Common Purpose to deliver innovative online leadership learning experiences for our students, who can sign up to participate from March 2020. Indeed, this seems to be the ideal medium as we enter our second week of restricted teaching conditions at Newcastle University, due to the COVID-19 crisis. Now more than ever, studying and practising leadership is needed to prepare all of us to live and work in a fast, fluid and disrupted world; a world characterised by rapid advancements in technology known

as well as huge challenges and increasing fragmentation in our communities, cities and societies. By joining the *Common Purpose* Programme, our students continue to have the opportunity to broaden their horizons and develop their skills to be inclusive and produce solutions to complex future problems we may, right now, not even begin to imagine.

Global Experience Opportunities (GEO) Internships



Whether through international or regional internships, our undergraduates have the opportunity of a lifetime with to gain valuable real-world experience that will boost their graduate job prospects. We have generally found that internships provide students with a unique chance to boost employability and develop work experience that is valued by future employers. Furthermore, by being confronted with practical, stringent economic problems experienced by communities in developing countries, our students learn at the coalface what it means to manage people and resources responsibly and sustainably.

As part of the GEO internship programme, students are involved in projects that support the United Nations Sustainable Development Goals. In collaboration with the Bharti Foundation India, students have delivered projects that provide accessible education in rural areas, in particular for girls. With the Tata Medical Centre in Kolkata, students have worked in health and wellbeing, in areas such as: improving the mental health of clinicians working with children with cancer; the mitigation of smoking to eradicate cancer amongst young people; and addressing clean water and sustainability problems in the context of healthcare. In Tanzania, students have been involved with the Florentina Foundation to improve ecosystems and develop sustainable economic and social development for the village of Arusha. In Rwanda, students have worked with social entrepreneurs to develop business and marketing plans to enhance economic and social mobility and to reduce poverty. With the Self-Employed Women's Association in India, student projects have ranged from financial literacy to gender equality and empowerment through enterprise. In China, students have worked to develop inclusive and sustainable infrastructures to foster innovation. The GEO programme in India and China have been featured as case studies in the Confederation of British Industry's (CBI) annual Partnership Impact reports for China and India. A detailed summary of GEO achievements in 2018-2019 is provided in **Appendix D**.

Regional Internships

In addition to global internships, NUBS sources regional internships in the North East of England. These opportunities are open to both our students and those studying at our partner institutions (e.g. University of Groningen). In 2018-2019, for instance, Thomas Swan, the world-renowned chemical manufacturing company based in our region, engaged six interns via the NUBS network. The three projects involving our students focused on Operational Effectiveness (developing a methodology for maintaining the knowledge management system to satisfy audit requirements), People Experience (conducting a full review and assessment of an employer brand and its internal culture, with research results submitted via report and presentation), and MBA Research (an in-depth study and report into an unexplored market, including the scope for developing new technology). Socially and environmentally responsible management were key considerations in all these projects.

The ACN Case Competition

Following successful competitions hosted by Indian Institute of Management Ahmedabad and Mahindra & Mahindra (India) in 2016, as well as by Fudan University & Fuji Xerox (China) in 2017, this event engaged students from seven institutional members of the Susilo Institute's Academic Collaboration Network (ACN). Our School partnered with Virgin Money, who provided the case study topic and brief. Our partner elicited creative solutions to a responsible management issue of general concern to the participants: *how can Apprenticeship Levy investment impact gender balance in the*

workplace? This highly popular event received 40 applications from our students, of which only the strongest twelve could be selected to form the NUBS team. The participant institutions were: Boston University Questrom School of Business (USA), Newcastle University Business School (UK), Indian Institute of Management Ahmedabad (India), Fudan University School of Management (China) and Yonsei University School of Business (South Korea).

The GEO Business Challenge

A landmark global experience opportunity offered by NUBS to its students was the Business Challenge competition organised between 23 November and 6 December 2018, and run exclusively for our School's students, with a case study provided by Ramarketing, an international PR and marketing agency for the pharmaceutical and biotech outsourcing sector. Having opened three offices (in England's North East, in Manchester, and in Cambridge Massachusetts, USA), Ramarketing had difficulties with talent procurement at entry and senior level, and needed input on devising an effective recruitment campaign. Our thirteen students provided useful insights into the most salient marketing and communication aspects that appeal to their generation in talent recruitment processes. Having to approach the problem from both sides (recruiters and candidates), they gained valuable lessons about what it means to manage talent responsibly.

The Zurich Enterprise Challenge 2018

MBA students **Shaun Boyle** and **Amelia Lemus Gonzalez**, and PhD student **Ola Ogunbodede** competed against hundreds of postgraduate students worldwide in the Zurich Enterprise Challenge 2018. The challenge pairs students from around the world together with multinational companies to work on a real-world issue of their choice using the Zurich Risk Room. Our students were invited to the Zurich Global Risk Management Summit in Berlin to present their findings to industry leaders.

The Greggs Marketing Challenge 2018

Students from the MSc International Marketing programme won this challenge competing against students from regional universities. The competition, which is now in its sixth year, sees postgraduate students from North East universities create an innovative campaign in response to a brief set by the food-on-the-go retailer, and present their proposal to Greggs senior managers.

The Coca-Cola Challenge

The Challenge recently launched by Coca-Cola is to address the global packaging problem presented by the increasing number of plastic containers ending up in our oceans, by researching and identifying ways in which Coca-Cola ASEAN could collect and recycle, by 2030, the equivalent of every plastic bottle it sells. Our School has recently joined this challenge in a team of up to six students selected from across our various undergraduate and postgraduate courses.

The 'Fuel the Future' Cross-University Challenge

Initiated by award winning tech company OnlineFuels, this challenge involves competing against other teams and universities in a one-week business competition tackling real business problems such as promoting environmental sustainability beyond business-as-usual and leading systemic change.

Student Community Action Newcastle (SCAN)

SCAN is part of Newcastle University Student Union and helps students and staff to find the ideal community volunteering opportunity for them within the city. Anyone can volunteer, irrespective of cultural, educational or professional background. Graduates with this kind of experience stand out as ethically aware leaders ready to change the world of international business for the better.

COCO

COCO is an international children's charity based in Newcastle. It works with communities in remote regions overseas to alleviate poverty that prevents children from receiving an education. The aim of this organisation is to undertake projects which not only change lives but are also sustainable, so that eventually their assistance will not be required. Each academic year, COCO engages a number of our students as office volunteers, as well as participants in overseas projects.

In Touch with Our Alumni

NUBS has invested in engaging proactively in alumni relations in the UK and internationally, and has made considerable progress: in 2019, we have hosted events in seven different cities (Newcastle, London, Beijing, Shanghai, Kuala Lumpur, Jakarta and Bangkok), reaching over 149 individual alumni and 292 attendees in total (including potential students, current students and corporate contacts). Events ranged from information gatherings and strategic showcases to professional networking, allowing several generations of management leaders to exchange ideas and work on societal issues of common interest. More examples of alumni engagement and achievements are included below.

