

Impact case study (REF3)

Institution: University of Winchester		
Unit of Assessment: 17 - Business and Management Studies		
Title of case study: Promoting responsible management and sustainability through Higher Education		
Period when the underpinning research was undertaken: 2008 – 2019		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
Professor Carole Parkes Professor Alan Murray	Professors of Responsible Management	2015 – 2020 2012 – 2019
Dr Martina Hutton Dr Roz Sunley	Senior Lecturers	2013 – present 2009 – 2020
Professor Neil Marriott	Dean/Professor	2007 – 2020
Period when the claimed impact occurred: 2014 – 2020		
Is this case study continued from a case study submitted in 2014? N		
1. Summary of Impact (indicative maximum 100 words)		
<p>The University of Winchester Business School (founded by Marriott in 2008) is a pioneering signatory to the UN-backed Principles for Responsible Management Education (PRME). The close alignment of the PRME Principles with the University mission and values played a central role in its teaching, research and partnerships policies and strategies. Winchester's research on the development and implementation of the PRME Principles has impacted on the UN PRME organisation itself, teaching approaches and practices in Business and Management schools nationally in the UK and across the globe. It has also impacted the strategy, policies and practices of the University Business School and the wider University, its alumni and local and global business and community groups.</p>		
2. Underpinning Research (Indicative maximum 500 words)		
<p>The UN-backed Principles for Responsible Management Education (PRME) aims to develop generations of business leaders capable of managing the complex economic, environmental and social challenges faced by business in the twenty-first century. As a voluntary initiative with over 800 signatories worldwide (around 80 in the UK and Ireland), PRME has become the largest organised relationship between the United Nations and management-related higher education institutions. Signatories integrate principles of responsibility and sustainability in business and management higher education globally to equip students with the mindset, skills and knowledge to become responsible leaders.</p> <p>The University of Winchester Business School was an early signatory to PRME in 2008. This case study describes a body of research and subsequent work undertaken by key Winchester academics who played a pivotal role in the establishment, development and adoption of PRME, locally (as UK & Ireland Chairs) and globally (Murray as Founding PRME Task Force member and Parkes as PRME Special Advisor and Researcher in Residence) over the past decade. This includes research related to the work of the PRME organisation itself, other UK HEIs and organisations in its evolving network-based structure and more recently in supporting the agenda set out by the UN Sustainable Development Goals (SDGs).</p> <p>Professor Alan Murray's research with colleagues at the University of Sheffield studied approaches to the adoption and integration of PRME in the UK [3.1]. Professor Carole Parkes' research with local and global HEIs has focused on developing PRME policy and practice in teaching and learning strategies with HEI institutions globally [3.2, 3.3, 3.4,3.6].</p>		

This includes the establishment of the Transformational Model for the integration of PRME in HEIs [3.2].

Dr Roz Sunley led research on Responsible Management – Putting Theory into Practice with a US colleague (and Parkes) which analysed pedagogical frameworks used in teaching PRME to develop approaches and strategies to promote effective learning [3.4].

Winchester's adoption of PRME, and its role as a PRME Champion (2016 – date), mean it is a pioneer in embedding ethics, social responsibility and sustainability and the Sustainable Development Goals (SDGs) into its own teaching, research and community engagement. Thus, Winchester Business School's own work has been the focus of a range of research projects examining the impact PRME has had on the University institutionally, its students and alumni, local businesses and community organisations on the integration of the within their organisations.

In 2018, based on earlier research with PRME [3.2], Parkes developed methodologies (with the National Union of Students) for research in benchmarking the SDGs in all University curricula that led to policy and practice changes across the whole University. The methodology has since been adopted by other Universities (see section 4). The research included analysing the prevalence and rationale for Business School students opting for sustainability and social justice dissertations over a 6-year period.

