

# UNIVERSITY OF WINCHESTER BUSINESS SCHOOL



An early adopter of the Principles for  
Responsible Management Education (PRME)  
and PRME Champion School

This is our Sharing Information on Progress (SIP) report on the implementation  
of the Principles for Responsible Management Education



UNIVERSITY OF  
**WINCHESTER**

**PRME**  
an initiative of the  
United Nations Global Compact

## Message from Dean of the Faculty of Business, Law and Sport and Director of the University of Winchester Business School

### PROFESSOR PRU MARRIOTT

The 10th Anniversary of PRME in 2017 coincided with the 10th Anniversary of the University of Winchester Business School. This is significant because although business and management had been part of the University curriculum at Winchester for some time, the establishment of the Business School provided the opportunity for Winchester to become an early PRME signatory and to use the Principles as a guiding framework for its new programmes. Thus, from the outset PRME has played a central role in informing our strategies relating to curriculum design, pedagogy, research and knowledge exchange. The fact that the Principles align so closely to the values and mission of the University ensures that PRME plays a central part of the Business School's vision of creating a more equitable and sustainable economy and society. It also helps to shape our future in being part of the continuing development of PRME, locally, nationally and globally.



In January 2016, we were proud to become a PRME Champion School. Since that time, we have worked collaboratively with the broader international PRME community. The six PRME Principles provide the framing for the nature of our engagement in Responsible Management and the 17 Sustainable Development Goals (SDGs) set out the agenda for our work towards 2030.

This PRME Sharing Information on Progress (SIP) report presents in more detail our focus on this agenda. Highlights of our significant achievements include:

- publication of a special issue of the International Journal of Management Education, co-edited by Professor Carole Parkes, dedicated to responsible management education
- the University's engagement in integrated reporting that demonstrates how it creates value through addressing global challenges

- appointment of Professor Carole Parkes as a special advisor to the UN Global Compact PRME Initiative (for Chapters) and a PRME Pioneer Award winner
- the many and diverse ways in which PRME is delivered throughout our formal, information and subliminal curriculum
- launch of a new Centre for Climate Change Education and Communication
- the University's decision to include the SDGs in the learning outcomes of every module delivered across the University from 2019/20

We look forward to continuing this work and particularly to helping to realise the interdisciplinary nature of the Sustainable Development Goals (SDGs).

**Professor Pru Marriott**

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## WINCHESTER AND ITS VALUES

**Winchester is in the south of England, one hour from London and the original ancient capital.**

The University of Winchester is a thriving university with a deep commitment to teaching and research excellence. Established in 1840 by the Church of England, everything we do is underpinned by an unrelenting commitment to our values. We are a community committed to making a difference, passionate about seeing individuals and communities flourish.

### PRINCIPLE 1: PURPOSE



The University of Winchester Business School offers a full range of undergraduate (890 students), postgraduate (109 students) and doctoral (41 students) programmes with 53 academics and 11 administrative colleagues. PRME is the framing for our programmes and our research agenda embraces many aspects of 'responsible management', including poverty, food, green spaces, climate change education, ethics, responsible leadership, sustainability and social responsibility.

(see website: [www.winchester.ac.uk/about-us/leadership-and-governance/our-faculties/bls/university-of-winchester-business-school/](http://www.winchester.ac.uk/about-us/leadership-and-governance/our-faculties/bls/university-of-winchester-business-school/))

### PRINCIPLE 2: VALUES



We are a community committed to making a difference, passionate about seeing individuals and communities flourish.

Our values of **Compassion**, **Individuals Matter** and **Spirituality** shape how we do this and why – we believe academic freedom leads to big ideas which in turn lead to social justice and creativity for a better world.

### COMPASSION

Conscious of the kinship that exists between all life, by embedding the Sustainable Development Goals across our curriculum and business functions we seek to nurture compassion and embody social justice for people, animals and the planet. This is a supportive, caring and safe place to work and study. Staff and students will be supported to flourish, encouraged to help others and empowered to make a difference in the world. We seek to challenge and nurture in all staff and students a love and value for all life and the planet. Our staff and students are empowered to change the world for the better, challenge convention with compassion and stand up for what they believe to be true.

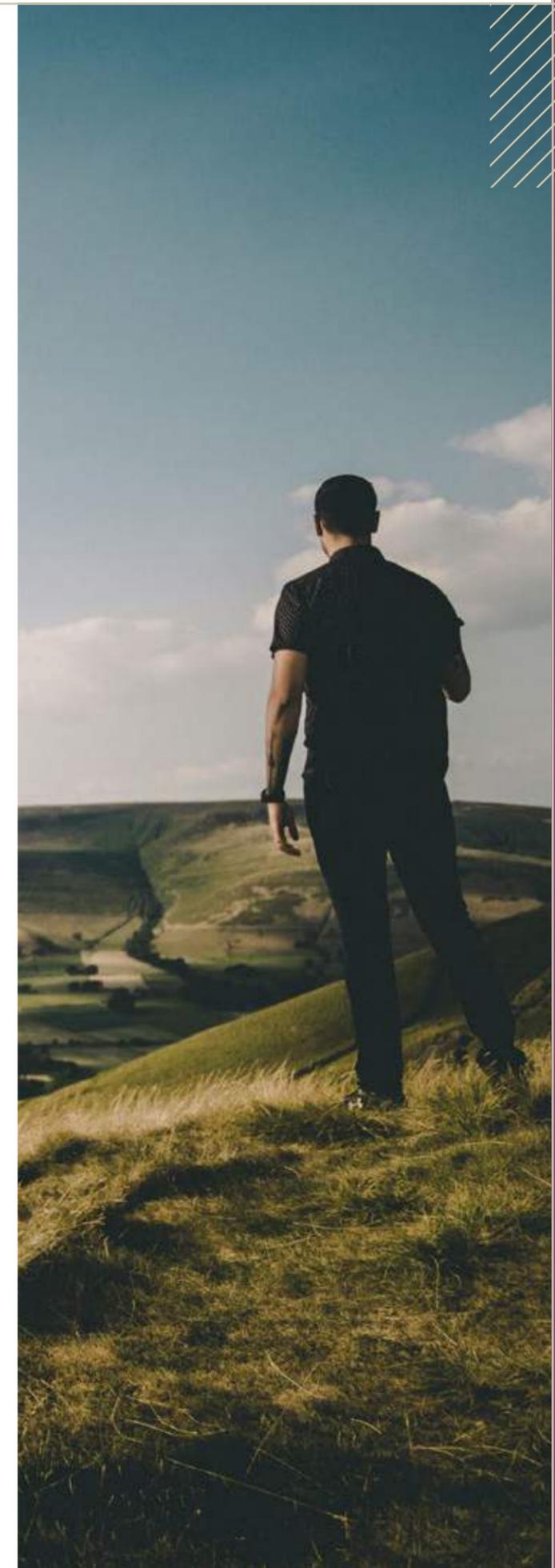
### INDIVIDUALS MATTER

We are passionate about seeing individuals flourish here. The dignity and wellbeing of individuals is important as are their opinions and views. We are committed to working globally to ensure equality and justice for all. Everyone is welcome here. Staff and students will learn to value and appreciate others, whoever they are and whatever their background. You will be listened to; your opinions count. Together, staff and students will be supported and challenged to reach their full potential. Our staff and students are nurtured to embrace equality, diversity and inclusivity to the full. Staff and students are supported to fight for integrity and justice in a world of compromises and prejudice.

### SPIRITUALITY

We celebrate our Anglican Christian foundation and welcome people of all faiths and none. In a world in which religion is often associated with exclusivity and anti-intellectualism, we seek to model ways of being religious which are inclusive and intellectually robust.

We believe that everyone expresses their spirituality through a unique collage of values, disciplines and practices. Working and studying here will give you a chance to experience and reflect on the creativity, beauty and compassion in life – together, we aim to explore the mystery of life and grow in wisdom and love. Our passion is to see staff and students grow as a whole person. It is safe to try new things here, to stand up for what you believe in. You will be supported to engage with the big and deep questions of life, to bring about change and really make a difference. We seek to challenge and develop staff and students' thinking, enabling them to develop in wisdom for a fulfilling life as well as the knowledge they need for a successful career. Our staff and students will have the resilience and resourcefulness to seize the opportunities and face the challenges of life.



## WHY PRME MATTERS AT WINCHESTER

PRME is a higher education initiative of the UN Global Compact with a mission to inspire and champion responsible management education, research and thought leadership globally. Whilst business and management had been part of the University curriculum for some time, Winchester Business School was established around the time that PRME was launched and is proud to have been amongst the early signatories to the Principles in 2007/8. Thus, from the formation of the Business School, PRME has played a central role in informing our strategies relating to teaching, research and external engagement.

Winchester is also a member of the UN Global Compact UK Network and the UK-based Business in the Community. In 2012, Winchester Business School established The Centre for Responsible Management, which aims to bring together the private, public and civil society sectors, in order to develop a community of practice, dedicated to the creation of a more equitable and sustainable economy and society through the following activities: developing responsible leaders, conducting practical research, building a responsible management community. 2017 saw the launch of the Centre for Climate Change Education and Communication that builds on the University's strategy to embed climate change education for all students, regardless of discipline, by 2021.

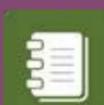
The fact that the **PRME Principles** align so closely to the values and mission of the University makes our commitment to PRME a central part of the vision of the Business School and helps to shape our future in being part of the continuing development of PRME.

### PRME CHAPTER - UK AND IRELAND

Locally, this includes playing a leading role in the development of the PRME Regional Chapter - UK & Ireland, in assuming the Secretariat for the Chapter, playing host to the Chapter's first Conference in 2014 and hosting PRME Faculty Development Events. Winchester is also home to the Founding and most recent Chapter Chairs Professor Alan Murray (2013 – 14) and Professor Carole Parkes (2014 -17). Globally, this includes being very involved in PRME Working Groups, the PRME Advisory Board and joining the PRME Champions group in 2016.