Finance Careers for Women

NUBS alumna **Maria Nazarova-Doyle** (MSc Strategic Planning and Investment, 2011) has been awarded the Newcastle University Alumni Achievement Award: Rising Star 2019. Maria is a champion for women in finance. She supports students looking for a career in finance, encouraging more women to join the financial services industry to help the financial capital, with improving gender balance for the benefit of all. Maria is Head of DC Investment Consulting at JLT (a global insurance and employee benefits firm).

Spareable: An App for Community Foodbanks

Masitano Sichone, who graduated with a Master's Degree in E-Business, received the Duke of York Young Entrepreneur of the Year Award 2019 for *Spareable*, an app that lets community foodbanks send out notifications when essential items are low in numbers, helping them optimise their stock. The platform allows foodbanks to notify people who install the app about which essentials are low. Donors, supporters and volunteers can then make a donation by purchasing items, which are delivered directly from the retailer to the foodbank. Through the app, people can also find volunteering roles with a foodbank.

Obby: An Online Marketplace for Independent Education Providers

Management and Economics graduate (2012) **Thomas Batting** and co-founder Max Kufner made it onto Forbes' '30 Under 30 Social Entrepreneurs' 2019 list with their company, *Obby* – an online marketplace for individuals looking to learn new skills. The company has raised over \$1.5 million and helped independent teachers build their own educational businesses.

Public and External Stakeholder Oriented Events

Over the last two years, our PRME-related events have focused on four key themes: empowering women on systemic issues (including sustainability); supporting start-ups to undertake responsible innovation (e.g. in FinTech); promoting ethics in business; and growing sustainability awareness in our future generations. A few instances of such initiatives are briefly captured here.

Women's Entrepreneurship Week

In October 2019, our School participated in the AACSB-led sixth annual Women Entrepreneurship Week (WEW), a global movement to celebrate and inspire women business founders. This involved a

Masterclass titled 'Let's Talk about Money' and delivered by Nicola Jayne Little (of Mint Business Club) for small and micro enterprise owners, and a series of podcasts with women entrepreneurs based in North East England who collaborate with WEW. This is a vivid example of what our resourceful alumni continue to do for their alma mater and for our community. An album of their introductory posters is included in **Appendix E**.

International Women's Day (IWD) 2019



Last year, this event gave us the opportunity to highlight the work we have been doing on gender equity, and to celebrate the efforts of both women and men we have collaborated with on this agenda. Reflecting on the IWD theme of #BalanceForBetter, NUBS produced and published several podcasts telling the inspiring stories of gender equality champions:

- **Beware the female stranger!** Lucy Batley and Charlotte Windebank (founders of successful North East based businesses) discuss swearing, being labelled as a feminist, friendship and unicorns.
- **Women aren't as competitive as men leaders:** Dr Nicola Patterson (NUBS Senior Lecturer) and Professor Sharon Mavin (Director of NUBS) engage in a conversation about women and competition.
- **Harnessing your belief:** Jo Darby (founder of Voice in the Room) shares her experiences and views on helping to grow people's confidence and have belief in themselves.
- **Men can't be feminists?** Dr Nicola Patterson (NUBS Senior Lecturer) and Professor Peter Hopkins (Dean of Social Justice) discuss how men can be feminists too.
- **It's not about fixing the women:** Billie Jenkins (Communications Manager at PNE Group) is in dialogue with Dr Jenny Davidson (NUBS Senior Lecturer) about the challenges faced by female entrepreneurs and the misconceptions about where the solutions lie to these challenges.
- **Dropping the F* bomb:** In this podcast we hear from Michelle Minnikin (Chartered Business Psychologist) about why we should all be a little bit more 'me' in the workplace, and about how being openly feminist (and bold enough to live and breathe our values) does not need to be difficult.

The Podcasts Album is available in **Appendix F**.

The whole series was coordinated by our **Leadership Development and Organisation Futures (LDOF)** unit, who are continuing to work in partnership with the business community to integrate NUBS' world-class core strengths into leadership and business application. Grand challenges such as sustainability, data use, increasing pace of technological change, and an ageing and diverse workforce mean that organisations need to be adaptable and flexible. Therefore, the LDOF team collaborates with organisations of all types across sectors, to enable leaders to foster an environment for innovation and sustained growth that is regionally rooted with a global perspective.

Women in Sustainability (WINS) Network 2018-2019



NUBS' participation on WINS, a nationwide network of women working in the field of sustainability who want to create positive change, is led by **Dr Jenny Davidson**. Several events were held in 2018. Currently, there are over 60 women actively involved in our WINS Network, who have either connected online or joined one of our events so far. The project has secured sponsorship for the individual events and is currently developing a proposal to carry out contract research for one of WINS' UK sponsors. In addition, research into the role of the network in the development of leader identity for women working in sustainability is being planned. The 2019 WINS Newcastle events addressed topics such as: bringing about and leading change for sustainability in and across organisations; strategic sustainability and green investment decisions (with contributions from Capability North East and Barclays); creating a career while staying

true to our common purpose to create a sustainable future; staying resilient in the face of climate crisis; and sustainable alternatives to fast fashion.

Nourishing the FinTech Eco-system

NUBS researchers, such as **Dr Karen Elliott** and her team, are influencing the FinTech eco-system in the North East UK through engagement in FinTech North. The School facilitates networks as an important component of growing any tech ecosystem, creating opportunities for collaboration between large and small organisations – for example, by hosting the North East Data Science Meetups organised by data science start-up Jumping Rivers, which engages over 600 members and holds six meetings per year. Our School sponsors *Thinking Digital* and *TEDx Newcastle*, and in 2019 hosted pre-experience workshops on topics such as emotional intelligence in tech businesses, design thinking, and technology visions. Both *Thinking Digital* and *TEDx* are key events in the tech sector diary and considered crucial networking forums for tech start-ups.



FinTech North Conference held at Sage, Gosforth, Wednesday 25th September 2019

Engaging with the North East Initiative on Business Ethics (NIBE)

NUBS participates actively in NIBE (www.nibe.org.uk) and is represented by a senior member of staff on the Board of Directors. This non-profit organisation works with all five North East Universities and with businesses, civil society organisations and wider educational establishments. Over the last two years, NUBS has played a strategic leadership role in NIBE, which has thus forged significant community partnerships, amplified messages through weekly blogs and articles and organised a range of events, including public lectures and educational activities for schools and universities. NUBS is a regular participant and contributor to NIBE's initiatives in education, dialogue and advocacy, and networking for the common good.

