

PRiME

*an initiative of the
United Nations Global Compact*

2025 Sharing Information on Progress **(SIP) Report**

Durham University Business
School

September 2025

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Values	10
5. Teach	15
6. Research	25
7. Partner	31
8. Practice	34
9. Share	39

About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“ *The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).* ”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Durham University Business School, including key details and basic institutional data.

Mission

Our Mission

Our mission is to develop and enthuse leaders and entrepreneurs who create, share and use knowledge to deliver equitable and sustainable futures around the world.

Vision

Our Vision

Internationally accredited, Durham University Business School is proudly integral to one of the world's prestigious Universities. Our vision is to lead and inform business thought and practice to enhance equity, prosperity and well-being.

Strategy Alignment

Strategic Alignment

Our commitment to the United Nations Principles for Responsible Management Education (UN-PRME) is embedded at the very heart of Durham University Business School's Strategic Framework. Ethics, Responsibility and Sustainability (ERS) sit at the core of who we are, forming a transversal theme that permeates all our research, education, partnerships, and engagement. We regard the PRME principles as a vital guide in delivering our vision to develop and inspire leaders and entrepreneurs who create, share, and apply knowledge to foster equitable and sustainable futures worldwide.

Institutional History

Institutional History



In 2025, Durham University Business School proudly marks 60 years of excellence in business education, research, and impact. Since the launch of our first programme in 1965, we have shaped generations of leaders, advanced ground-breaking research, and built a strong global community. The School signed the United Nations Principles of Responsible Management (PRME) in 2012 and our commitment to the UN Principles for Responsible Management Education continues and is embedded within our Strategic framework.

Graduates & Enrollment

2024 Statistics	Number
Graduates	2266
Student Enrollment at the University	20890
Student Enrollment at the Institution	4156
Undergraduate Attendance	2699
Masters-Level Postgraduate Attendance	1166
Doctoral Student Attendance	256
Certificate, Professional Development, or Continuing Education Attendance	35

Degrees Offered



Bachelor Programs

 Bachelor of Science (B.Sc. or B.S.)  Bachelor of Arts (B.A.)

Masters Programs

 Master of Science (M.Sc. or M.S.)  Master of Business Administration (M.B.A.)

Doctoral Programs

 Doctor of Philosophy (Ph.D.)  Doctor of Business Administration (D.B.A.)

Undergraduate Degree Programmes

- BSc Economics and Politics
- BA Philosophy, Politics and Economics
- BSc Accounting
- BSc Accounting and Finance
- BSc Finance
- BA Business and Management
- BA Marketing and Management
- BSc Economics
- BSc Economics with Management

Masters Degree Programmes

- MSc Accounting Analytics and Sustainability
- MSc Accounting
- MSc Energy Engineering Management
- MSc Economics
- MSc Environmental and Natural Resource Economics
- MSc Behavioural Economics
- MSc Finance
- MSc Finance (Accounting and Finance)
- MSc Finance (Economics and Finance)
- MSc Finance (Finance and Investment)
- MSc Finance (Financial Technology and Banking)
- MSc Management and Finance
- MSc Islamic Finance
- MSc Law and Finance
- MSc Management
- MSc Management (Consulting)
- MSc Management (Entrepreneurship)
- MSc Human Resource Management
- MSc Management (Supply Chain Logistics)
- MSc International Business
- MSc Marketing
- The Durham MBA
- The Durham–European Business School Executive MBA (EMBA)

Postgraduate Degree Programmes

- The Durham DBA
- The Global DBA Durham-Emlyon
- PhD Accounting
- PhD Management and Marketing
- PhD Economics
- PhD Finance

Certificates, Professional Development, or Associate Programmes

- The Durham Senior Leader Apprenticeship



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Student contributor
- ❖ Senior leadership office

Student Voices

The following narrative demonstrates how Durham University Business School has influenced students' academic journey and personal growth.

My experience of the Responsible Business and Management Student Writing Competition

BA Business and Management student, Scarlotte Mok, won third prize for her evaluation of the potential for good of AI within a UN SDG framing in the undergraduate category of the Principles for Responsible Management Education (PRME) Business and Management Student Writing Competition.

What did it mean to you to take part in this competition?

It was such a privilege to represent Durham University Business School in the PRME undergraduate student writing competition this year, and for my submission to even be considered in this competition, let alone place third.

What did you learn from writing your submission?

My submission was originally part of the Corporate Responsibility and Sustainability module assignment, which critically evaluates the role of AI in the achievement of the Sustainable Development Goals. The course encouraged me to pursue my passion for sustainability by focusing my career search on opportunities in ESG consultancy and social enterprises for after graduation, to be part of the change I wish to see in creating more sustainable and responsible employment and organisations.