This PRME Sharing Information on Progress (SIP) Report presents in more detail our focus on the six PRME Principles as follows;

- 1  **PURPOSE**  
- in relation to developing the capabilities of our students;
- 2  **VALUES**  
- how we incorporate values of global social responsibility and sustainability into our academic activities, organisational policies and practices
- 3  **METHOD**  
- how we create educational frameworks and materials that enable effective learning experiences for responsible management and leadership
- 4  **RESEARCH**  
- our research agenda includes all aspects of 'responsible management', for example: poverty, food, green spaces, climate change education, ethics, responsible leadership, sustainability and social responsibility
- 5  **PARTNERSHIP**  
- we work collaboratively with a wide range of partners in this space. This includes local, national and international organisations in academia, and all sectors within business, government and civil society
- 6  **DIALOGUE**  
- we support and facilitate dialogue between different voices on critical issues related to ethics, social responsibility and sustainability

## PRME CHAMPION SCHOOL

### PRME CHAMPIONS 2018-2019

The mission of the PRME Champions group is to contribute to **thought and action** leadership on responsible management education in the context of the United Nations' sustainable development agenda.

**Winchester is proud to be a PRME Champion School**, leading Champion projects on the Sustainability Literacy Test (Chairing the UK Regional Steering Committee) and Editing the 10th Anniversary PRME Special Issue of the International Journal of Management Education

launched at the 2017 Global Forum and now co-leading on a Champions project to encourage global collaboration for early-career researchers.

The PRME 10th Anniversary Global Forum was held in New York between 18 and 19 July. It reflected on a decade of the PRME initiative and added new momentum in the growing movement to expand responsible management education and to advance the Sustainable Development Goals. As a PRME Champion School, Winchester was invited to submit a short film about the business school which was shown at the Forum.

Please see link to view the film:  
[www.vimeo.com/225049604](http://www.vimeo.com/225049604)

New West Downs Quarter Building, opening Autumn 2019



Colleagues from the Business School facilitated the first main plenary session on pedagogy which was based on the book *Education for Responsible Management* that Dr Roz Sunley co-edited with Professor Jennifer Leigh from the USA.

### PRME SPECIAL ISSUE

At the conference the 10th Anniversary PRME Special Issue of the International Journal of Management Education, dedicated to Responsible Management Education, was launched. Edited by Professor Carole Parkes (with Professor Anthony Buono of Bentley University, USA and Professor Ghada Howaidy from the American University in Cairo, the edition brings together contributions in research from across the globe on the key challenges in Responsible Management Education. Reflecting on what has been achieved since PRME started and looking forward to PRME's next decade in the era of the SDGs, the edition will help inform and shape future research and practice.

In the closing session of the Global Forum, Professor Carole Parkes was formally recognised as a Special Advisor to the UN Global Compact PRME initiative for Chapters. This confirms and recognises the work that Carole has done, and is continuing to do, with the Global PRME community. Carole was also presented with a 'PRME Pioneer Award' for her leadership and commitment in the development of PRME over the last 10 years.



### 2007 CHALLENGES AND ACTIONS

As an early signatory to PRME, there were no 'blueprints' in the form of guidelines for integrating the Principles. Sharing Information on Progress (SIP) reports had yet to be written and there was very little from accrediting bodies. However, the Principles provided a broad framework and progress came partly through collaboration and the sharing of ideas with like-minded colleagues within the institution and within the emerging PRME community.

## 2018 CHALLENGES AND ACTIONS

The Sustainable Development Goals (SDGs) provide an aspirational but complex framework for the next decade and beyond. At Winchester, the integration of the SDGs is the driving imperative in our continuum of further embedding responsible management education. In addition, the Paris Climate Change agreements, which reflect the urgency of this issue, has prompted a new strategy at Winchester that aims to ensure that all students in every subject area of the University will undertake climate change education by 2020. 2017 saw the launch of the Centre for Climate Change Education and Communication.

The collaborative approach to developing responsible management education continues and this includes working with other organisations in this space. One example of this is the UK National Union of Students (NUS) 'Responsible Futures' programme, that takes a whole institution approach. Sharing good practice is also achieved through publication of books and articles, including contributing to the global 'Inspirational Guides to Implementing PRME' and editing a 'UK & Ireland Inspirational Guide' and books on PRME pedagogy (Educating for Responsible Management) and the Anti-Poverty Working Group books.

One of the outcomes of the PRME Global Forum in 2017 was the incorporation of the statement relating to 'organisational practices' in Principle 2: Values (highlighted in purple opposite)

In addition, this report integrates Winchester's work on the UN Sustainable Development Goals (SDGs) – agreed in January 2016 and adopted as a guiding framework by PRME.



The icons for the SDGs and the PRME Principles are used individually and collectively throughout this SIP Report to highlight our engagement with the Global Goals and PRME.

## THE FRAMEWORK FOR PRME

The framework for PRME is the six Principles on which the initiative is based and this report will address each of the principles as follows:



### Principle 1 - Purpose:

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



### Principle 2 - Values:

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



### Principle 3 - Method:

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



### Principle 4 - Research:

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



### Principle 5 - Partnership:

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



### Principle 6 - Dialogue:

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

## THE UNIVERSITY STATEMENT ON SUSTAINABILITY

### PRINCIPLE 1: PURPOSE, PRINCIPLE 2: VAULES



The Principles have also influenced and helped shape the University-wide strategy and agenda with regard to sustainability with the Business School playing a leading role in the 'Responsible Futures' initiative. **Responsible Futures** is a collaborative change management programme with the National Union of Students (NUS) that aims to embed the Sustainable Development Goals (SDGs) in both the formal and informal curriculum as well as the subliminal curriculum (involving colleagues in campus and professional services).

Responsible Futures is a NUS change programme. One of the early actions as part of Responsible Futures was to develop a shared understanding of sustainability (and related matters).

The statement below was developed collaboratively with input from 100 staff, students, and community members. Their responses were collected online and in person from January to April 2018. It articulates a shared vision for sustainability and deepens our joint ownership across all parts of the university and student union community.

It is signed by Professor Joy Carter, VC University of Winchester, and Tali Atvars, President of Winchester Student Union, in recognition of the shared commitment of all students and staff.

### SUSTAINABILITY

To us, sustainability means living in harmony, acting with kindness, and caring for all living things, now and for future generations.

This means we act responsibly, consider the wider implications of our actions, and strive to see our lives having a positive impact on the world.

We equip our graduates with the skills to make a difference in their future careers and enable staff and students to consider their individual and collective environmental and social impacts.

We take the challenges that the world faces seriously. We engage in meaningful and critical dialogue and ensure that social justice is at our core.

**Sustainability is a way of life at Winchester and we incorporate it in everything we do.**

We see sustainability as fundamental to our culture and practice and is our 'business as usual'. We are progressive and pioneering, ahead of our time. Our staff and students are engaged in the importance of sustainability and feel confident to engage with finding solutions to our world's greatest challenges.

See details at: [www.winchester.ac.uk/about-us/sustainability-and-ethics/sustainability-statement](http://www.winchester.ac.uk/about-us/sustainability-and-ethics/sustainability-statement)

## TEACHING AND LEARNING

### PRINCIPLE 3: METHOD, PRINCIPLE 5: PARTNERSHIP



## FORMAL CURRICULUM

### EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Education for sustainable development is the process of equipping students with the knowledge, understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. HEA QAA ESD Guidance (2014).

The **PRME Principles** continue to underpin teaching on our Business Management degree from first year undergraduates to Masters students. This includes core modules relating to Responsible Management and Sustainability as key pillars in the framework for our courses.

#### Examples from these modules include:

Over the last few years, our imaginative approach to responsible management education in the first year has included use of a virtual island so that students engage as stakeholders in global business dilemmas, and more recently assessment that requires students to produce a range of creative short films on elements of sustainable business.

**Responsible Management:** In the first year students are required, as part of their assessment, to produce a video on responsible management

issues. Please see an example from two students-Tiffany Ellis and Phoebe Landreth-Smith: [www.youtube.com/watch?v=0o2kNbsY6w&t=34s](http://www.youtube.com/watch?v=0o2kNbsY6w&t=34s)

Early interest in the Sustainable Development Goals often leads undergraduates to focus on this area of business in their dissertations. As an early adopter of PRME, research is currently being undertaken to examine the prevalence of student engagement with Responsible Management Education as defined by their choice of dissertation title. The purpose of this study is to understand whether the emphasis on PRME (and more recently on the Sustainable Development Goals) influences students when given free choice of study topics. Early indications suggest that currently over **40% of all business students opt for topics related to ethics, sustainability and social responsibility for their final year.**

We also partner with the National Union of Students for the **Dissertations for Good** initiative.

**nus**  
national union of students

**Dissertations  
for Good**

This table shows where 'responsible management' modules are included in our undergraduate programmes and whether they are core or optional

MODULES/ PROGRAMMES	Responsible Management	Responsible Event Management	Sustainability in Business	Globalisation and Diversity	Sustainable Business Relationships	Consumer Behaviour	Contemporary Issues in Event Management	Sustainability and Responsibility in Fashion	Sustainable Strategy	Social Enterprise	Sustainable Strategy in Practice	Responsible Leadership Development	Marketing Ethics	Business Ethics	Introduction to Climate Change
BA (Hons) Business Management	C		C	C	O	O				O	C	O		C	O
BA (Hons) Business Management with Enterprise and Innovation	C		C	C						O	C	O		C	O
BA (Hons) Business Management for Information Technology	C								C						O
BA (Hons) Business Management and Leadership	C			C					C					C	O
BA (Hons) Marketing	C					C				O			C		O
BA (Hons) Politics and Global Studies	C			C										C	O
BSc (Hons) Information Systems Management	C														O
BSc (Hons) Digital & Technology Solutions	C								O						O
BA (Hons) Event Management		C	O	C		O	C			O				O	O
BA (Hons) Accounting and Management			O	O						O	C			C	O
BA (Hons) Sports Business and Marketing						O							O		O
BA (Hons) Fashion: Media and Marketing						O		C							O
BA (Hons) Philosophy, Religion and Ethics														O	O

### THE SULITEST (SUSTAINABILITY LITERACY TEST)



Students at Winchester have been given the opportunity to take the Sulitest to assist with knowledge and understanding of sustainability. This is a United Nations endorsed online platform that has already been taken by over 700,000 students worldwide. It has been included in some courses but has also been made available to all new students joining in 2018.