Growing Sustainability Awareness in Our Next Generations

Educating the next generations for sustainability from an early age is an important objective in the regular professional and community service activities undertaken by **Dr Cristina Neesham**, NUBS' BE-CSR Director. Some examples of such activities include:

- Contributing as Assessor in the Green for Go! Live Student Case Competition organised by the PNE Group for Newcastle colleges at the Newcastle Discovery Museum (February 2020);
- Serving as Judges Panel member for the Netflix Green Stories Competition, in collaboration with Southampton Business School (December 2019); and
- Producing educational videos on *Systemic Responsibility* and *Ethical Leadership* topics as part of the SAGE online tutorial series, filmed in Edinburgh and Boston, USA (July and August 2019).

This is just a snapshot of the various efforts we have made to promote environmental sustainability education and dialogue at various levels and through various media – locally, nationally and internationally.

Specialist Events: Conferences, Workshops, Seminars

Our School's research expertise and activism have featured strongly in a suite of discipline and professional practice focused events where our staff contributed significant input as organisers, facilitators, keynote speakers, and expert panel discussants. Our research communities have also hosted regular seminars with scholars, practitioners and policy makers of national and international repute. Several snapshots of these events, together with a list of PRME-related topics organised within our research communities, are included below.

BUIRA Conference 2019: Uncertain Futures, Fractured Worlds

The 2019 Annual Conference of the British Universities Industrial Relations Association (BUIRA) was hosted at NUBS and was entitled Uncertain Futures/Fractured Worlds: The future of employment regulation and rights after Brexit. Key topics relevant to responsible management were: migrant workers from the EU; challenges for trade unions; implications for equality and diversity; and, the EU and the future of the Social Dimension.

Our School's commitment to research on the responsible management of human resources and employee relations has been evidenced by NUBS academics taking over the stewardship of BUIRA (serving as President; Treasurer; and Membership, Communications and Events Officers) for 2016-2019, and by their participation in the BUIRA Conference at the University of Leeds in 2020.

International Seminar: Mineral Resources for a Low-carbon Sustainable Future

As a lead investigator in a project on the environmental responsibility of Russian mining companies, **Dr Natalia Yakovleva** organised a seminar together with academic, industry and community partners such as Mr Edmund Nickless (Chair of Resourcing Future Generations Initiative of the International Union of Geological Sciences), Professor Saleem Ali (Blue and Gold Distinguished Professor of Energy and the Environment, College of Earth, Oceans, & Environment, University of Delaware, USA), and Mr Oskar Njaa (Advisor, Bellona Foundation, Oslo, Norway). With the support of the Miners of Russia Association, the seminar initiated a pioneering dialogue with Russian mining companies and industry organisations on improving social and environmental responsibility in the extractive sector. Participants discussed trends, challenges and opportunities for enhancing environmental and social standards and practices in the mining industry.

The event was part of the Russian Mining Industry International Exhibition "GORPROMEXPO-2018" and IV National Mining Forum, and took place in Gostiny Dvor, Moscow (Russia) on 13 April 2018. The seminar promoted two themes: Demand and supply of mineral resources and metals for a low-carbon economy of the future; and Safety and effectiveness of mining works: breakthrough technological solutions in mineral resource use. Under these themes, it featured presentations by **Dr Natalia Yakovleva** (Newcastle University London), Professor Roland Oberhaensli (University of Potsdam) and Dr Patric Christmann (International Resource Panel), Ms Janyl Moldaliev (United Nations Environment) and Dr Evgeny Shvartz (WWF Russia).

During this seminar, participants had the opportunity to: share insights on global initiatives in the resources and extractive sectors on environmental and social responsibility; exchange best practices on environmental responsibility in the Russian mining industry; and explore future opportunities for engagement on global resource governance between WWF Russia, Newcastle University and the International Union of Geological Sciences.

Whistleblowing, Human Rights and Journalism

In May 2019, **Professor Iain Munro** (leader of the Strategy, Organisations and Society research community) organised a plenary with the participation of John Kiriakou (former CIA officer, former senior investigator for the Senate Foreign Relations Committee, and former counterterrorism consultant for ABC News), Robert Tibbo (Edward Snowden's human rights lawyer), Craig Murray (Foreign Office whistleblower on the UK's involvement in torture), and Andrew Fowler (investigative journalist who works in the field of whistleblowing). Participants debated the treatment of whistleblowers and the important role of whistleblowing journalism in today's media, as well as important issues related to human rights and social justice.

Leading on Athena SWAN

In December 2018, NUBS Director **Professor Sharon Mavin** gave an invited keynote on the current context of gender equality in UK business and management education at the Annual Athena SWAN

conference. Professor Mavin chairs the UK Chartered Association of Business School's Diversity Committee and regularly comments on gender equality and women in leadership for Professional and Governmental bodies.

Experience Day Sustainability Panel

In October 2019, Bharti Foundation intern **Dharshanaa Murugan** contributed to a University panel discussion on the UNSDGs with Professor Richard Davies, Pro-Vice Chancellor Global, speaking on the significance of UN SDGs in the context of the internship and her application of knowledge gained in the classroom in a practical context. **Dr Cristina Neesham**, NUBS Director of Business Ethics and CSR, also participated in the panel and discussed approaches to teaching about the SDGs and NUBS' global partnerships development strategy to promote sustainability education and research.

Seminars Hosted by NUBS Research Communities and Centres

The vibrant intellectual life of our nine research communities and centres has been enriched, over the last two years, by a wide range of PRME-related topics. Each research community has an active seminar series which welcome speakers from national and international universities to share research. These are open to all NUBS academics, research fellows and PhD students. A sample such topics is provided below:

- Prof Wolfgang Mayrhofer (WU Vienna): Beyond treehuggers and do-gooders? Tentative steps towards Societally Responsible HRM (HRMWE);
- Dr Peter Bloom (Open University): Digital discipline – Virtual power and the reimagination of organisational control (SOS);
- Dr Eleanor Kirk (Glasgow Caledonian University): The displacement of conflict at work – A three-dimensional view (HRMWE);
- Dr Kendra Bricken (University of Strathclyde): Welcome within the machine – Human-machine relations on the shop floor (HRMWE);
Dr Kristina Dahlin (Said Business School, University of Oxford): Failure Learning and Learning Failures (KITE);
- Dr Scott Taylor (Birmingham University): Feminism and men – Ambivalent space for resistance (SOS);
- Mr Iain Wright (ICAEW): Corporate governance, present and future (A&F);
- Tom Lawrence (Said Business School, University of Oxford) and Professor Juliane Reinecke (King's College London): A process view of institutions and institutional work (SOS);
- Dr Jorge Garcia-Hombrados (London School of Economics): Female genital cutting and education – Theory and causal evidence from Senegal (Economics);
- Professor Kirsty Newsome (Sheffield University Management School): 'It's a big brother type thing': Technology and the labour process in parcel delivery in the UK (HRMWE);
- Dr Colin Dey (University of Sterling) and **Dr Jane Gibbon** (NUBS): Constructing accounting for social outcomes and impact – Combining critical perspectives on the logics of 'blended value' (A&F);
- Dr Marti Lopez-Andreu (University of Leicester): Framing non-institutional labour protest in Spain in the context of an institutional change – The cases of Movistar contractors' strike and the chambermaids' movement (HRMWE);
- Dr Theodore Koutmeridis (University of Glasgow): Shaking criminal incentives? (Economics);
- Professor Juliane Reinecke (Kings College London): The micro-foundations of social movements – An interactional framing perspective (SOS);
- **Dr Yousry Ahmed** (NUBS): Soft information matters – Voluntary corporate disclosure tone and financial distress (A&F);
- Professor Alex Bryson (University College London): The effects of pay decentralisation on teachers' pay and career (Economics);

- Pia Faeth (Stirling University): Where the danger lies – Investigating expatriate well-being in hostile environments (HRMWE);
- Toni Ruuska (University of Helsinki): Reproduction revisited – Capitalism, higher education and ecological crisis (SOS).