The module has posed ethical questions far beyond the classroom, and trickled into my everyday life, through the way that I interact with the internet and perceive AI, now understanding the social and ecological implications of such technologies. As I am hoping to join the MSc Management Consultancy at Durham next year, I hope I can incorporate the ethical lens developed during this module to further my "conscientisation".

How important is sustainability to you?

I developed an interest in sustainability at a young age. At 13, I self-selected an HPQ in sustainable fashion, which has grown over time through various higher education projects. I am so glad that sustainability has featured heavily across my electives and dissertation, guiding my degree towards my interests and developing critical skills for tackling 21st-century challenges.

Climate change will be the biggest threat our generation faces, and yet the gradual change can create a sense of inevitability around this crisis. By making sustainability and responsible management a priority amongst the next generation of leaders, through the business school and PRME competitions, education can prepare future managers for climate crises and encourage them to challenge the systems that set us on the path to climate catastrophe.

How does Durham University Business School promote ethics, responsibility and sustainability?

Besides the elective modules in CRS and Facing the Future, which promote ethics, responsibility and sustainability in Durham University Business School, these themes have branched into many of my modules across the course, including economics, HR and innovation, which enhances the systems approach to change necessary to achieve the sustainable transition.

The open course for sustainability ensures all students can engage with materials on ethical, sustainable management, regardless of their elective module choices. It is a real privilege to be a part of an institution that is working to create a sustainable future for businesses and society.

[My experience of the Responsible Business and Management Student Writing Competition – The Durham Student](#)

Values Voices

Waterside Building - Official Opening

The Waterside, our outstanding new Business School location, opened to staff and students in September 2024. It was then officially opened on Monday 14 April 2025 by Paul Polman, a global business leader, environmentalist and author.

Giving a keynote speech at the event, Paul Polman called on business leaders to adopt a 'net positive' mindset, focused on exploring what more good they can do.

The Waterside is at the heart of Durham City, close to the railway station and the city centre, and complements our existing Mill Hill Lane facility.

It includes large and smaller lecture theatres, a financial trading lab with Bloomberg terminals, executive facilities including boardrooms and meeting spaces, offices, study spaces, and a Riverfront Bistro.

The facility has achieved the highest Gold SKA rating for sustainability.

The opening was attended by leaders from business, politics, academia, and civic society.

There were also contributions from Professor Karen O'Brien, Vice-Chancellor and Warden, and Professors Cathy Cassell and Kieran Fernandes, the outgoing and incoming Executive Deans of the Business School, respectively. Guests also enjoyed tours of the building.

'Shortage of the right leaders'

Mr Polman told the official opening that there was a shortage of the 'right leaders' needed to succeed – and called on those present to play their part.

He said: "Here at Durham, you already punch above your weight. With the opening of this wonderful Waterside building, you are setting yourselves up very well for success."

Paul Polman was chief executive of Unilever from 2009 to 2019. During that time, shareholders saw their returns increase by 290 per cent, while the company consistently ranked first in the world for sustainability and as one of the best places to work.

Today he works across a range of organisations and initiatives to speed the global action needed to regenerate our planet, renew our economies, and unite our societies. He is chair of the Oxford University Said Business School and author of the critically-acclaimed book Net Positive.

[Waterside official opening - Durham University](#)

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

International Women's Day Talk - 'Parental Leave and Impact on Women's and Men's Careers'

On Thursday 6 March 2025 the School held a talk in celebration of International Women's day on, **'Parental Leave and Impact on Women's and Men's Careers'** with **Ivona Hideg**, Professor of Organisation Studies at Saïd Business School, University of Oxford.

Abstract

Parental leaves are critical for gender equality with many countries encouraging longer parental leaves. Yet, past research shows that longer parental leaves can have unintended negative career impacts, especially for women. We examine the effect of parental leaves on women's and men's careers in the context of parental leaves in Canada and Australia. We first examine effects of longer (one year and above) parental leaves on women's careers and identify a mechanism underlying negative effects of longer maternity leaves: undermined perceptions of women's agency (i.e., traits generally ascribed to men such as ambition and career dedication). We further show that such penalties for longer parental leaves are pronounced in men-dominated fields. Next, we show that contrary to the negative effects of parental leaves on women's careers, the effects of parental leaves on men's careers can be positive due to others' enhanced perceptions of men's communality (i.e., traits generally ascribed to women such as warmth and friendliness). Finally, we examine impacts of partner's parental leave on women's careers.