### FASHION MARKETING



Students work with Patagonia Inc, a company that truly lives out its ethical principles. For example: proceeds from the sale of returned and repaired garments (\$2 million) invested in grassroots organisations working in local communities to protect air, water and soil; invested 1% of their annual sales (\$74 million) in sustainable projects; the company was recently awarded the 'Accenture Strategy Award' at Davos, for being a leading 'Circular Economy Multinational'.

Dr Savithri Bartlett leads this initiative with fashion students who work with Patagonia to investigate the principles of the circular economy and rethink existing practices, e.g. user phase of polyester fibre fleeces (recycled plastic bottles) and collaboration with fair trade workers at the end of the supply chain. Students are also involved in the Fur Trade Symposium led by the Oxford Centre for Animal Ethics. The students present alternatives to the farming of animals for the purpose of the luxury fur fashion industry.

### POSTGRADUATE PROGRAMMES

The **Masters In Business Administration (MBA)** (and other Masters level programmes such as the **Applied Global Practice and International Business Masters**) include core modules on **Sustainability, Ethics and Responsibility**.

Postgraduate students have been engaging with the challenge of the **GapFrame** and its application in business, and provided rich evidence of their learning at the Educating for Responsible Management PRME conference hosted at Winchester in May 2018 (see [gapframe.org](http://gapframe.org)).



### DOCTOR OF BUSINESS ADMINISTRATION

The **(DBA)** at Winchester is designed to stretch and challenge students in the areas of values and ethics, helping to develop responsible, creative and future-thinking leaders who will make a significant impact in their field (see also Doctoral Research in Publications section).

## SOCIAL MOBILITY THROUGH DEGREE APPRENTICESHIPS



Winchester received a 250,000 grant to boost social mobility. The University emerged as one of 27 successful projects to receive a share of £4.9m

funding being awarded by the Higher Education Funding Council for England (HEFCE).

Winchester's Social Mobility Pipeline to Degree Apprenticeships project links employers who are seeking higher skills and a broader pool of applicants with people who are not currently choosing to study on a degree apprenticeship programme. It focuses initially on care leavers; women aspiring to enter traditionally male-dominated occupations and leadership roles; women entrepreneurs, and under-achieving males from white British low socio-economic groups.

The University's new Centre for Apprenticeship Research and Knowledge Exchange aims to be a centre for excellence in understanding and sharing knowledge and experience nationally about improving social mobility into degree apprenticeships.

## WOMEN IN DIGITAL ENTERPRISE



The Centre is targeted at women entrepreneurs and is based on social mobility and the concept of inclusive growth. Inclusive growth ensures opportunities for all sections of the population, with a special emphasis on women where achieving gender equality can positively impact society as a whole and economic growth in particular.



Access to global networks is undoubtedly a catalyst for growth and opportunity, and with recent trends in innovation management, changes in consumer behaviour and developments in interactive technologies, opportunities for entrepreneurial women to be active contributors to society are opening up on a global scale.

Through a series of six workshops and online support, the project has supported 100 women-led businesses in setting up and growing their businesses. The delegates were introduced to new ways of thinking about business growth and opportunities for collaboration.



UNIVERSITY OF  
**WINCHESTER**  
WOMEN IN DIGITAL  
ENTERPRISE (WiDE)

## INTRODUCTORY SHORT COURSE ON CLIMATE CHANGE



There are many ways students can engage in many different aspects of sustainability. One such opportunity is to take the Introductory Short Course

on Climate Change. The course is online and provides a range of resources to help to understand the causes, impacts, politics and actions needed at local, regional, and international levels. It also examines the part we play as individuals and communities in mitigating and/or adapting to the effects of climate change. As an online optional course it is available to all students, and anyone who completes the course is eligible for a prize draw.



# CURRICULUM AUDIT AND RESPONSIBLE FUTURES

**PRINCIPLE 3: METHOD, PRINCIPLE 5: PARTNERSHIP AND PRINCIPLE 6: DIALOGUE**



Over the 2017-18 academic year, a curriculum audit was conducted on behalf of the Responsible Futures Steering Group at the University of Winchester and Winchester Students' Union. The aim of the curriculum audit was to determine the current levels of teaching, learning, and assessment relating to the UN Sustainable Development Goals (SDGs), the University Values, and Education for Sustainable Development pedagogy within taught undergraduate modules. It seeks to: identify existing good practice; open up a discussion with academics, deans, and across faculties; and establish a quantitative baseline which allows for replicability to track progress over time.

## BACKGROUND



The audit built on earlier work that highlighted examples of good practice in this area (reported to the University Planning and Resources committee) and is in line with the University's agreed strategy on Climate Change Education and Communication. The University has a commitment to see all students learn about climate change (and the SDGs) through their studies and wider curriculum at Winchester and this project will help to track if this is happening, and where.

The audit contributes to the University and Students' Union's work towards its Responsible Futures accreditation<sup>1</sup>. This accreditation requires partnerships (between the SU and university) to have demonstrable progress in embedding sustainability across the curriculum and, at Winchester, we have decided to use the curriculum audit as one tool in tracking this.

This was the first year that the audit took place (in this form) and sought to establish a baseline understanding of the work currently being undertaken in this area from which to assess future developments. The University-wide Responsible Futures Working Group propose repeating it every two years to track the institution's success in embedding sustainability throughout the curriculum.

**We know from NUS research that 60% of students want to learn more about sustainability, 70% of students think sustainability should be included in university courses, and 85% of students think sustainability should be a priority for their institution<sup>2</sup>.** This project will help the University and Student Union to achieve their aim of meeting this student demand by giving us valuable insights into where good practice and gaps exist across the University.

**From 2019/20 the SDGs will be included in the learning outcomes of all modules** across the University in relation to the relevance for subject specialisms.

<sup>1</sup>www.nus.org.uk/rf

<sup>2</sup>www.sustainability.nus.org.uk/our-research/our-research/skills-and-sustainable-development

## METHODOLOGY

The methodology for the audit was developed by Professor Carole Parkes, Quinn Runkle of the National Union of Students, Anthony Courtney, ESD Coordinator, and Ross Hayes, Doctoral Researcher, and was informed by best practice from across the sector. The curriculum audit used the SDGs to describe the breadth of sustainability content in modules. The University Values (individuals matter, compassion, and spirituality) were also tracked to ensure local applicability and relevance. As a joint student and University project, students were recruited from across the university to conduct the audit. All students received training on the methodology and worked under the guidance of the Responsible Futures team. The methodology also provided the capacity for auditors to raise questions and record qualitative notes.

There were 195 modules within the Faculty that included a reference to at least one of the SDGs. They were also considered by level/year in which they are taught in and their status (core or optional). It is acknowledged that many modules would have been introduced prior to the SDGs being launched but this provides a baseline for development.

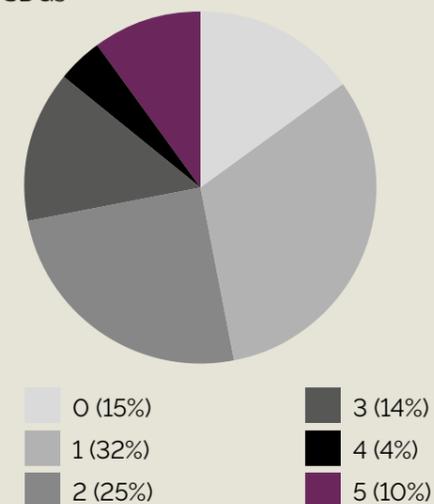
Finally, faculty-wide pedagogy and teaching methods were examined to see how the SDGs and Winchester Values were applied.

The curriculum audit covered all four Faculties across the University – a total of almost 1500 modules. All results were fed back to individual faculties and work is now in progress to progress the integration of the SDGs into the formal curriculum to ensure that all students at Winchester have education on the SDGs as part of their programme.

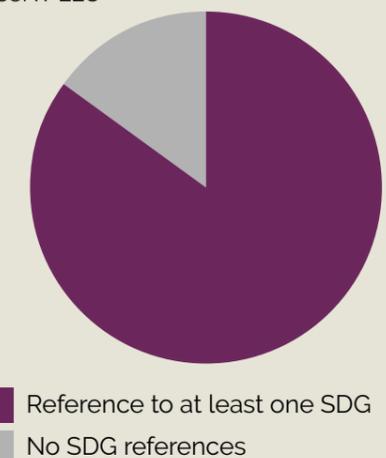
**These charts show the total SDG coverage for all of the goals within the faculty, considering 228 audited modules**

### BUSINESS, LAW AND SPORT SDG INCLUSION

Modules that include between one and five SDGs



Modules with at least one SDG included vs No reference: n=228



## INFORMAL CURRICULUM

### ON CAMPUS AND COMMUNITY ACTIVITIES

PRINCIPLE 5: PARTNERSHIP AND PRINCIPLE 6: DIALOGUE



### STAFF AND STUDENT ENGAGEMENT

Students and staff are encouraged to live and work sustainably, reduce their environmental impact and participate in socially responsible initiatives. There are many opportunities to be involved in events and activities taking place on campus and in the community.