Public Reports

Our researchers contribute to the advancement of knowledge in PRME-related areas not only through academic scholarship but also as public intellectuals and activists pushing for social change in industry and public policy. Here are some examples of public contributions with responsible management implications.

Advising on Policy and Practice

Professor Matthew Gorton, Dr Sara Maioli and Dr Robert Newbery have produced several Rural Economy and Land Use Policy and Practice notes, which communicate the latest UK research on rural and land use challenges to non-academic audiences. These practice notes include ‘What’s holding back rural business?’ (2018), a summary that emphasises the need for responsible management in government efforts to reduce red tape.

Advocating Transparency

Professor Louise Crawford’s research was included in a briefing paper prepared by a coalition of civil society organisations, including Global Witness, ONE, Oxfam, Transparency International EU and Publish What You Pay, to influence change to EU legislation concerning transparency reporting of payments to governments by corporate entities operating in the extractive and forestry industries. This research has also contributed to VVA Business Consultant’s European Commission report compiled to inform the European Parliament’s mandatory review of transparency legislation in 2018.

Envisaging the Future of Financial Reporting

Professor David McCollum-Oldroyd has continued his service as Chair of the Technical Committee of the British Accounting and Finance Association’s Special Interest Group in Financial Accounting and Reporting, following public consultations by the International Accounting Standards Board on the Conceptual Framework for Financial Reporting which underlies international financial reporting standards. In this capacity, in 2018 he produced a Report in response to the Institute of Chartered Accountants in England and Wales (ICAEW)’ consultations on the future of financial reporting and implications for professional standards.

'Principle' 7 Organisational Practices

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.



Overview

Our School adheres to Newcastle University's new Sustainability Policy and its commitments to improving sustainability performance as part of our Environmental Management System (EMS), certified to ISO 14001. Newcastle University is 12th out of 154 universities in environmental performance, as an institution, according to People & Planet University League (<https://peopleandplanet.org/university-league>).

In support of the NU Sustainability Policy and in line with our PRME strategy's objectives, our School's initiatives to enhance internal practices promote environmental sustainability (with emphasis on the SDGs) and gender equality. Below is a selection of examples illustrating our recent achievements in these areas.

Environmental Sustainability

We strive to make our institutional environment more environmentally sustainable by: researching better ways to reduce our carbon footprint; saving on plastic disposable containers and other consumables; and reminding everyone of the SDGs we are pursuing and their importance in building a sustainable future for our workplaces as well.

Our Students Help Make Their University More Sustainable

As mentioned under **Principle 1: Purpose**, a group of MSc of International Business Management students have engaged in a pilot research consultancy project led by Dr Susan Addison and Ms Annabel Cornish, with the support of Newcastle University's Sustainability Team (William Brown, Matthew Dunlop and Hannah Owens). Based on the project brief provided by this Team and on the University data available, this group has been researching: how Newcastle University could successfully transition to a low-carbon approach to its remote activities; what the key challenges of this approach may be; how other institutions may have achieved carbon footprint reductions; and what are the key benefits or differentiators in terms of competitiveness relating to reducing Newcastle University's carbon footprint.

The Group's tasks are: to define a strategy moving towards reducing the environmental impact of remote activities that support the University's global aims; to consider the potential areas of conflict between such a strategy and the University's global strategy; investigate external perceptions of the University following its response to the climate emergency; identify the dominant viewpoints of the institution's stakeholders (e.g. prospective students, ranking organisations, partners, funding bodies); and collect, analyse and evaluate best practice examples from Sustainability Team equivalent units or services in other institutions and organisations.

Through this project, our budding researchers are supporting both our PRME strategy and the University's commitment to its climate emergency declaration of April 2019.

Sustainability Materiality Analysis

NUBS' Leadership Development and Organisational Futures (LDOF) unit is planning a Sustainability Materiality Analysis for the School, which aims to engage a spectrum of stakeholders with the SDGs to determine their priorities; and to develop a communicable document with a clear narrative outlining NUBS' priorities in this space.

In collaboration with NETPositive Futures (a NUBS partner that designs organizational strategies for creating nett positive impact), LDOF will lead this analysis in three phases: (1) examining existing data to establish the teaching, learning and research profile for the business school, and (in collaboration with NUBS Estates and HR) the operational 'footprint' of our School buildings and staff; (2) collecting and evaluating perspectives from staff, partners and alumni – via meetings, workshops and virtual communications; and (3) designing a sustainability materiality report which would establish a baseline of existing activity in support of the SDGs, and recommend future priorities for action.

Walking the Talk

Sustainability is embedded in the School's operations. We live and breathe responsible management principles, and this is what the students see, in concrete terms, beyond what is being said in the classroom.

As part of our commitment, the School has purchased re-usable non-plastic coffee tumblers, water bottles and vacuum flasks, as well as environmentally friendly mouse mats and hoodies carrying the NUBS logo. PRME-related elements of our School's vision and mission are also appearing on this new merchandise. Our staff were involved in the choice of design and colours.

Plans have also been made for the SDGs to be displayed on our main building stairs, from reception to the student area on the first floor – i.e. the most visible and frequented area in the School.

Gender Equality and Diversity

This subsection emphasises NUBS achievements in the area of equality, diversity and inclusion (EDI). As a testimony of our growing efforts to address gender inequality within business education, our 2018-19 intakes show that we are making progress in this area, with 48% women on the Full Time MBA (40 % on our UG programmes and 55% on our Postgraduate Taught programmes). We have also appointed a Professor of Practice in Student Success and Progression to support extension of community outreach and Widening Participation activity with local schools in disadvantaged areas. Some of our recent successes in these domains are included here.

Our Commitment to the Athena SWAN Charter

In 2016, Newcastle University became only the ninth university in the country to attain a silver award. Two years later, our School received a Bronze Athena SWAN award from the Equality Challenge Unit, recognising our commitment to tackling gender inequality in higher education, evidenced by our introduction of a gender-aware approach to recruitment and selection of academics, which has also begun to address gender imbalances at the Professorial level.