Biography Ivona Hideg is Professor of Organisation Studies at the Saïd Business School, University of Oxford. Previously, she was a Research Fellow with the Women and Public Policy Program (WAPPP) at the Harvard Kennedy School, and she served as an Associate Editor at Academy of Management Journal. She is currently serving as Executive Board Member of the Canadian Society for Industrial and Organizational Psychology (CSIOP) and is on the methods advisory panel at the Administrative Science Quarterly. Ivona studies workplace equity, diversity, and inclusion. She focuses on gender equity and women's experiences at work, but also studies other aspects of inclusion including language diversity, neurodivergence at work, and intersectionality. Her research has been published in leading journals such as Academy of Management Journal (AMJ), Journal of Applied Psychology (JAP), Entrepreneurship Theory and Practice (ETP), Journal of Personality and Social Psychology (JPSP), and Organizational Behavior and Human Decision Processes (OBHDP). Her work has also been featured in practice-oriented journals including Harvard Business Review and the Conversation. She holds a Ph.D. from the Rotman School of Management, University of Toronto. Finally, but not least importantly, Ivona is a proud mom of two young children.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Courses that support RME

Durham University Business School reports 10 courses in 2024 that support responsible management education and sustainable development goals.

Ethics and Sustainability in Accounting

| ACCT1151

Aims To introduce students to the social and ethical contexts in which accountants operate including examples of issues from the world of work. To ensure students demonstrate an awareness of professional codes of ethics for accountants. To ensure that students can differentiate between the various ethical approaches, identify when an ethical issue arises and propose alternative solutions.

Content Normative ethical theories Ethical concepts of duty and justice Ethical decision making Working in the public interest Professional codes of ethics Corporate social responsibility Moral development

Learning Outcomes Subject-specific Knowledge: On completion of this module students should be able to: Describe and compare ethical frameworks including consequentialist and non-consequentialist approaches. Apply this knowledge to scenarios from the business and accounting contexts. Subject-specific Skills: On completion of this module students should be able to: Identify and evaluate an ethical dilemma in an accounting context and propose a solution (s). Assess professional codes of ethics for accountants and identify when the fundamental principles are being challenged.

Key Skills: Written Communication Digital Literacy - using online discussion and developing internet etiquette Ethical development - awareness of own level of development

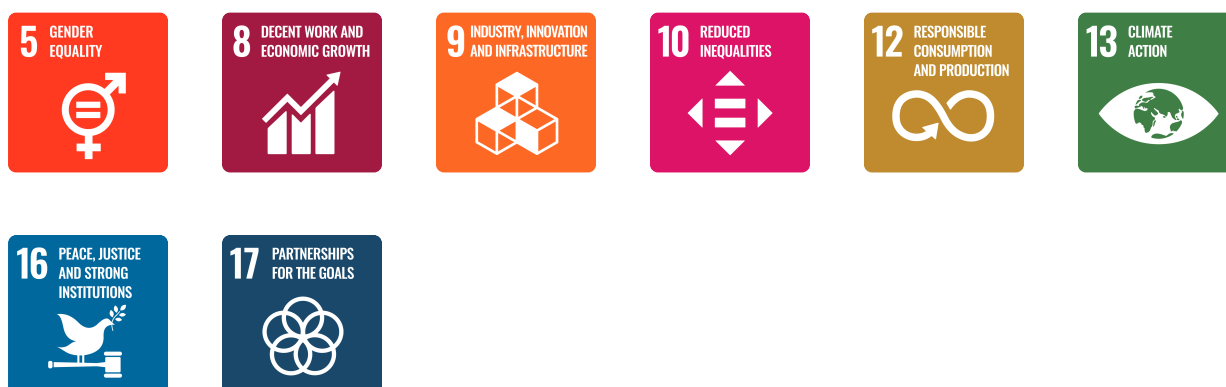
Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module Learning will be based on knowledge transfer and application of knowledge from workshops, directed study and independent study. Investigation of cases and real world organisations will underpin the workshops to encourage students to develop awareness of cultural and contextual differences. Workshop activities, discussion boards, portfolio building and assessment will ensure students can apply their knowledge within the accounting context. The formative assessment will provide feedback to students regarding their understanding of ethical frameworks and allow them to reflect on their own ethical development. The summative assignment is a portfolio of small tasks which will give students the opportunity to propose alternative solutions to an ethical dilemma whilst encouraging the development of the reflective practitioner. This will include work in the discussion fora allowing students to address a number of different ethical issues.

Aims To introduce students to the social and ethical contexts in which accountants operate including examples of issues from the world of work. To ensure students demonstrate an awareness of professional codes of ethics for accountants. To ensure that students can differentiate between the various ethical approaches, identify when an ethical issue arises and propose alternative solutions.