Winchester's research on SDGs related to poverty, hunger and inclusion articulates work on both community policy and education in HEIs internationally. Dr Martina Hutton's research developed an integrative framework focused on identifying the key marketing practices that enhance the success of local, community-based Social Enterprise Organisations (SEOs) securing affordable access to healthy foods [3.5]. Parkes' research (as part of the global Anti-Poverty Working Group) developed frameworks for adoption in teaching and learning strategies locally and globally [3.2, 3.3, 3.6].

3. References to the research (indicative maximum of six references)

- 3.1 Burchell, J., Kennedy, S. and **Murray, A.** (2014) Making Ethics and Responsibility a PRME Objective: Responsible Management Education in the UK. *Management Learning* doi:10.1177/1350507614549117 (**Peer reviewed 3***)
- 3.2 **Parkes, C.** (2017) (Guest Editor) Buono, A. & Ghada, H. PRME 10th Anniversary Special Issue. The Principles for Responsible Management Education (PRME): The first decade – What has been achieved? The next decade – Responsible Management Education's challenge for the Sustainable Development Goals (SDGs) *International Journal of Management Education* 15/2 pp.61-65. (**Peer reviewed 2*, CiteScore 5.0 2020 up from 3.5**) including Haertle, J., **Parkes, C., Murray, A., Hayes, R.** (2017) PRME: Building a global movement on responsible management education, *International Journal of Management Education* 15/2 pp.66-72. (**Peer reviewed 2***) <http://dx.doi.org/10.1016/j.ijme.2017.05.002>
- 3.3 **Parkes, C., Kolb, M., Schlange, L., Gudic, M. and Schmidpeter, R.** (2020) Looking forward: Leadership Development & Responsible Management Education for advancing the implementation of the Sustainable Development Goals (SDGs) in IJME Special Issue. Implementing the Sustainable Development Goals (SDGs) *International Journal of Management Education* Volume 18, Issue 2, Part B April 2020 (**Peer reviewed 2***) <https://doi.org/10.1016/j.ijme.2020.100387>
- 3.4 **Sunley, R., & Leigh, J.**, (2016) *Educating for Responsible Management – Putting Theory into Practice*, Greenleaf Publishing. Other Winchester authors included in this are: **Parkes, C. & Murray, A.** This publication is directly linked to evidence of global impact with other business schools and businesses
- 3.5 Bublitz, M.G., Peracchio, **Hutton, et al.** (2019). Food Access for All: Empowering Innovative Local Infrastructure, *Journal of Business Research*, Vol 100 (July), 354-365 (**Peer reviewed 3***) DOI: [0.1016/j.jbusres.2018.12.027](https://doi.org/10.1016/j.jbusres.2018.12.027) Submitted in REF2

3.6 Moosmayer, D. Laasch, O., **Parkes, C.**, and Brown, K. Editors (2020) The Sage Handbook of Responsible Management Learning and Education London Sage Publishing. (A seminal academic reference book for researchers).

4. Details of the Impact (indicative maximum 750 words)

The main beneficiaries of the work of Winchester academics include;

1. The UN backed PRME organisation
2. Business and Management schools internationally and in the UK
3. The University of Winchester Business School and impact on the wider University
4. Alumni/young business leaders
5. International and local businesses and community groups

1. The UN backed PRME organisation

Professor Murray was a Founding PRME Task Force member and Professor Parkes worked in key roles with PRME for over a decade. This included being invited to make an address at the UN to Secretary General Ban Ki Moon in 2014 [5.1] advocating for the role of PRME and Higher Education in the Sustainable Development Goals (SDGs) which was acknowledged by Ban.

Professor Parkes' leadership and advocacy from her research on PRME resulted in the first change to the 6 UN PRME Principles since their inception in 2007. This was included in the 'Outcomes Declaration of the PRME Global Forum 2017'. The change emphasized the importance of 'our own organizations' practices as role models (in 'walking the talk') and to ensure that our own practices are consistent with what we teach and research [3.2]. Principle 2 – Values now reads as follows: *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* [5.2, 5.3].

