

Henley  
Business  
School

# PRME SIP REPORT, AN OVERVIEW

2019/20 AND 2020/21

**PRME**

This is an overview of our **Sharing Information on Progress (SIP) Report** on the Implementation of the **Principles for Responsible Management Education**



**Henley**  
Business School

UNIVERSITY OF READING

Since 2015, Henley Business School has produced a biennial Sharing Information on Progress (SIP) report as part of our affiliation to the Principles for Responsible Management Education (PRME), since we joined this UN-supported international educational organisation back in 2013-14. We are delighted to share a summary of our current SIP report submission that focuses on our progress during the academic years 2019-20 and 2020-2021.

The PRME is the only United Nations- backed global organisation relevant to Business Schools.

Founded in 2007 it was a leading initiative by an international task force of sixty deans, university presidents and official representatives of leading business schools and academic institutions. It now includes over 800 signatories worldwide and has become the largest formal relationship between the UN and management-related higher education institutions. Its mission is to “transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development” by focussing Higher Education Institutions and business schools to associate their action regarding responsible management education with six principles: **Purpose, Values, Method, Research, Partnership** and **Dialogue**.

While our formal affiliation with PRME started only seven years ago, Henley has a long, vibrant and rich history and tradition of championing responsible education principles. We have been doing this for over half a century now, focusing on balancing economically, socially and environmentally responsible management and wider business professional higher education. We take pride in an effortless connection with the Responsible Management Education ethos and showcase in our report how the PRME’s six principles are part of our daily life at Henley.

We set four goals in our previous (2019) PRME report, and we committed to make progress against these goals in our current reporting cycle. We are delighted to share that we have made clear progress against all four goals:

### **1. Improve inclusion among academic staff and students and their experience of learning in an inclusive Business School.**

Within the context of Henley and the University’s Equal Opportunities and Diversity Policy, we have renewed the fixed role of ‘Director of Diversity and Inclusion’ and have a Diversity and Inclusion Committee both at the University and Business School level. Another great achievement is that Henley has been awarded a Bronze Athena SWAN gender Chartermark, which is both a first step and a goal that we explicitly set in our previous report. We continue our commitment to advancing the careers of women across different academic subjects and departments. More broadly, we focus our equity, diversity and inclusion (EDI) strategy towards five main criteria: Social Mobility, Gender, Race, Orientation, and Disability. Henley has further hosted a variety of training and engagement events that aimed to promote EDI within the Henley community.

### **2. Develop the Undergraduate Bachelors in Business & Management, consistent with PRME and wider ethics and sustainability learning by our students.**

This second goal captures the evolving learning aims of pre-experience Business and Management Bachelors in the business school, whereby a key aim in the redevelopment of our Undergraduate Bachelors in Business & Management has been to introduce engagement with sustainability and ethics themes earlier in the programme. These changes have, in part, been fuelled by student feedback from focus groups conducted as part of our previous SIP report. In our current report we detail how our UG Business & Management curriculum has been redesigned to reflect this goal, among other curricular changes.

### **3. Continue being a ‘green’ institution with attention to reducing negative environmental impact, upgrade our buildings and aim to achieve a 45% reduction target.**

As we all know we are part of a very “green” and ecologically friendly institution and our award winning campuses are being looked after and upgraded with the aim of ongoing attention to reducing any negative environmental impact.

We detail a wide array of action areas, ranging from restoring and renewing animal and plant life in our award-winning green campuses, an emphasis on discovering ways to save energy, recycling, and sustainable travel and transportation from and to the central Whiteknights campus. We also give more detailed coverage to larger and more complex actions and investments, sharing information on a major investment programme with a focus on “renewables” in the entire Whiteknights Reading campus, with the aim of further “greening” our campuses. We have also started work to quadruple the amount of renewable energy that the University generates in its Whiteknights campus by autumn 2021.