### STUDENT AND STAFF INDUCTIONS

During Welcome Week in September, there are daily talks on our Green Campus initiatives and Green Travel options. All new staff are given an environmental induction as part of their University induction programme and there are departmental-level environmental induction checklists.

### JUMP WINCHESTER

A new staff engagement programme launched for 2017/18 called JUMP Winchester. JUMP is an online platform that encourages and rewards staff for being green in the workplace, as well as taking part in fitness and wellbeing activities on and off campus.

### GO GREEN WEEK

The University hosts an annual Go Green Week in collaboration with the Student Union. The Go Green Week in February 2018 featured a full and exciting programme of activities including The Clothes Swap, Smoothie Bike, Fruit Tree Planting, Secret Campus Tour and Campus Blackout! The most recent Go Green Week (15-20 October 2018) featured cooking sessions, an environmentally friendly arts performance, The Big Green Quiz, a film screening of 'To The Ends of The Earth' and vegan/fairtrade bake sales.



### GREEN IMPACT

Winchester has taken part in the NUS Green Impact programme for a number of years, supporting staff to green their offices and departments. In 2017, ten staff teams took part in Green Impact, achieving four Bronze, one Silver and five Gold Awards. Martial Rose Library team won the Green Impact National Award for Innovation and Engagement in 2016, in addition to securing Green Impact Gold.

In 2018 the University also took part in a district-wide Green Impact run by Winchester City Council, achieving a gold award for the institution.

### BAG IT UP

Between April and June the University runs an end-of-year move-out project, supporting students to donate unwanted items to a good cause when they move out of halls of residence. Students are provided with bags and stickers for clothing, bedding, homeware, kitchenware, books and other items. Bags are collected weekly from halls and donated to Emmaus Hampshire - a social enterprise community for the homeless based in Winchester. In 2017, we donated 739 bags of items to Emmaus Hampshire, weighing in at 3.3 tonnes. In addition, 40 bags containing unopened packets and tins of food were donated to Southampton Basics Food Bank.

### CAMPUS BLACKOUT

The University's twice-yearly Campus Blackout sees teams of staff and student volunteers switch off computer monitors, lights, printers and small power items in offices and teaching rooms across King Alfred and West Downs quarters on a Friday night. This allows us to demonstrate the positive impact our collective actions can have on the University's carbon footprint and energy bills.

### INTERNATIONAL WOMENS DAY

On 8 March, we joined the call to **#BeBoldForChange** for International Women's Day. There were a variety of events and activities to celebrate the social, economic, cultural and political achievements of women. This included our Pledge Wall where staff and students could make their own personal pledge to take groundbreaking actions to drive great change for women.

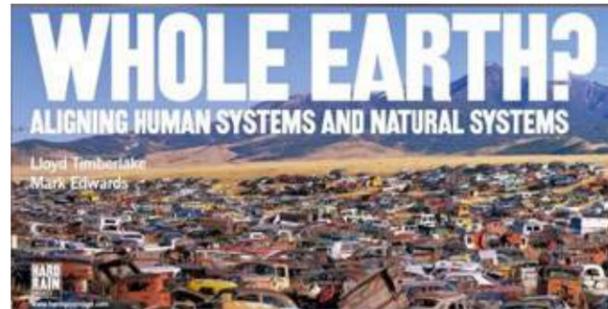
### SAVING ENERGY IN HALLS

The University takes part in the NUS Student Switch Off scheme every year to encourage students living in halls on campus to save energy and recycle more in their flats. We also run annual Pizzas for Power and Burger Off! competitions. The flat in each hall that saves the most energy (demonstrates the largest reduction in electricity consumption) over the week of each competition wins a pizza feast and vouchers for the Gourmet Burger Company on campus.

### VOLUNTEERING

There are many opportunities for staff and students to get involved in all types of volunteer activities - something for everyone! From one-off opportunities to longer term opportunities. Key social actions include a volunteering programme to reduce educational disadvantage in Winchester, support for a youth theatre and engaging with elderly care home residents through LinkAges. For students there is an Accredited Volunteering Module. A staff volunteering scheme is also available for individuals or teams of staff to increase their community engagement and volunteering.

## WHOLE EARTH EXHIBITION



The Centre for Climate Change Education and Communication launched the Whole Earth exhibition on Friday 20th April 2018. The launch commenced with a keynote speech from Mark Edwards. Mark is one of the few environmental communicators to have personally witnessed the global issues that are defining the 21st century. Assignments for magazines, NGOs and United

Nations agencies have taken him to over 150 countries. The installation is now on campus for the next year for student and public engagement. WHOLE EARTH? is an acclaimed photographic installation, aimed at raising the profile of sustainable development and the contribution we can each make to solving the world's biggest problems. It links all disciplines at the University to the UN Sustainable Development Goals.

## TOWN AND GOWN EVENTS

Throughout the year there are many public events held at the University that highlight social, economic and environmental issues. Attendance is encouraged from University staff and students as well as the local community. These include:

### FILM EVENTS:

Examples include: **'The True Cost'** highlighting ethical and social issues of low cost garments in the Fashion Industry. **'Before the Flood'** featuring Leonardo Di Caprio in his role as UN Ambassador for Peace, exploring climate change and the urgency for action. **'Blue Gold'** examining the environmental and political implications of the planet's dwindling water supply, and posits that wars in the future will be fought over water. **To The Ends of The Earth'** - A feature documentary about climate change, communities and global energy.

### LECTURES:

Examples include: **'Wouldn't it be nice...?: Virtues, values and variables in a new millennium.'** The Very Revd Professor Martyn Percy. **Responsible Business and Management Education in Irresponsible Times.** Professor Carole Parkes. **'Sacred Violence, Sacred Peace': Religion in an Age of Conflict.** Professor Anna King.

## GLOBAL GOALS DAY

25th September 2018 marked the three years since world leaders adopted the Sustainable Development Goals (SDGs). Students and staff at the University of Winchester made individual pledges to take action towards the goals as part of the "#WINCHESTER WORKING FOR THE WORLD" initiative.



## SUBLIMINAL CURRICULUM

### ORGANISATIONAL POLICIES AND PRACTICES

#### PRINCIPLE 2: VALUES



**Our organisational strategies, policies and practices** convey messages to our stakeholders about our commitment to sustainability and social responsibility. As a University we hold people, the planet and all living things in the highest regard. Our strategy commits us to reducing our environmental impact and improving sustainability across the institution. Our third strategic priority for 2015 to 2020 is sustainability - we are committed to making a positive environmental impact and contributing to a sustainable future. This is reflected across the institution - from the curriculum to our estate to the food we serve on campus (see [www.winchester.ac.uk/about-us/our-future/our-strategy/](http://www.winchester.ac.uk/about-us/our-future/our-strategy/))

## RESPECT FOR THE ENVIRONMENT

We are one of the leading universities for creating a sustainable university - our ambition is to become the lowest-carbon university campus in the UK by 2020. **We will:**

- Remain an exemplar of environmental sustainability, driving up standards within the region and forging links with sustainability initiatives across the globe. **For example:** The University of Winchester's Vice Chancellor Professor Joy Carter CBE DL signed the UK Government's Emissions Reduction Pledge committing to reducing the University of Winchester's carbon emissions by 30 per cent by 2020/21
- Commit to reducing our environmental impact through sustainable waste management, improving biodiversity, sustainable and ethical food, reducing our carbon footprint and reducing the consumption of natural resources
- Strive to divest from unethical forms of finance and banking and encourage low carbon, ethical purchasing incorporating the Modern Slavery Act 2015, the living wage and Fair Trade considerations. **For example:** The University

of Winchester became the first University to secure green finance for campus development. The landmark new building at the University of Winchester's West Downs Quarter which includes a 250-seat auditorium and will increase teaching and support floor space by 20%, will be completed for the 2019-2020 academic year (see image on page 9). The new building boasts cutting-edge sustainability features including: Combined heat and power plant, heat recovery systems, solar photovoltaic panels, rainwater harvesting, green roof, bat and bird boxes to promote biodiversity, all electricity used to power the building will be bought from renewable sources. Once complete, the building promises to achieve a BREEAM 'Excellent' rating, with 'Outstanding' credits for energy contributing to the University's ambition to become the most sustainable higher education institution in the UK.

## AWARDS

Our approach and ethos has resulted in us winning a variety of awards for our sustainability initiatives, including:

### TWO GREEN GOWN AWARDS IN 2017

The first Green Gown award was for **Food and Drink** - an unusual and highly successful initiative to cut waste on campus. Students and staff at the University have increased the use of reusable coffee cups by 900% since the introduction of the University's own reusable cups, made in part from recycled chewing gum. The company who manufactures the cups, Gum-tec, collect the gum from special pink recycling bins on campus, treat it and turn it into a mouldable composite. To encourage the use of reusable cups, students and staff now have to pay a 25p surcharge on all hot and cold drinks served in a disposable cup. The **introduction of the Gum-tec cups** and the surcharge, has now resulted in over 72,000 non-recyclable disposable cups being used on campus, with sales of drinks in reusable cups leaping from three in every 100 drinks to over 30 in every 100 drinks.

*"The simple change in pricing and the psychological impact was impressive and the addition of Gum-tec is innovative and exciting. The further opportunities for education around recycling are clear to see and there is great*

*potential for adoption of those ideas not only in other universities and colleges but the wider world also,"* the judges commented.