As a result of this new approach, the School has appointed five women Professors, seven senior lecturers and six lecturers to date, in line with the Athena SWAN Bronze Gender Diversity action plan.

According to our mid-year update of June 2019, key progress on the ongoing priorities identified in our Action Plan has been made in the following areas:

- Communication regarding HR policies relating to parental and returners' support and relevant University networks has improved, using the Staff Blog as our main channel;
- Based on gender-proofing job roles and adverts positively encouraging women to apply, gender gap in senior roles is narrowing through increased recruitment and promotion of women at and to Senior Lecturer level and above;
- There has been improved gender balance across staff selection panels as well;
- A review of School committee structures and research roles has resulted in a narrowing of the gender gap, with more women represented in research leadership;
- Research meetings, core school meetings, and 90% of research community events have been held between 10am and 4pm, to avoid causing access disadvantage for staff with carer responsibilities;
- All of our events with multiple speakers included at least one woman;
- Colleagues have been asked to review their curriculum material in terms of the balance of representation between women's and men's scholarship in reading lists and references;
- Mentoring for women has been established (in particular through our Professional Development Review system), and will be reviewed regularly to assess processes, impacts and potential for improvement. In this context, there has been increased support for colleagues applying for promotion;
- A data capture system is being developed to allow colleagues to show their external engagement activities more accurately. This is particularly useful for women with increased family responsibilities;
- The gender gap between men and women applying for grants is narrowing, with 45% women as Principal Investigators or Co-Investigators (versus 55% men); and
- The School's marketing materials have generally been reviewed in terms of language and images used, to reflect a better gender and diversity balance.

NUBS has benefited considerably from the direct input of its Director, **Professor Sharon Mavin**, in the Athena SWAN priorities:

"As the first woman to hold this position [of NUBS Director], I am delighted the Business School has been recognised for its commitment to this important agenda... This award [Athena SWAN Bronze] reflects our commitment to addressing gender equality and to advancing women colleagues and students' career progression."

Under this agenda, in 2018 NUBS led a national workshop in collaboration with the Chartered Association of Business Schools, about using learning to develop gender inclusivity.

We also introduced an MBA Women in Leadership Scholarship for aspiring female leaders, which includes mentoring from the School Director. This Scholarship supports women in business to become influential leaders. It reflects our commitment to equality and diversity, and to advancing women's careers. Featured here is Taka Kpanja, our first Scholarship recipient. Taka worked for a financial services company in Nigeria before starting her MBA in 2018.



Asked about her experience as a mentee, Taka remembers:

"Professor Mavin has fought so hard over gender issues; she has really mentored me and motivated me to look into this issue. She advised and guided me when I was putting the proposal for my thesis together, which looks at gender diversity in industry and the barriers women face in attaining top management level positions."

Taka believes universities and learning institutions have a key role to play in advancing women to achieve leadership positions, as they can help shift people's mindsets and enable them to provide opportunities to empower women.

Our School's commitment to increasing EDI in our own organisation will continue to be supported by our PRME strategy, with clear objectives for our next PRME strategic cycle to be set by the end of April 2020.

Progress Appraisal and Future Objectives

Since the submission of our fourth SIP Report (April 2018), we have made progress in promoting and applying all Principles in our School, as well as in our relationships with stakeholders. Below are summarised the strategic objectives set at the end of our last PRME cycle, our main achievements since then, the challenges encountered, and actions we are planning to take to overcome these challenges. Our Report concludes with a list of future objectives derived from this progress analysis.

Strategies and Structures

As outlined by NUBS Director Professor Sharon Mavin in our previous Report, our aim has been to continue to contribute to the research-intensive and civic goals of our University, and to maximise the potential of our stakeholders to become leaders able to address increasingly complex societal challenges. However, important changes in our institutional environment have also enhanced our opportunities for intensifying PRME-related work. In 2018 NUBS adopted a new Vision and Mission, and reviewed its Values and Strategic Objectives. Consequently, we have been able to make more co-ordinated efforts towards global perspectives, international collaborations, excellence, creativity and impact. Also, guided by the explicit PRME-related objective to create opportunities for our stakeholders to shape a responsible future for business and society, we have introduced initiatives and structures to deliver on this objective – such as the recruitment of a Director of Business Ethics and Corporate Social Responsibility (BE-CSR) in a role that has been specifically created to provide direction and develop resources to support PRME-related activities and outcomes.

In this context, the BE-CSR Director has designed the current PRME Strategy as outlined in this Report. The pillars and objectives of this Strategy leverage on our institutional strengths and capabilities, and give new impetus to our commitment to PRME. Consequently, clearer goals are now supported by improved structures: internally, the Ethics-Responsibility-Sustainability (ERS) Special Interest Group is actively pursuing PRME-promotion objectives (as detailed below); while the international ERS Network is forging global collaborations for the same purpose. While developing home-grown structures, we have also joined new international Networks of interest to our agenda in order to enhance existing PRME-relevant resources via mutually beneficial collaborations (see the example of our recent association with NYU Stern's Global Network of Business Schools for Human Rights, which we are planning to develop more in the following PRME cycle).

Teaching and Curriculum Development

Over the last two years we have had more PRME-related topics embedded in our Programmes and more modules taking on these topics in both teaching and assessment, across the board. An important factor that has contributed to this progress was the introduction of new Global Graduate Attributes in 2018, with the significant input of experienced industry and community leaders on NUBS' International Advisory Board. With ethics and social responsibility featuring more prominently among these attributes, we have been able to make first steps towards a more comprehensive integration of PRME topics and issues in our Programmes. At this stage, we are developing tools that enable our module leaders to embed ERS elements in both undergraduate and postgraduate course content. Although this process takes time and presents some challenges, we are confident that increased cooperation and coordination between Programme Directors and module leaders across disciplines and subjects will help us achieve the progress we are seeking.

We also need to develop more integrative self-assessment and attribute measurement tools. For, the Leadership Development and Organisation Futures (LDOF) team are working with sustainability consultancy NetPositive to design an e-tool to digitally capture evidence and measure the impact of learning against the SDGs. This e-tool will form part of the pedagogy underpinning NUBS' three new

Lifelong Learning Programmes. The initiative makes NU the first University to measure impact in this way. This pilot project should be emulated in other PRME-related areas as well.

Generally, more PRME-related topics and issues could be introduced at undergraduate level, and this orientation could be encouraged (as a starting point) by setting up a higher number of PRME elements in selected research-based assignments (e.g. BUS3005 – Advanced Business Topics and BUS3003 – Advanced Business Practice).