#### **4. Increase awareness and reflect (across our communities) on how our international partnerships and Henley international presence enable progress towards SDG17 (partnerships for SDGs).**

Henley-led action has focussed on developing dialogues and shared awareness through increased live communication with key leaders among our international partners. This has involved inviting them to share the leading role their institutions have been playing in increasing social impact in their local context through their educational leadership and developing local partnerships for Sustainable Development Goals (SDGs), which are important for positive social change. In particular, we engaged in virtual dialogues and roundtables which took place in live virtual format in the last year. We also advanced this goal through a focus on Henley South Africa, specifically examining how it incorporates the PRME principles. This is important in the context of our refined strategy, which supports action for a fairer world, and the wish to bring our experience of our international partners into our educational partnerships in other regional and international contexts. To this end, we have set a new goal regarding international partnership for the next reporting period.

#### **Other highlights from our report**

This SIP report is one which will remain in our memories as education, business and society in the UK and across the world have been profoundly affected by the aftermath of the global Covid-19 pandemic. This led to various transformations in education, but also more broadly to student life, teaching and learning, research and impact generation. Reflecting upon the response of our university and the business school to COVID-19, we share with pride that we and our students have been able “to survive, learn, evolve and thrive” with a renewed attention. We also share our strategy on how to maintain our emphasis to SDG 4 in Quality Education, despite and beyond the devastating impact of Covid-19. We therefore dedicated an entire section of our report, titled “Purpose, Values and Methods: Henley’s Response to Covid-19”, to sharing information on how we have risen beyond the challenges. We have done this through a renewed Teaching and Learning framework, as well as other actions and new policies which address teaching and learning, student support, staff-focussed responses, research, and impact.

We also dedicated a section of the report to our action championing the PRME principles of “Vision, Dialogues and Research: Sustainable Development Agenda and beyond”. The last two years have been exceptional in terms of new initiatives and developments at Henley in this area. Importantly, these are all Business School wide developments, which engage staff across departments and disciplines, while fully supporting PRME principles and SDGs. For example, we initiated a half-day live conference on Responsible Management Education for staff, with a focus on the question: “Responsible Management education - How much fair(er) can we push it?”. This took place in January 2021. We are also pleased to share that, in line with progress and conversations we had internally following up from our 2017 SIP reporting round, we have inaugurated the new “Centre for Business Ethics and Sustainability” at Henley. Involving colleagues in the wider university, our institution has also led a new SDG focussed initiative entitled “Planet Partners: A university-wide programme evidencing support for the SDGs”.

## Goals for the next reporting period 2021-23

Finally, we set three new Goals that we are committed to advancing over the next reporting period. These goals relate to our ethos as well as the Sustainable Development Goals, especially SDG4 (Quality Education), SDG10 (Reduced Inequalities) and SDG17 (Partnerships for the Goals).

- 1) World of Work and SDGs: We aim to steer our World of Work (WoW) stakeholder engagement forum to the next stage of its evolution. This is part of an ongoing inter-institutional dialogue between our academics, employers and wider industry and alumni. Within the context of widening participation, diversity, business engagement with future challenges and the sustainability ethos, the aim is to engage the WoW forum with the issue of how it contributes to a fairer world. This will consider the following themes: human flourishing and dignity, social inequality, equity, engagement, and sustainability. We see this goal as associated with SDG10 (Reduced Inequalities) and SDG17 (Partnerships for the Goals).
- 2) Teaching and Learning and SDGs: Upon introduction of major new modules in the UG and MSc programmes (MM298 “Social Responsibility in Action” in the UG and “the Transformative power of sustainability” in the MSc degrees), we aim to engage in dialogue directly with students about how these modules help them to learn about sustainability, SDG values, and ongoing improvement within our sense of community and inclusivity. We aim to apply the principles of collaborative programme design to involve and engage students in the design and redesign of these modules, and to gather feedback about how the modules have changed their perspectives and viewpoints. We see this goal associated with especially SDG4 (Quality Education), and partly also with SDG17 (Partnerships for the Goals).
- 3) International Partnerships and SDGs: We aim to bring our experience, developments and successes from Henley South Africa into our university-based academic educational partnerships in China. We see this goal associated with especially SDG4 (Quality Education), and SDG17 (Partnerships for the Goals).

These new goals, and the current information we share in the full SIP report, are therefore all to be read within the context of Henley Business School’s new vision. The new vision will more explicitly bring to life our tradition of education with a positive socio-environmental impact and will emphasize the value of business (education) for a fairer world.



We hope this has been an informative summary and if you would like more information we invite you to read the current full PRME Report see: [hly.ac/prme2021](https://hly.ac/prme2021)