Professors Parkes' recognition through a 'PRME Pioneer Award' for 'leadership and development of PRME' in teaching and research around the world and her appointment as UN PRME Special Advisor [5.3] led to her work being used as a framework for other PRME Regional Chapters. Examples include: North America Chapter Chair: "*Professor Parkes work on PRME and her research was invaluable in providing direction not only on how to establish but also in how to maintain the NA governance and management was exemplary*"; Middle East & North Africa (MENA) Chapter Chair: "*The interventions and research work you have shared with us in the MENA Chapter has certainly added value and helped us establish a plan for our work*" and Chapter Chair France/BENELUX: "*We learned a great deal from you in building our PRME chapter. It was great to have your work as an exemplar and support over recent years*" [5.4].

2. Business and Management schools internationally and in the UK

In January 2016, Winchester became a PRME Champion School for 2016/7 and was reappointed for 2018/19 and 2020/2021. In this, our research work is used collaboratively with the broader international PRME community to contribute to UN goals and issues, particularly helping to realise the Sustainable Development Goals (SDGs) through implementing the Six PRME Principles. 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 in being home to the Founding and recent Chapter Chairs Professor Alan Murray (2013 – 2014) and Professor Carole Parkes (2014 – 2017). This work led directly to other Business and Management Schools adopting and implementing the PRME Principles. An example of this is Dr Roz Sunley and Professor Carole Parkes (with US academic Prof. J. Leigh) who led a plenary interactive session at the UN Global Forum 2017 with 400 PRME academics from around the world and based on the book '*Educating for Responsible Management*' [3.4]. A similar event was held in Winchester in 2018. Evidence from international academics using the research and publication includes a Swiss academic: "*Becoming aware of the research work*

of colleagues in the UK gives me confidence to implement more of these ideas in my own teaching"; Indian academic: *"Sunley and Leigh's concepts of ambiguity, complexity and authenticity used here provide a more realistic platform for my approach to teaching responsible management"*. INCAE Business School academic in Costa Rica: *"Using the Responsible Management Transformational Model by Escudero, Parkes et al led to us adopting a 'top-down, bottom-up' approach in our implementation of PRME"* [5.2,5.4].

Winchester research has also impacted on UK academics and their institutions in the following ways: *"As an academic in the UK Higher Education sector (Plymouth University) this has hugely informed and influenced my own research as well as my teaching and learning practice in the Business School especially in supporting the embedding of the values of social responsibility in all that I teach about business and management"*; *"Carole Parkes's work guided myself and my colleagues at the University of Birmingham Business School in embedding PRME and producing our first report. She also inspired us to get more involved in PRME"*; *"Carole Parkes's work in PRME is multi-faceted and she never fails to inspire through her insightful analysis but importantly she is a doer and furthermore she inspires positive actions in others (including myself and colleagues - her contribution to the field cannot be overstated."* London School of Fashion [5.5].

3. The University of Winchester Business School and impact on the wider University

As a result of the work of key Winchester academics, PRME plays a central part of the University of Winchester Business School's vision of creating of a more equitable and sustainable economy and society. The work of the School's academics (and the fact that the Principles align so closely to the values and mission of the University) has directly impacted on the development of a new 10-year University Strategy (2020-2030) set around the SDGs that informs our strategies and policies relating to teaching, research and external engagement across the University. Parkes was a key member of the strategy working group. The strategy states: *"Together with our students, we will prioritise sustainability and social justice in every aspect of our work, in particular, supporting the achievement of the Sustainable Development Goals (SDGs)"*. This includes new programme teaching policies that all students, regardless of discipline, will have education on the SDGs [5.6].

One example of this is provided in the analysis of the choice of Business School dissertations related to sustainability and social justice over the last 6 years (and determinants for that choice). The research indicates that the integration of this agenda at Winchester has led to an increase in dissertations in this area (from 20% in 2014 up to 60% in 2017/8) [5.7]. In 2018, Parkes developed methodologies (with Students Organising for Sustainability (SOS) part of the National Union of Students) for research in benchmarking the SDGs in all University curricula that led to policy and practice changes across the whole University. The methodology has since been directly adopted by De Montfort and Liverpool Universities and influenced the approach of Kings College London, London School of Economics, Worcester and Chester Universities [5.8].