Research, Mentoring and Talent Development

PRME-related research, innovation and impact have increased in both volume and quality in the last two years – a conclusion supported by high levels of external funding from prestigious national and international bodies. The intensification of research capability building activities for junior researchers (in particular, PGR students) has favoured their exposure to complex global issues, thus leading to an increased number of PhD theses focusing on PRME-relevant topics. However, there is room for improvement in this direction, and our ERS Special Interest Group is planning research, methodology training and mentoring seminars to address this gap and to encourage interest in the Responsible Management Learning and Education (RMLE) problematic and academic literature. Furthermore, our International ERS Network could form partnerships with participating members to deliver project and paper development webinars dedicated to friendly reviews of work-in-progress.

One approach to increasing PRME focus in our research overall is to start early, by encouraging it in undergraduate and postgraduate dissertations. Our goal is to extend associate membership of the ERS Special Interest Group beyond academics and PhD candidates, to undergraduate and pre-PhD postgraduate students.

Multi-Dimensional Engagement

Due to the ongoing efforts of a number of champions amongst our dedicated staff, NUBS has seen an increase in social change driven partnerships with external organisations, which has generally led to more student and staff engagement in PRME-related issues – in particular sustainability, gender equality, diversity and inclusion. Our School is now better recognised as a hub for societal dialogue, for bringing stakeholders and community together to pursue common causes, and for women empowerment. Another important feature of NUBS' engagement agenda is that we have had successes in integrating our sustainability and EDI agendas – as evidenced by the *Women in Sustainability* initiative.

During this last period, alternative experiential learning opportunities for our students have also multiplied, in a culture that encourages them to volunteer labour, ideas and enterprise for the common good – be it through competitions or cooperative projects. Students have also been inspired by more of our alumni being involved in social cause oriented entrepreneurship, which demonstrates the sustained tradition of social responsibility in our School, as well as the benefits of investing social capital in our alumni and fostering links among generations. However, we have been inclined to somewhat limit our public education and awareness raising activities to tertiary students and more mature audiences. More can be done to engage in regular dialogue with even younger generations, using both face-to-face and virtual means – e.g. via webinars or competitions engaging primary and secondary students.

Organisational Practices

With the recent adoption of a new Environmental Sustainability Policy and through the activities of a dedicated Sustainability Team, we have seen a new impetus in NUBS' internal sustainability initiatives as well. Yet, we still need to know more about what is material to us as an organisation (both at University and School level) regarding internal sustainability and the pursuit of SDGs.

At NUBS, we have started planning our Sustainability Materiality Analysis (as described under 'Principle 7'), and we are gathering intelligence from internal and external sources to design effective approaches to reducing our carbon footprint, especially in relation to our remote activities. We have begun to involve all major stakeholder categories in this planning, and we are looking forward to the Analysis results, so that more specific goals, targets and implementation plans could be developed.

With respect to our Athena SWAN agenda, coordinated strategic efforts have been made, with a substantial increase in our activities in this direction. Effects are becoming more apparent but significant impact takes time. Our staff and student recruitment, promotion and development policies and processes continue to be improved to reduce bias in our actions, as well as in our internal and public discourse.

Future Objectives: A Summary

In conclusion, while we are in a stronger position and have good reasons to be happy with our PRME progress so far, we need to do more to leverage on our gains and get better prepared for new PRME and sustainability challenges in our complex global world.

Accordingly, the following broad objectives are to be pursued over the next PRME strategic cycle:

1. **Increase and enrich our PRME resources and capabilities**, e.g. by engaging more with PRME networks, in particular the PRME UK & Ireland Chapter, and by organising more development opportunities for academics to teach and research in PRME and sustainability;
2. **Intensify our sustainability focus across the board**, e.g. promote more education, (internationally funded) research and engagement projects on SDG implementation at local, national and international levels, including achieving sustainability in our organisational practices;
3. **Extend and diversify PRME topics and issues in our curricula**, through a coordinated approach to embedding PRME elements in key areas of teaching and assessment in our Programmes and modules;
4. **Diversify our methodological approaches to teaching PRME-related content and skills**, e.g. by encouraging alternatives such as co-teaching or team teaching, service learning, field trips, simulations, e-learning programmes and virtual communities; as well as collaborative education projects with international partners (in particular virtual projects);
5. **Increase research development and mentoring activities in the RMLE field**, using internal resources as well as international networks;
6. **Extend community dialogue to engage more with younger generations**, e.g. through virtual events and social media;
7. **Work towards improving our School's sustainability performance**, e.g. following recommendations resulted from the upcoming Sustainability Materiality Analysis;
8. **Maintain momentum on Athena SWAN achievements** and improve equality, diversity and inclusion in our organisational practices across the board; and
9. **Improve our PRME progress assessment processes** overall, using appropriate metrics.

Appendix A: Undergraduate and Postgraduate Modules with Embedded PRME Topics

Table 3: examples of undergraduate modules with significant PRME-related content (reported in 2018, continuing delivery and progress in 2020)

Count	Code	Title	Year Level	Teaching (PRME topics)	Assessment (PRME topics)
1	BUS1002	Global Business Environment (core module in Business Management BA Hons)	1 st	UN Global Compact approach to promoting corporate self-regulation	Management of CSR practices in multinational corporations
2	BUS1004	Critical Perspectives on Business Growth	1 st	Ethics; Gender; Personal identity issues	Critical, values-based reflections on business growth
3	MKT2009	Strategic Marketing	2 nd	Design of ethical and socially responsible marketing programs	Demonstrate integrity in strategic planning process
4	BUS3054	Strategy, Organisations and Society	3 rd	Values-based critical perspective on legitimacy of strategic management practices	Connect strategy with social responsibility issues in organisations
5	BUS3035	Contemporary Issues in International and Comparative Business	3 rd	Responsible management driven challenges to business-as-usual in multinational corporations	Demonstrate a critical, values-based understanding of contemporary organisations and their global environment
6	BUS3017	Corporate Social Responsibility and Ethics (elective in Business Management BA Hons)	3 rd	In-depth ethical reflection on relationship between business and society; changing role of corporations re sustainability challenges (e.g. climate change, human rights) - <i>100% PRME-related content</i>	Analysis of CSR management practices in corporations

Table 4: examples of postgraduate modules with significant PRME-related content (reported in 2018, continuing delivery and progress in 2020)