(See video [www.vimeo.com/237320362](http://www.vimeo.com/237320362))

The coffee cup initiative also won a **WASTEPACK Award** for Excellence in Recycling and Waste Management in May 2018. (see BBC World Hacks: [www.bbc.co.uk/news/stories-43198104](http://www.bbc.co.uk/news/stories-43198104))

The second award was for **Student Engagement** and the release of an album featuring 11 songs about climate change written and performed by students and staff at the University and led by Creative Writing Programme Leader Glenn Fosbraey. **This Changes Everything**, released on the University's own record label **Splendid Fred Records**, has been transformative in helping Winchester students engage with the issues surrounding climate change. The album is available to download from iTunes. The judges said the original record was an *"innovative project inviting students to engage with climate change in a creative and thoughtful way."*

(See video: [www.youtube.com/watch?v=MOWv-MZVfy4](http://www.youtube.com/watch?v=MOWv-MZVfy4))



**SOCIAL ENTERPRISE GOLD MARK** - awarded in 2017 in recognition for the University's excellent work as a social enterprise creating benefits for people and the planet. As one of only a handful of universities in the UK to receive the accolade, the University joins a growing network of gold standard social enterprises committed to making a positive impact in society through their trading operations, including Age UK Enterprises and the Big Issue

**BUSINESS IN THE COMMUNITY (BITC) THE ENVIRONMENTAL SUSTAINABILITY AWARD**  
Long-listed in 2018 for environmental management in the Responsible Business Awards.



## INTEGRATED REPORTING

### PRINCIPLE 2: VALUES



#### ADVANCEHE

The University of Winchester is one of only ten universities to have taken part in an AdvanceHE project to develop Integrated Reporting (IR) in UK higher education institutes. The project explores the potential to change the way HEIs report on their wider use of resources – not just their finances – to the benefit of all stakeholders such as students, employees and their local communities. It is an opportunity to demonstrate how they create value through addressing global challenges (for example, through applied research) and responding to workforce and leadership skill needs (for example, through climate change education). The outcome of the project is try to influence reporting in the sector more widely in the coming years, particularly as the AdvanceHE project builds on the work of the British Universities Finance Directors Group.

#### VALUES BASED LEADERSHIP FOR INSTITUTIONAL DEVELOPMENT AND ENGAGEMENT

In 2018, Winchester provided a 'live' case study on its values-led approach to curriculum, estates and marketing and communications as part of the Leadership Foundation for Higher Education's development programme.



#### THE ECONOMIC VALUE OF THE UNIVERSITY OF WINCHESTER



The University of Winchester contributes over £266 million a year to the regional business community. The report shows that more than £203 million a year of added income is created by its alumni - the impact of the skills acquired by students remaining in the region - £20 million a year by student expenditure and £42 million a year by University expenditure. The University also contributes nearly 10,000 jobs a year into the regional economy.

See report: [www.winchester.ac.uk/media/content-assets/documents/Economic-Value-of-the-University-of-Winchester.pdf](http://www.winchester.ac.uk/media/content-assets/documents/Economic-Value-of-the-University-of-Winchester.pdf)

AN ESTIMATED  
38% OF  
WINCHESTER  
GRADUATES  
REMAIN IN THE  
REGION AFTER  
THEY GRADUATE

## HUMAN RESOURCES



The University's values are integral to our HR policies, for example in our commitment to the **Living Wage** and **Equality and Diversity**. Sessions on sustainability are included in staff induction and for staff undertaking the Post Graduate Certificate in Education.



See also our statement of **Modern Slavery**: [www.winchester.ac.uk/about-us/sustainability-and-ethics/modern-slavery/](http://www.winchester.ac.uk/about-us/sustainability-and-ethics/modern-slavery/)

**The University Values underpin human resource policies** including recruitment and selection, training and development, equality and diversity and health and wellbeing

**Sustainability Community of Practice** – Launched in June 2018, the community of practice aims to enable interdisciplinary discussions and collaboration in relation to the Sustainable Development Goals (SDGs).

**Our Carbon Management Plan Progress Report and Environmental Strategy Report** are received and approved by the Board of Governors each year. The University is a signatory to the Talloires Declaration on the International Association of University Leaders for a Sustainable Future. All are used for internal training and monitoring.



## ENVIRONMENTAL STRATEGIES



### BIODIVERSITY

The University's campuses feature a mosaic of different habitats, including grassland, hedgerows, ponds and woodland. These are havens for wildlife - from nesting swifts to mining bees, to hedgehogs and the rare white helleborine orchid. There are also green roofs on The Stripe and St Alphege, a Green Wall on the Performing Arts Centre, wildlife ponds and student and staff allotments to encourage staff and students to grow their own food on campus.

The University's Biodiversity Action Plan (BAP) sets out plans to create and enhance habitats and support wildlife across our campuses.

### TRAVEL AND TRANSPORT

The University is keen to support all students, staff and visitors to travel sustainably and offers a number of green transport initiatives and discounts on public transport and with local suppliers. The University's Travel Plan was published in 2016 and sets out our commitment to reducing single occupancy car use and encouraging a modal shift. The plan includes: cycling initiatives on purchase, use and maintenance of bicycles; public transport passes; car sharing and 'Park and Ride' schemes; electric vehicle charging points and 'Green Transport' loans.

### CARBON MANAGEMENT AND REDUCTION, ENERGY, WATER AND WASTE

The University was one of the first members of the Carbon Trust's Higher Education Carbon Management programme and created its initial Carbon Management Plan (CMP) in 2006/07.

Having achieved our initial 2015 target of 30% reduction per m<sup>2</sup>, we undertook a review of our whole carbon management programme and launched our new CMP in September 2016.

In the last 12 years, the University has expanded its campus size by 72% and seen staff and student numbers jump by 48%. Yet in this time, it has achieved a 45% reduction in emissions intensity against a 30% target. By promoting energy awareness amongst staff and students in their work, study and lives, the University has seen a 5.5% reduction in total carbon emissions, a 41% reduction in water usage, a 100% reduction in oil consumption and a 355% increase in its recycling rate with 64% of waste recycled.

### REDUCING ENERGY CONSUMPTION

The University is committed to reducing its carbon emissions and a number of behaviour change initiatives and technical interventions are in place across the campus designed to cut our carbon footprint. Students and staff are encouraged to take part in campus-wide carbon reduction initiatives throughout the year including NUS Student Switch Off and Campus Blackout. The University also runs several additional competitions for students in halls on water and energy reduction. 100% of the electricity we buy is sourced from renewables and we currently generate energy from solar panels installed on four roof spaces across campus.

The University has invested over £1.5m in energy efficiency projects since 2010 to reduce carbon emissions. Carbon and energy reduction projects include:

- Building Management Systems installation
- Automated Metering Reading equipment
- LED lighting and controls
- Boiler replacements
- Motor replacements and upgrades
- Insulation of buildings and pipework

The University is committed to building all new buildings to the BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standard. Past BREEAM buildings built on the campus feature a number of sustainable design innovations such as natural ventilation, energy-efficient lighting and controls, air source heat pumps, solar photovoltaic panels, sub-metering and wildflower roofs.

### REDUCING WATER CONSUMPTION

The University is committed to reducing water consumption across its estate. We have employed a number of water saving initiatives to reduce our consumption. The University has reduced water consumption by 41% per m<sup>2</sup> of estate since 2006/07.

### WASTE

The University is in an innovative waste and recycling contract with the Universities of Southampton, Solent, Portsmouth, Bournemouth, Bournemouth Arts and Southampton City College. Together, we form the South Coast Affinity Group (SCAG) and share our services, expertise and vision of waste management, focusing on reuse and recycling.

The University's recycling rate is 64%, up from 14% in January 2009. We achieved zero waste to landfill in 2013 and all waste which cannot be recycled is sent for energy recovery.

### ETHICAL & SUSTAINABLE CATERING

The University of Winchester continues to be a leader with regards to sustainable food, particularly in the HE sector. The Catering department have worked hard to provide the most ethical and sustainable catering possible and each year they make improvements in their supply chain to introduce local sustainable products.

The University, as signatory of the Humane Society's Creature Kind Commitment, endorses the use of non-meat and dairy alternatives, such as organic soya milk, which now play an important part of the menu development.

## RESEARCH & PUBLICATIONS

### PRINCIPLE 4: RESEARCH



### CLIMATE CHANGE EDUCATION AND COMMUNICATION



The Centre for Climate Change Education and Communication (CCEC), led by Dr Tammi Sinha, is based in the Business School but is an inter-disciplinary Centre engaged with all faculties. Linking the UN Sustainable Development Goals #13



Climate Action to #4 Quality Education, the Centre is a key contributor to the research environment and impact case study for the 2021 Research Excellence Framework. The Centre is closely linked with the Responsible Futures Steering

Group and a local community group - Winchester Action on Climate Change (WinACC). The workshops and invited guest speakers engage the local business community by providing information and support around transformation, continuous improvement, climate action and reinforcing positive change. The talks help the University to expand its connections with the local community, develop research partnerships and promote the impact agenda. They also provide an excellent research climate for our growing number of doctoral students.

### BROADLY ENGAGING WITH TRANQUILLITY (BET)



An ESRC funded research project hosted by Winchester hosts and led by Professor Denise Hewlett.

*"Tranquillity is synonymous with solitude, remoteness, calmness, peace, and quiet, that recounts both a state of mind and quality of experience. It is commonly perceived to be found in relatively undisturbed rural environments and protected areas valued for their landscapes, seascapes, and biodiversity".*

These spaces are important to health and wellbeing and Professor Hewlett's project has generated interest from a number of national professional bodies, international organisations and institutions across the UK and in the United States. These bodies are interested in increasing community empowerment in planning policy and its implementation and enhancing responsible

management practices of public sector agencies in the management of rural spaces. Professor Hewlett is developing a methodological framework that identifies the benefits of green spaces to human health and wellbeing and enhances the management of green spaces in relation to climate change (see publications).