4. Alumni/Young Business Leaders

Evidence from Alumni and young business leaders shows that students leaving the University of Winchester take their commitments to sustainability and social justice (developed during their time at the University) into their workplaces and communities. Example quotes include: *"At Winchester, I became more interested in environmental sustainability and realised that it was a much bigger issue than I previously thought and a determination to fulfil my role in contributing to this"*; *"the University helped foster my environmental and ethical mindset"*; *"I did have a completely sceptical view on the possibility of being environmental sustainable and being profitable, I now know that being sustainable is a process which requires a daily review on how our impact could be reduced as well as how it could introduce better practices, and innovative plans in my workplace"*; *"insights at Winchester provoked interest and exposure to sustainable business, which has led to me aiming to build a career in environmental sustainability for business and I have set up my own small business to do so"*; *"Education helped dispel the myths in the media about*

sustainability and convinced me to champion this in my workplace (in the car industry) and that is what I have done” [5.9]. These examples are a local snapshot of the international impact this work is having on the next generation of business leaders.

5. International and local businesses and community groups

Winchester research on the Sustainable Development Goals [3.5] - used at a SDG Roadshow in April 2018 – ‘Making Global Goals Local Business Winchester’ in collaboration with the UN Global Compact UK and a ‘Strategy Day’ with BITC (Business in the Community Southern Board) led to incorporation of the Sustainable Development Goals (SDGs) into businesses’ corporate social responsibility and sustainability strategies. This included Southern Cooperative Retail UK , “*Although the Coop is known for its social responsibility, Winchester’s work on the SDGs highlighted at the SDG Roadshow (and the BITC strategy day) has led to us using the SDGs to frame our work”* and Unipart UK “*We are now using the SDGs to engage the Board in this agenda” [5.10].*

Internationally, Hutton’s collaborative research related to SDG 1 – No Poverty and SDG 2 Hunger [3.5] ‘Food Access for All: Empowering Innovative Local Infrastructure’ laid the foundation for the development of community-based solutions. *In 2019, a Hunger Task Force in the US used developments of the research in a federal grant application and were subsequently awarded a for 4-year grant for the project to support their Mobile Market programme [5.10].*

5. Sources to corroborate the impact (indicative maximum of 10 references)

- 5.1 Invitation letter to Professor Carole Parkes address Ban Ki Moon at UN event in 2014 and summary.
- 5.2 UN PRME Six Principles: and Transformational Model for integration of PRME
<https://www.unprme.org/what-we-do>
- 5.3 Professor Carole Parkes was recognized as a ‘PRME Pioneer’ and appointed as Special Advisor to United Nations backed PRME at the 10th Anniversary in 2017. Letter of appointment outlining impact attached and link:
<https://www.winchester.ac.uk/news-and-events/press-centre/media-articles/united-nations-honour-for-university-of-winchester-professor-of-management.php>
- 5.4 Evidence from international academics using the research and publication in their teaching and learning strategies.
- 5.5 Evidence from UK based academics on how they used this in their own institutions.
- 5.6 University of Winchester strategy and policy documents related to integration of SDGs
<https://www.winchester.ac.uk/about-us/our-future/our-strategy/>
- 5.7 Winchester’s PRME Sharing Information on Progress Report 2018
<https://www.winchester.ac.uk/media/content-assets/documents/PRMEFINALREPORT8November-compressed.pdf>
- 5.8 Evidence from National Union of Students on adoption of Curriculum methodology being adopted by other HEIs.
- 5.9 Alumni and Young Leaders survey.
- 5.10 Evidence from business organisations and community organisations that adopted the SDGs in their organisations and follow up work by the academics with the businesses. This includes evidence from collaborators with a Hunger Task Force in the USA.