Count	Code	Title	Teaching (PRME topics)	Assessment (PRME topics)
1	NBS8045	The International Business Environment	Trends in the evolving relationship between business and society	International regimes of global governance
2	NBS8513	Role of Business in Society: Issues and Challenges	Responsibilities of international business in its impact on society as a result of globalisation; Origins and history of CSR ideas; recent CSR trends and developments	Major issues confronting global society today; Challenges and opportunities for responsible business in the future
3	NBS8139	Enterprise and Entrepreneurial Management: A Critical Exploration	Awareness of the role of enterprise and entrepreneurial management in the economy and society	Critically integrate theoretical perspectives on enterprise and entrepreneurial management with practical experiences and insights
4	NBS8270	Human Resource Management in the Global Context	Understanding how workers interact in conditions of environmental turbulence, change and uncertainty; how managers should respond to these dynamic environmental contexts	Responsible human resource management in conditions of uncertainty
5	NBS8279	Managing International Employment Relations	Responsible creation and implementation of effective employment relations procedures and policies; Critical reflections on theory and practice from an ethical and professional standpoint; Opportunities for applied learning and continuous professional development	Critically apply the competencies required for managing employment relations practices in union and non-union organisations; Assess the impact of contextual changes on employment relations practices and organisational performance from a managerial perspective, and provide responsible solutions
6	NBS8060	International Business Strategy (MSc International Business Management)	Globalisation, global governance and the relationship between business and society; Corporate motivations for self-regulation; New role for corporations in addressing global societal issues (e.g. modern slavery)	Case studies, e.g. evolution of 'sustainability' concept in corporate practices; Ethical implications of supply chain choices; Social enterprises and sustainable business models

Appendix B: **NUBS Research Communities and Centres – Aims and Scope**

Research Communities

Accounting and Finance

We are committed to producing informed, engaged and innovative research employing a variety of methodologies from the empirical to the critical, to the experimental and historical. We aim to foster dialogue between our community members, the Business School, University, and external partners to promote research at individual, company, public sector, and market levels. Our key themes are: accounting and accountability; accounting and capital markets; accountancy futures; and behavioural research in finance.

Economics: People, Markets and Firms

We are an interdisciplinary research community and conduct research on different topics in economics and finance. Through our research we aim to connect with national and international policymakers to inform the research agenda and develop research with impact. We contribute to the Business School mission by promoting research that can help to understand the future of work in globally connected economies and inform the decision-making process of private and public leaders. Our key themes include: behavioural and experimental economics; labour, health and education economics; spatial, urban, regional, international and industrial economics; economics of risk, safety and environment; financial economics and econometrics; and macroeconomics, policies and institutions in open economic systems.

Human Resource Management, Work and Employment

Our core mission is to produce high-quality and innovative research with significant applications within knowledge transfer and teaching settings. We are committed to contributing to local, national and international debates about the changing nature and management of work, employment and organisational environments. We aim to generate distinctive knowledge that is relevant to the emerging challenges faced by policymakers, practitioners and academics. Key themes include: future of work; careers; skills and human resource development; employee relations; workplace regulation; gender and diversity; and workplace sociology.

Innovation, Enterprise and Digital Business

By working with businesses, institutions, policy makers and academics within and beyond the fields of innovation, enterprise and digital business, our aim is to improve understanding and practice through research. We deliver seminars, workshops and events that inform, engage and positively affect others within the field. We link with the University's Centre for Knowledge, Innovation, Technology and Enterprise (KITE) and seek to foster the development of new and early career researchers. Key themes include: social and public Innovation; digital business; entrepreneurial ecosystems; entrepreneurship and international development; critical entrepreneurship studies; entrepreneurship and education, innovation policy and creative enterprise; business model innovation; and ICT-enabled innovation and project management.

Marketing: Consumers, Communications and Services

We aim to engage in current knowledge-shaping societal debates across different areas of marketing through a multi-methodological approach and interdisciplinary understanding. Our key themes are: consumer behaviour (identifying ways to improve people's lives while strengthening organisations' sustainability); communications (in particular, between consumers and companies, by traditional and online means); and services marketing (with focus on improving service quality and stimulating service innovations).

Operations, Data and Information Systems

We aim to conduct research that has significant impact in helping organisations achieve excellence through improving operation management, service and product delivery, data management and analytics, and information system. The group takes a broad multidisciplinary, sociotechnical approach to research. Our key themes include: big data analytics; food and agricultural supply chains; information system design and implementation; supply chain management (in particular, in the manufacturing and maritime industries); mathematical optimisation; and service operations (with emphasis on healthcare and automotive distribution).

Strategy, Organisations and Society

We are committed to using social theory to understand major strategic, organisational and societal issues. This commitment to social theory is what makes the group unique: in contrast to the mainstream economic perspectives, strategy is viewed as an important cultural, organisational and political phenomenon. We engage with a range of organisations and have particular expertise in the fields of the media, multi-nationals and the organised professions, alongside the longitudinal study of business and business practices. Our research is underpinned by the application and advancement of theory from the social sciences and humanities, particularly in theories of power, identity, institutions, discourse, rhetoric and narrative. Key themes include: strategic management; organisation studies; leadership; international business and management; business history; professions and professional work; the role of business in society.

Research Centres

Centre for Knowledge, Innovation, Technology and Enterprise (KITE)

KITE is a Newcastle University research centre located in the Newcastle University Business School, with links across the University. It comprises of members from within the School, associates from across the University, together with visiting staff from a range of national and international organisations. Our members make significant contributions to academic debates and influence thinking in business, government and third sector bodies. We have academic expertise in the areas of: innovation; entrepreneurship; information systems; and collaboration/partnership. KITE also provides a focus for the University's relationships with the worlds of policy and practice in these areas. We work across the three institutional societal challenges: ageing, sustainability, and social renewal. We also examine the key challenges of innovation, entrepreneurship and collaboration around themes of transport, energy and the digital economy.

Centre for Research in Enterprise, Wealth and Philanthropy (REWP)

REWP's mission is to help through its research and research-related activities to increase the scale, effectiveness and satisfactions of philanthropic giving in the UK and internationally. It is a University research centre operating under the umbrella of Newcastle University Business School. REWP takes an explicitly interdisciplinary approach to research on entrepreneurship, the building and management of large fortunes, and the deployment of such fortunes philanthropically to achieve world making social goals. The Centre initiates, develops and promotes flagship projects, which, in addition to delivering excellent research of broad theoretical and empirical interest, yield significant practical outcomes. REWP welcomes the participation in research projects of like-minded scholars elsewhere in the UK and internationally who recognise the potential of philanthropy to make a positive difference to society in an age of acute inequality. Active engagement in policy and practice networks is fundamental to the shared ethos of REWP researchers.

Appendix C: Selected NUBS Publications for PRME (Jan 2018 to date)

Abdelbadie R, Salama A. Corporate governance and financial stability in US Banks: Do indirect interlocks matter? *Journal of Business Research*, 2019, 104, 85-105.

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Aditjandra P T. Europe's freight transport policy: Analysis, synthesis and evaluation. In: Shiftan Y, Kamargianni M (eds.), *Preparing for the New Era of Transport Policies – Learning from Experience*. Amsterdam: Academic Press (Elsevier), 2018, pp.197-243.

Aditjandra P T. Review of international journey planning system to welcoming MaaS. In: Ben-Elia E (ed.), *The Evolving Impacts of ICT on Activities and Travel Behaviour*. Amsterdam: Elsevier, 2019, pp.29-47.