## POVERTY



Poverty is a key research theme at Winchester. Examples of this include:



Dr Martina Hutton is engaged in a research project on vulnerable consumers and use of food banks in collaboration with the Trussell Trust. This multi-disciplinary study



explores the inter-connected strain of economic vulnerability and food poverty, from the untold perspective of working people. The significant impact of food poverty on the physical

and emotional well-being of working people with vulnerable jobs and incomes in the UK remains an under-researched phenomenon. Exposing the issues faced by this underrepresented group will help engage policy makers and advocate for change. Dr Hugues Seraphin's work centres on responsible tourism in vulnerable communities.

Dr Martina Hutton and Professor Carole Parkes are members of the UN PRME Working Group on Fighting Poverty. Carole Parkes is also an editor and lead for the group's research projects and publications (see Publications section).

## THE CENTRE FOR INFORMATION RIGHTS



The Centre for Information Rights is led by Marion Oswald and concerned with the overlap between information and privacy law, and new technologies and methods of data analysis. This includes the Children in the Media Project that explores the



long-term effect on young people of their depiction in the media. Marion Oswald leads the Centre for Information Rights which examines the overlap between. The use of digital devices, big

data and artificial intelligence to take decisions previously made by humans represents one of the biggest challenges of our age. Seldom has technology had as much potential to benefit humanity and at the same time, to disrupt it. By delegating decisions to machines, do we rid ourselves of bias or instead, codify it?

The Centre focuses on how the law, regulation and practice may respond to these opportunities and risks.

## CENTRE FOR RESPONSIBLE MANAGEMENT



In 2012, the Centre for Responsible Management was developed and established by Dr Karen Blakeley and is now led by Dr Simon Smith. The Centre aims to bring together the private, public and civil society sectors in order to develop a



community of practice dedicated to the creation of a more equitable and sustainable economy and society. Research includes: Dr Adam Palmer's action research on leadership and management development with healthcare managers;

Dr Tatiana Gladkikh's expertise in international and cross cultural management; Dr Tammi Sinha's Lean Management Community of Practice and Climate Change Education and Communication; Dr Hugues Seraphin's work on Responsible Tourism; Dr Manuela Pilato's research on AgriBusiness and environmental and sustainability issues; Dr Simon Smith's interests include resilience and emerging market economies. In addition, the research and knowledge exchange activities of two Professors of Responsible Management – Carole Parkes and Alan Murray.

## PUBLICATIONS

### PRINCIPLE 4: RESEARCH



The 10th Anniversary PRME Special Issue of the *International Journal of Management Education* (2017). Professor Neil Marriott Deputy Vice Chancellor at the University of Winchester is Editor in Chief of the IJME and Professor Carole Parkes was the lead Guest Editor for the special issue. The edition consisted of 26 articles (and 2 book reviews) from almost 60 authors. Contributors came from the UK, Ireland, France, Germany, Austria, Switzerland, Australia, New Zealand, USA, Canada, Brazil, and South Africa and reviewers from across the PRME Community (see details on page 10).

### SELECTED JOURNAL ARTICLES

- Dr Justin Beneke (with Blampied et al) 2016 *The impact of market orientation and learning orientation on organisational performance A study of small to medium-sized enterprises in Cape Town*, South Africa Journal of Research in Marketing and Entrepreneurship
- Dr Karen Blakeley (with Mabey et al) 2017 *The Arduous Journey of Private Labels: Insights From the South African Market and Further Afield* Journal of Food Products Marketing
- Dr Karen Blakeley (with Mabey et al) 2017 *Having Burned the Straw Man of Christian Spiritual Leadership, what can We Learn from Jesus About Leading Ethically?* Journal of Business Ethics
- Professor Maria Burke 2017 *The design and value of "early adopter" low-energy houses* Construction Innovation
- Professor Denise Hewlett (with Brown) 2018 *Planning for tranquil spaces in rural destinations through mixed methods research* Tourism Management (with Harding et al) 2016 *Broadly engaging with tranquillity in protected landscapes: A matter of perspective identified in GIS* - Landscape and Urban Planning
- Dr Martina Hutton 2018 *The care-less marketplace; exclusion as affective inequality Consumption, Markets & Culture* 2016 *Neither passive or powerless; reframing economic vulnerability via resilient pathways* Journal of Marketing Management
- Dr Hannah Marriott (with Williams) 2018 *Exploring consumers perceived risk and trust for mobile shopping: A theoretical framework and empirical study* Journal of Retailing and Consumer Services (with Williams et al) 2017 *The care-less marketplace: exclusion as affective inequality* The Marketing Review
- Professor Alan Murray (with Skene and Haynes) 2017 *The Circular Economy: An Interdisciplinary Exploration of the Concept and Application in a Global Context* Journal of Business Ethics
- Dr Adam Palmer (with McCray et al) 2018 *Impressions of action and critical action learning: exploring the leadership development of senior doctors in an English healthcare organization* International Journal of Training and Development 2017 (with Warwick et al) *Action learning: ripples within and beyond the set* Leadership in Health Services

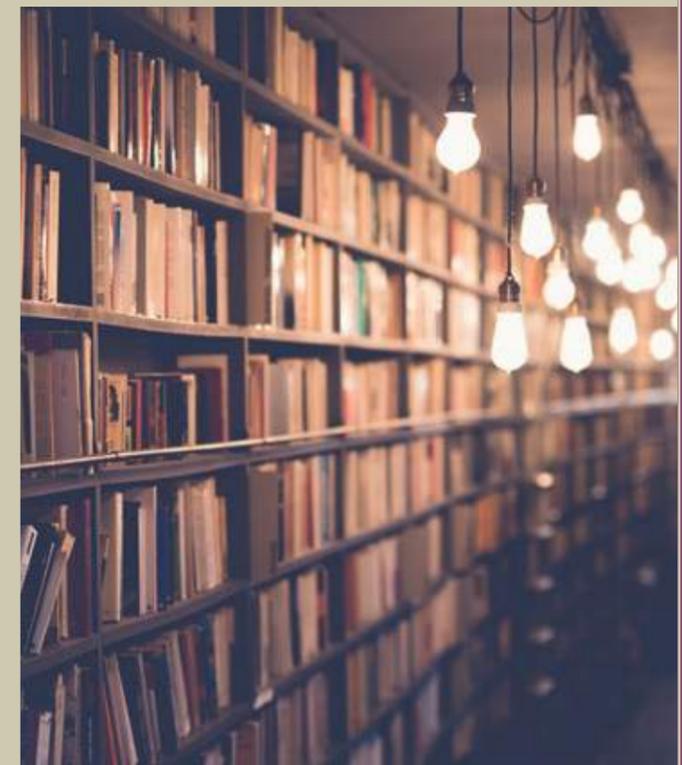
- Professor Carole Parkes 2017 *A PRME response to the challenge of fighting poverty: How far have we come? Where do we need to go?* Int. Journal of Management Education 2017 *Sulitest: A Collaborative Initiative to Support and Assess Sustainability Literacy in Higher Education* Int. Journal of Management Education
- Dr Manuela Pilato (with Seraphin et al) 2018 *Over-tourism and the fall of Venice as a destination* Journal of Destination Marketing & Management 2017 (with Di Vita et al) *A Review of the Role of Vegetal Ecosystems in CO2 Capture Sustainability*
- Dr Hugues Seraphin (with Yallop et al) 2018 *Heritage in tourism organisations' branding strategy: the case of a post-colonial, post conflict and post-disaster destination* International Journal of Culture, Tourism and Hospitality Research 2017 (with Minto-Coy) *The role of the diaspora in the emergence of economic and territorial intelligence in Haiti* Int. Journal of Business and Emerging Markets (with Butcher and Korstanje) 2017 *Challenging the negative images of Haiti at a pre-visit stage using visual online learning materials* Journal of Policy Research in Tourism, Leisure and Events 2017 *Terrorism and tourism in France: the limitations of dark tourism Worldwide Hospitality and Tourism Themes*
- Dr Simon Smith (with Stokes et al) 2017 *Organizational Ambidexterity and the Emerging-to-Advanced Economy Nexus: Cases from Private Higher Education Operators in the United Kingdom* Thunderbird International Business Review
- Caroline Wilson (with Tiropanis et al) 2016 *Ethical and legal support for innovation on Web Observatories* Web Science proceedings

### SELECTED BOOKS

- Dr Hugues Séraphin, (with Nolan) (eds.) (2018) *Green events and green tourism: an international guide to good practice*. Routledge
- Dr Tatiana Gladkikh (2017) *The International Business Environment and National Identity* Routledge
- Dr Roz Sunley (with Jennifer Leigh) (2016) *Educating for Responsible Management – Putting Theory into Practice*. Routledge
- Professor Carole Parkes (with Gudic and Rosenbloom) Eds (2015) *Responsible Management Education and the Challenge of Poverty: A Teaching Perspective*. Routledge

### DOCTORAL RESEARCH

There are a growing number of doctoral research students undertaking PhDs in relation to PRME and the SDGs. For example ; Embedding PRME; Poverty and Inclusion in Business and Management Education; Gender Inequality and Agriculture in Sub-Saharan Africa, Climate Change Education and Communication.



# PRINCIPLES 5 & 6 PARTNERSHIPS AND DIALOGUE



On 12 April 2018, the University hosted the *Sustainable Development Goals Roadshow (Making Global Goals Local Business)* in partnership with the United Nations Global Compact UK Network.



The aim of the roadshow was to *“raise awareness of the Sustainable Development Goals and motivate business communities around the UK to contribute to achieving them.”*

The event attracted 49 delegates from business, academia and local government who developed their understanding of the global goals, why businesses should care about them and how businesses can contribute to achieving the goals and benefit from doing so.



PRME UK & Ireland events at Winchester, May 2018.