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Aljughaiman A, Salama A. Do banks effectively manage their risks? The role of risk governance in the MENA Region. *Journal of Accounting and Public Policy*, 2019 (e-publication ahead of print).

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Al-Shaer H, Zaman M. Credibility of sustainability reports: The contribution of audit committees. *Business Strategy and the Environment*, 2018, 27(7), 973-986.

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Appendix D: Global Experience Opportunities 2018-2019 – A Summary

Under this initiative (which is continuing since 2017), NUBS has partnered with Groningen University (Netherlands) and Xiamen University (China) and with companies in India, Rwanda, Tanzania and China to organise short-term projects that our students can undertake and complete within a 4-6 week window over the Summer period. Currently, these opportunities are offered exclusively to business school students belonging to each of the partner institutions and are targeted at undergraduate students who are preparing for their final year. The projects are usually in research or in consultancy (e.g. for a start-up). A recent update on our last Report indicates the participation of 33 NUBS students in 2018 and 2019, who were placed with the Bharti Foundation, the Self-Employed Women's Association (SEWA), the Reserve Bank of India (RBI), the National Institute of Securities Markets (NISM) and the Tata Medical Centre in India; with several organisations in Rwanda and Tanzania; and with Xiamen University in China. For example:



- Some Bharti Foundation projects involved collecting information on 'drop-out free blocks' created through the Foundation's interventions, and working on branding and collateral creation to position the Foundation among the 'Best Quality Schools in the Region';

- With SEWA, our students contributed to the co-creation of the balanced score card and matrix for one of the organisation's units; to a Women, Water and Work (WWW) project; and to the development of a strategy and plan for strengthening district federation in Kheda/Anand, also by identifying the scope for scaling social innovation through consultations with SEWA beneficiaries;



- RBI interns completed economic research in small farming cooperatives;

- At NISM, interns were asked to form groups of their choice, each group having 3-4 students. The groups had the opportunity to select a preferred project topic, such as: researching saving patterns and investment behaviours in post-demonetisation India; exploring the emergence of e-wallets and their role in financial inclusion in India; evaluating how fintechs are bridging the credit gap for the unbanked through P2P lending; critically reviewing the Money Smart School Program conducted by the National Centre for Financial Education; and, undertaking a cross-country comparison of capital market regulations and reforms;

"Monday began with a lesson in financial literacy... which was really an insight into trying to change people's knowledge, attitudes and behaviours to finance... We were impressed with India's attempt into integrate this into the school curriculum..."



- In Rwanda, students were paired with local entrepreneurs on a variety of projects focused on meeting local economic needs: some students worked with Water Access Rwanda, a social enterprise that offers water solutions to Rwandans and to communities in its neighbouring countries; others worked with Ideas in Motion (Idego) in small multi-cultural teams, to help starting entrepreneurs turn their ideas into sustainable business and thus contribute to local economic development;



- At the Elizabeth Centre (Florentina Foundation, Tanzania), the main task of our student teams was to work out how social housing could be set up in this area of the country by making a realistic business plan that could meet the needs of local communities and, at the same time, be supported by the Foundation;



- With the Tata Medical Centre, our students were involved in planning and designing the Centre website for easy updating, and in setting up online training modules for different staff categories;

- At Xiamen (China), students worked with Xiamen AMOYSEN Design Communication Co. Ltd., a subsidiary of Xiamen Culture Media Group, on events such as the Xiamen International Design Week – Red Dot in China (the largest design week in the Asia-Pacific region, held in early October each year); the China Good Design Award (an international design competition organised by Red Dot); Designers at the Seaside (a large-scale city exhibition of local design culture for citizens and tourists); and Red Dot Academy (a programme delivered by Red Dot lecturers, using scientific methods to broaden the perspectives of enterprise decision makers and stimulate new solutions in brand innovation).

“The programme was an opportunity to get to know other participants both from China as well from other places around the world. Thanks to that, I’ve learnt a lot about other cultures... Looking back at this now, it was one of the best experiences in my life and I totally recommend taking advantage of the mobility opportunities that the Business School offers.”

Appendix E:

Women's Entrepreneurship Week Podcasts – NUBS Posters



Women's Entrepreneurship Week
Podcast Series 19 - 26 October

Melisa Martinez Cortes: **Remain Authentic!**

Melisa Martinez Cortes, Founder of Mexicatessen and a Newcastle University Business School Alumni, talks remaining authentic, the power of social media and just going for it!

Women Entrepreneurship Week 2019



Women's Entrepreneurship Week
Podcast Series 19 - 26 October

Sheri-Leigh Miles: **Being a Buoy in a Man's World**

Sheri-Leigh Miles, Director NETpositive Futures, talks about taking the leap to launch her own business and how to stay resilient in an ever changing world.

Women Entrepreneurship Week 2019



Women's Entrepreneurship Week
Podcast Series 19 - 26 October

Louisa Rogers: **Don't be precious about failing...just evolve!**

Louisa Rogers, Founder of Trendlistr and a Newcastle University Business School Alumni, talks fashion, photography, styling, resilience and sustainability.

Women Entrepreneurship Week 2019



Newcastle University | Business School

Women's Entrepreneurship Week

Podcast Series 19 - 26 October

Women Entrepreneurship Week 2019

Gretel Ferat Dixon: **Realise your own goals!**

Gretel Ferat Dixon, MBA Alumni, Newcastle University Start Up Advisor and graphic design business owner, talks branding, embroidery and how the University can support students and recent graduates to realise their start-up potential.



Newcastle University | Business School

Women's Entrepreneurship Week

Podcast Series 19 - 26 October

Women Entrepreneurship Week 2019

Claire Rolston: **Flexibility and the right support around you is paramount!**

Claire Rolston, Founder of CLR Law and a Newcastle University Business School Captured Programme Alumni, celebrates being in business over a decade and having the flexibility to be there when it matters for her clients and her family.



Newcastle University | Business School

Women's Entrepreneurship Week

Podcast Series 19 - 26 October

Women Entrepreneurship Week 2019

Weiting Huang and Shiyu Liu: **Be brave and take action!**

Weiting Huang and Shiyu Liu, Co-founders of Busy Backpack and Newcastle University Business School Alumni, talk challenging cultural barriers, networking in Newcastle and building an online community.



Newcastle University | Business School

Women's Entrepreneurship Week

Podcast Series 19 - 26 October

Women Entrepreneurship Week 2019

Sarah Zong: **Be passionate and believe you can do it!**

Sarah Zong, Founder of CatPawCino and a Newcastle University Business School Alumni, celebrates being in business four years, returning customers, and rehoming 50 cats!

Appendix F:
International Women's Day 2019 Podcasts – NUBS Posters



Beware the Female Stranger with Lucy and Charlotte



Women aren't as competitive with Professor Sharon Mavin



Men can't be feminists? with Professor Peter Hopkins



Harnessing your belief with Jo Darby



It's not about fixing the women with Billie Jenkins

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