**EVENT ONE: ESRC seminar in conjunction with PRME & The British Academy of Management (BAM) - Sustainable and Responsible Business (SRB): Early career PhD researcher development workshop**



This ESRC seminar was part of the series 'Architects of a Better World: Building the Post 2015 Business Engagement Architecture',

which focused on research related to sustainability and responsible business and management education and the challenges posed by integrating the Sustainable Development Goals (SDGs). The workshop aimed to facilitate the development of research and practice related to this agenda. For example: articles for publication, presentation skills for conferences and teaching and learning approaches to this agenda. Participants were encouraged to present current work in progress, in an encouraging and supportive environment, in order to promote discussion and encourage critical thinking between researchers.

**EVENT TWO: PRME & BAM SRB : Development Workshop: Educating for Responsible Business and Management in the context of the Sustainable Development Goals**



This PRME/BAM collaborative interactive development workshop focused on the issues/approaches and underlying pedagogy (with all

the complexities that this entails) in teaching and learning sustainability and responsible business and management education. This links to developing capabilities in students (and faculty) and the challenges posed by integrating the Sustainable Development Goals (SDGs). Participants were encouraged to share ideas and have the opportunity to be inspired by others to build on what they are doing to embrace the SDG agenda. A graphic artist captured these ideas below.



## ENVIRONMENTAL ASSOCIATION FOR UNIVERSITIES AND COLLEGES (EAUC)



We work collaboratively on a range of initiatives with the EAUC mentioned in this report, including the Sulitest and the Green Gown Awards. We are also signatories to the SDG Accord [www.sdgaccord.org](http://www.sdgaccord.org)

## CENTRE FOR RESPONSIBLE MANAGEMENT

### Examples of Invited Speakers

#### Wayne Visser, Sustainable Frontiers

Unlocking Change Through Business, Leadership Innovation

#### Duncan Exley, the Equality Trust

"The defining issue of our time": the risks and opportunities of economic inequality.

#### Sophie Graham, Fujitsu

Reflections on Winning the BITC 2015 Responsible Business of the Year

#### Professor Jonathan Gosling Climate change, migration, civil society and the role of business

Caught in the headlights or behind the wheel?



The University supports and works collaboratively with Winchester Action on Climate Change (WinACC) a community organisation that 'thinks globally and acts locally'.

WINACC is located at the University and undertakes a variety of events, activities and campaigns.

#### Carolyn Fairbairn, Director General, CBI

Reflections on Responsible Business

#### Jonathan Porritt, Environmental activist and co-founder of the Green Party

Hope and Despair in the Foothills of the Anthropocene

#### Amanda Mackenzie, CEO, Business in the Community

Greenwash, sound bites, spin and then there's responsible business

#### Alex Beasley, Country manager Patagonia Europe

Patagonia – working at the forefront of responsible business

#### Loughlin Hickey Blueprint for Better Business

Purpose-led business – what, why, how

#### Gopal Krishnamurthy

Re-wilding learning: How could a re-wilding of learning contribute to planetary and social sustainability?

## PLANS FOR THE NEXT 2 YEARS

### SIGNATORY TO PRME AS A UNIVERSITY

Our original signatory to the Principles in 2008 was as a Business School (as outlined in the introduction to this SIP report) and Winchester University Business School and has worked to integrate the Principles into all areas of the School's plans and activities. This includes the areas identified in the Principles, i.e. curricula, programme design, courses and learning, research as well as partnerships and dialogue with all our stakeholders. As we are now in the era of the Sustainable Development Goals (SDGs) and it is the framing for all our work in this area, the interdisciplinary nature of the SDGs requires, more than ever, a whole institution approach. At the University of Winchester, we believe that the challenges outlined in the SDGs are important to all subject areas and disciplines as well as the organisation itself. Therefore, the University's strategic plan will be for the next 15 years (to coincide with 2030 agenda) and use SDGs as a framework for all aspects of our work. Thus as we move forward, it is planned that the signatory for PRME should be at a University rather than a Business School level. This also fits with a range of SDG related work already undertaken across the University including the University's decision to include the SDGs in the learning outcomes of every module delivered across the University from 2019/20.

### EXAMPLES OF SDG RELATED CENTRES ACROSS THE UNIVERSITY

See also Vice Chancellor's Commitment at the end of this section.

### WINCHESTER CENTRE FOR RELIGION, RECONCILIATION AND PEACE



The Winchester Centre for Religion, Reconciliation and Peace is dedicated to helping to create a free, just and peaceful world. It aims to do this by sharing excellence in knowledge, understanding, skills, relationships, and best practice in reconciliation and peace, with people of all religions and none. Launched in 2010, WCRRP grew from recognition of a lacuna in research and knowledge exchange between communities affected by conflict and their leaders, practitioners of reconciliation and peace, and academics seeking greater understanding and dissemination of ways to sustainable peace.

### CENTRE FOR ANIMAL WELFARE



The Centre for Animal Welfare (CAW) is an interdisciplinary centre that undertakes research, teaching and public engagement in the field of animal welfare. Animal welfare is a broad term. It includes the subfields of animal welfare science, animal ethics, and animal law and policy. Animal welfare science involves using scientific methods (particularly physiological and behavioural indicators) to assess animals' welfare states in various settings. The knowledge so derived informs ethical analysis and in turn the evolution of animal law and policy. CAW provides a collaborative hub for academics and academic organisations interested in animal welfare issues. In addition to traditional research and knowledge dissemination, we seek to engage wider society, through educational programmes and seminars.



## HEALTH AND WELL-BEING



The Health and Wellbeing Research Group is led by Professor Simon Jobson and was established in 2015. It is a multidisciplinary group of

researchers interested in a variety of health and wellbeing research areas including wellbeing at work, faith-based networks, community wellbeing, arts as wellbeing, global health, and sport, health and exercise.

The goal of our health and wellbeing research is to positively influence the lives of individuals, families, communities and organisations, and to translate theory and research into effective policy and practice. We are a hub for collaboration with colleagues across the University and with key external partners such as Hampshire Hospitals NHS Foundation Trust, Health Education England and the Winchester Diocese. For example: The Health-Enhancing Lifestyle Programme (HELP) for stroke survivors in Hampshire.

## VALUES STUDIES CENTRE



The University of Winchester's Institute for Value Studies is an extra-departmental unit enabling students and staff from the

university's different departments to work together on fundamental questions about ethics, politics, art, religion and education.

The core of the Institute's work is formed by a series of undergraduate modules. Around that core grows a rich intellectual culture in the shape of open events and research projects. Every module offered by the Institute for Value Studies is open to all undergraduates at Winchester. Many programmes allow students to take the Institute's modules for credit.

The Institute facilitates a Film Forum, which organises events where students and staff at Winchester can have informal and undogmatic conversations.

There is also a Current Affairs Circle, a forum for informal conversations about global current affairs, co-organised by the Winchester Scholars Scheme, the Politics and Global History Programme and the Institute for Value Studies

## THE CENTRE FOR THE ARTS AS WELLBEING



The centre embraces the social, personal, spiritual and political aspects of wellbeing. Our mission is to promote wellbeing in individuals,

communities, organisations and the environment, through use of the arts. The vision is of the arts set in a healing context. It requires an understanding of how other cultures have used the arts as a re-balancing tool, looking at and valuing the work of musicians, dance and movement specialists, theatre performers and art/music therapists.

## EXAMPLES OF OTHER UNIVERSITY WIDE EVENTS AND ACTIVITIES

### FREEDOM IN A FRACTURED WORLD:

#### SUSTAINING THE LEGACY OF NELSON MANDELA

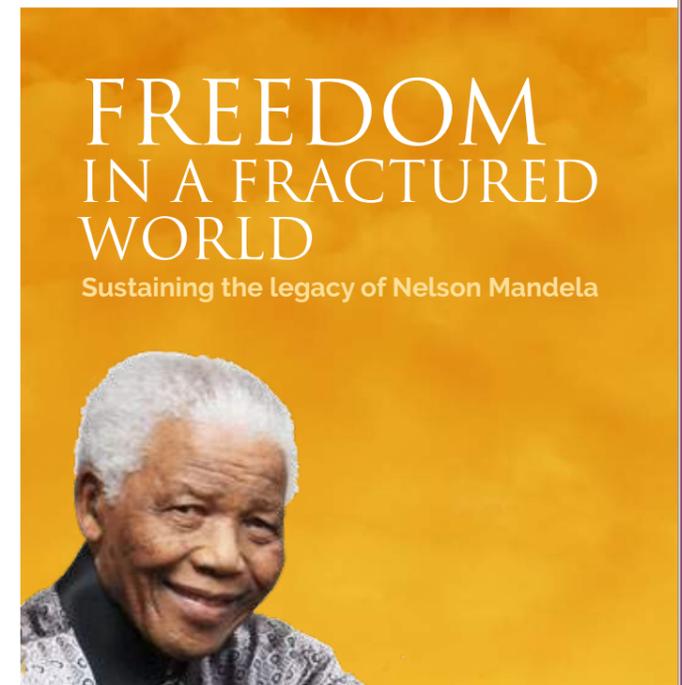
Our international reputation for values-led teaching and research has led the University of Winchester to collaborate with the Nelson Mandela Museum in Qunu, South Africa. Emerging out of this association the University of Winchester is hosting a major conference commemorating the 100th Anniversary of the birth of Nelson Mandela. This conference formed part of a quartet of major events that took place in the USA, Kenya and South Africa as part of these celebrations.

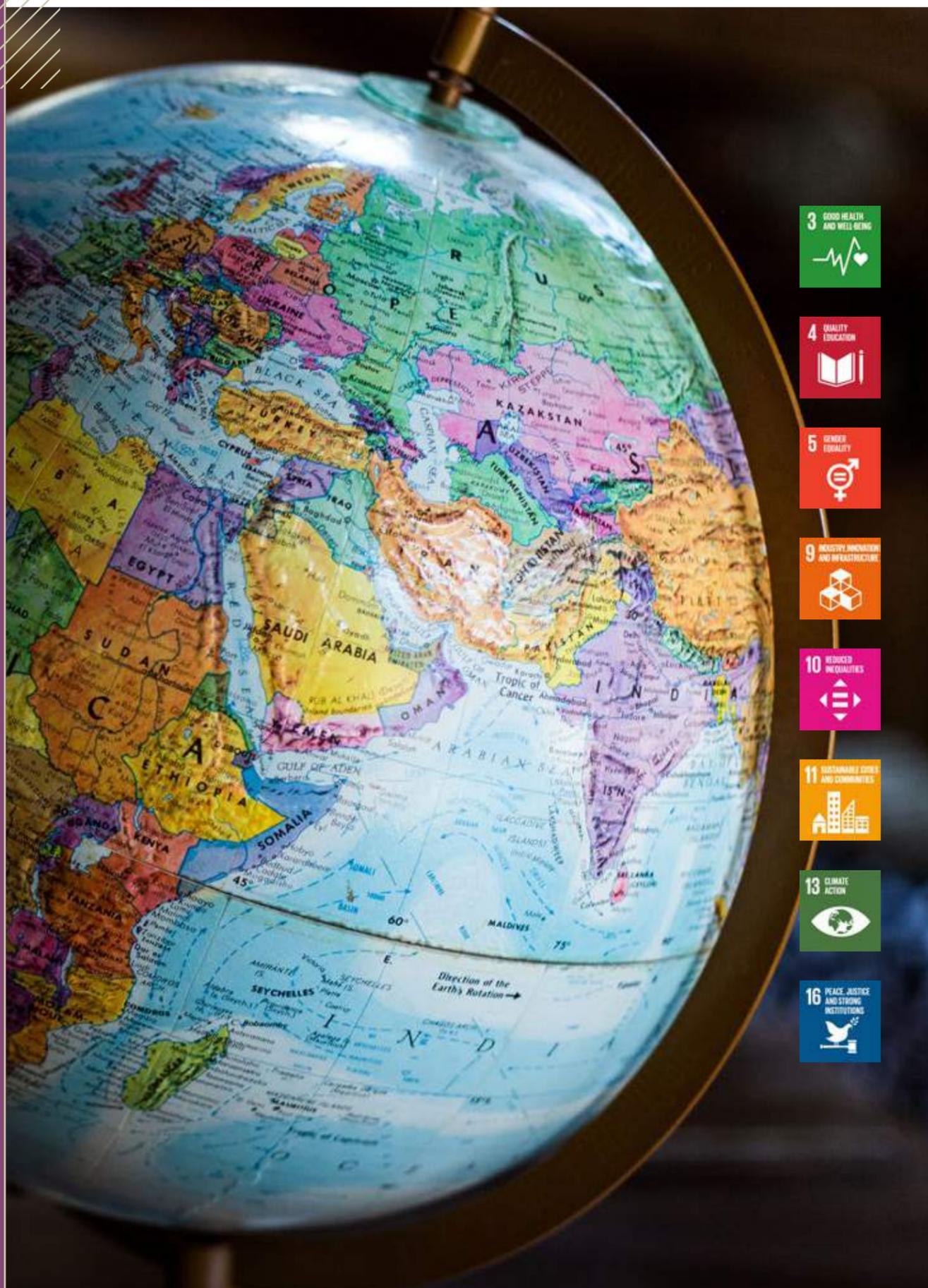
*"For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."*

Nelson Mandela, Long Walk to Freedom

### THE GAIA AFFECT: DOING THEALOGY IN AN AGE OF ECOLOGICAL CRISIS

In an age of anthropogenic global warming, environmental catastrophes, mass species extinctions and resource scarcity, this talk considers what it may mean to draw feminist thealogy into a close relationship with ecological philosophy. Focusing on some recent appropriations of James Lovelock and Lynn Margulis's Gaia theory, such as Bruno Latour's (2017) *Facing Gaia*, Isabelle Stengers's (2015) *Intrusion of Gaia into human history*, and Deborah Danowski and Eduardo Viveiros de Castro's (2017) *The Ends of the World*, it is argued that thealogy must be able to think and feel its way towards and through an eco-apocalyptic future.





### JUSTICE, INEQUALITY AND GENDER BASED VIOLENCE: SEEKING JUSTICE THROUGH SHARIA COUNCILS IN THE UK

The Institute for Theological Partnerships. The presentation focused specifically on the role of Sharia Councils in arbitrating cases of intimate partner violence and present the findings of interviews with both victims/survivors who have used this mechanism and with practitioners involved in their leadership and administration as well as women's rights activists.

### TALK BY NOBEL PEACE LAUREATE TAWAKKOL KARMAN

In December 2011, Tawakkol Karman was awarded the Nobel Peace Prize for her unwavering defence of democracy and justice in Yemen, and for giving women a role in the peacebuilding process. The first Arab woman to win a Nobel Peace Prize, Tawakkol is known as "mother of the revolution" and "The lady of the Arab spring." In 2005, Tawakkol Karman co-founded the group Women Journalists Without Chains, in order to promote freedom of expression and democratic rights.

### BOUNDARY CROSSING: AN INTERNATIONAL CONFERENCE ON REFUGEES AND SOCIAL JUSTICE

The University hosted the interdisciplinary conference Boundary Crossing, the aim of which is to share experiences, expertise and insights regarding the wellbeing of people who have been uprooted from their homes and become refugees.

### THE URBAN INFRASTRUCTURE INNOVATION AND SUSTAINABLE LIFESTYLES

This project investigates how innovative infrastructures in cities can facilitate more sustainable lifestyles, with a particular focus on transport and mobility.

### THE CENTRE FOR INFORMATION RIGHTS ANNUAL TRUST, RISK, INFORMATION AND THE LAW (TRILCON) 5th Conference was held in

2018. The overall theme for the conference was Public Law, Politics and the Constitution: A new battleground between the Law and Technology.

### SUPPORTING AT-RISK ACADEMICS

We are a member of the Council for At-Risk Academics, and have a dedicated member of staff who helps academics in immediate danger and for those forced into exile.

### YOUNG CARERS

The University of Winchester won a prestigious Times Higher Education Award 2016 for its pioneering work encouraging and supporting young carers to access and succeed in higher education.

### ACCESS AND OUTREACH

In 2017/18, there were over 4,790 engagements with young people, including 2,480 primary school children and 2,219 secondary school students. Of those secondary school students attending on-campus events 88% were identified as coming from a Widening Participation (WP) background.

### #PASSITON LISTEN TO THE SONG 'PASS IT ON'

A collaboration between The University of Winchester, OIKOS International, PRME, and Nottingham Business School, includes the lyric 'Make a change and pass it on'. #passiton encourages you to make a positive environmental change in your life, however small, then #passiton to someone else. (a video of the song is available at [www.youtube.com/watch?time\\_continue=6&v=VwgbFjb6Ado](https://www.youtube.com/watch?time_continue=6&v=VwgbFjb6Ado))

## VICE-CHANCELLOR'S COMMITMENT

**We are a different kind of university and we have a different kind of strategic plan.**

We are committed to being a university community where all individuals matter, where wellbeing is paramount and pastoral care is of the highest quality. A place driven by compassion, where people, the planet, and all living things are held in the highest regard.

We are passionate about providing an outstanding, personalised experience for our students and partners - meeting their needs and the needs of the economy and society at large through high-quality teaching and research. We have been pursuing excellence in knowledge and creativity since 1840, grounded in an unrelenting commitment to wisdom and compassion.



In all that we do, we are driven by our values inspired by our Christian foundation. Our teaching and research tackles global challenges. Students are nurtured to become drivers of economic and social change. Our world-leading research and partnerships focus on making the world a better and more innovative place. Our campus is one of the best for low-carbon, sustainable management.

Our strategic plan is different. It sets out who we are and where we are going in the context of the big changes and challenges facing the higher education sector and the UK. Beyond that is also shaped by the most urgent problems facing humankind as set out in the **UN Sustainable Development Goals** – issues such as social cohesion, climate change, sustainability, population growth and poverty. **Throughout this strategy we ask ourselves: what are our responsibilities, as a leading values-driven university? How can we maximise the benefits of our research for the common good? How well are we equipping our students to contribute to society and the economy?**

The success and wellbeing of our students drives everything we do. We value them all and work in partnership with them in creative ways to shape their education and their future.

We have a long **history** of equipping students for the professions and for public service. Our graduates leave us with the knowledge, skills, experience and drive to succeed as leaders in whichever field they choose to enter. But more than that, their time at university will have given them the opportunity to challenge themselves, think critically, and engage with the biggest questions facing humanity. We believe that creative and critical thinkers are essential to any free society. It is our ambition to nurture graduates who will become the conscience of their communities and places of work by allowing them to grow in knowledge, resilience, humility and wisdom. Our graduates will leave Winchester with a justified confidence in their own abilities and the strength to stand up for what they believe to be true.

## SUSTAINABLE DEVELOPMENT GOALS



### HOW ARE WE TO ACHIEVE THIS AMBITION?

We will create employability opportunities for all of our students: to take part in volunteering, to develop entrepreneurship, to travel the world, to engage in research, and in interdisciplinary study through our Institute for Value Studies. Our approach will be distinctive. Our induction, our curriculum, our approach to teaching and learning, and our relationship with students before they arrive and after they graduate will support and challenge them to grow as creative and critical thinkers.

This strategy is written at a time of unprecedented geopolitical uncertainty as well as big changes in higher education policy. We are very aware of the challenges of public funding, of demography, and the increased marketisation of the university sector driving competition nationally and globally. In response, our strategy is ambitious and infused with the desire to extend our impact. We build on strong foundations and we are determined to flourish through a continuous drive for excellence. We will at all times remain true to our mission, values and motto.

We are optimistic about the future, and very determined to succeed.

Professor Joy Carter CBE, DL, Vice-Chancellor





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