Content Normative ethical theories Ethical concepts of duty and justice Ethical decision making Working in the public interest Professional codes of ethics Corporate social responsibility Moral development

Learning Outcomes Subject-specific Knowledge: On completion of this module students should be able to: Describe and compare ethical frameworks including consequentialist and non-consequentialist approaches. Apply this knowledge to scenarios from the business and accounting contexts. Subject-specific Skills: On completion of this

module students should be able to: Identify and evaluate an ethical dilemma in an accounting context and propose a solution (s). Assess professional codes of ethics for accountants and identify when the fundamental principles are being challenged. Key Skills: Written Communication Digital Literacy - using online discussion and developing internet etiquette Ethical development - awareness of own level of development Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module Learning will be based on knowledge transfer and application of knowledge from workshops, directed study and independent study. Investigation of cases and real world organisations will underpin the workshops to encourage students to develop awareness of cultural and contextual differences. Workshop activities, discussion boards, portfolio building and assessment will ensure students can apply their knowledge within the accounting context. The formative assessment will provide feedback to students regarding their understanding of ethical frameworks and allow them to reflect on their own ethical development. The summative assignment is a portfolio of small tasks which will give students the opportunity to propose alternative solutions to an ethical dilemma whilst encouraging the development of the reflective practitioner. This will include work in the discussion fora allowing students to address a number of different ethical issues.



Corporate Governance

| ACCT40915

Aims The module aims to provide students with an understanding of: the theoretical underpinnings of corporate governance; the underlying concepts and practice of corporate governance; the academic research in corporate governance informing practice, policy and regulatory debates; the role of corporate governance as a means of accountability in organisations and society; a global and holistic perspective concerning corporate governance. Content Theoretical positioning of corporate governance Regulation of corporate governance Governance role of board of directors Governance role of audit committees Internal and external audit, risk and internal control Governance of directors remuneration Governance role of ownership structures, specifically focusing on institutional investors Corporate social responsibility and the changing expectations in governance Future of corporate governance



The Economics of Sustainability

| ECON1051

Aims To facilitate students' understanding of evolving approaches to how economists analyse environmental issues as well as contribute to decision-making about the environment and intergenerational equity. Students will be made aware of the limitations of economic approaches in the real world. Content A range of material is covered at an introductory level with emphasis on topics such as: Economics of sustainability: intergenerational equity, discount rates, interdisciplinary approaches to environmental issues Growth and the Environment: limits to economic growth and technology. Green accounting and environmental indicators. Welfare economics. Environmental valuation. Analytical tools - e.g. cost-benefit analysis, cost effectiveness and alternatives. Economic efficiency and markets, market failure, externalities. Instruments of pollution control policy: environmental standards, taxes, tradable permits. Criteria for evaluating environmental policies. Resource economics: renewable and non-renewable. Energy economics. Global environmental problems: Climate change, biodiversity loss, land use, world fisheries, urban-rural tensions. Topics in the economics of sustainability and policy solutions.



Environmental and Climate Economics

| ECON40615

Aims To provide students with an advanced knowledge and critical understanding of the economic aspects of environmental problems, with a particular focus on climate change, and of specialist economic tools to analyse and solve those problems. Content Topics may include: Pollution targets Pigouvian taxation Environment Externalities Property rights Coase's theorem International environmental problems and agreements Mitigation and Adaptation solutions to climate change Welfare change measurement for price and environmental quality changes Direct and indirect methods for environmental valuation and their data sources Revealed preference approaches and selected case studies • Stated preference approaches and selected case studies.



Ethics and Finance

| FINN1071

Aims The aims of the module are the following: introduce students to key concepts in ethics and their articulations in finance and financial offerings. discuss emerging ethical-based financing offerings, including ESG, social and sustainable development financing. provide students with frameworks and skills necessary to understand and critically evaluate the ethical nature of financial offerings in different institutional forms, including ESG, FinTechs and capital markets. **Content** Ethical and Moral Foundations of Finance. Changing Financial Landscape and the Importance of Ethics in Finance and Financial Decision Making. Shareholder Value Maximisation vs Stakeholder Governance in Financial Sector Ethical Screening Methods in Finance and Investment: ESG, Responsible Finance, Impact Investing, Social Investment. Sustainable Development Financing. Ethical Capital Markets: Approaches and Products. Financial Inclusion, Inclusive Finance and Microfinance. Ethical Issues in Digital Financial Offerings, Fintechs, and Social Finance. Ethical and Social Finance Regulations.



Climate Finance

| FINN41515:

Aims The goal of this course is to become equipped with analytical tools in Economics and Finance applied to the study of Green Finance and Sustainable Economics. There are many professional opportunities in the Green Finance sector. It is a rapidly emerging sector and it also plays a key role in the consulting and the traditional banking and finance sectors that face the threats of climate change. Moreover, in recent time, Green Finance sector has been a hotbed of new startup ventures. This makes green economy as one of the most important areas to understand. **Content** Sustainable investment methodologies; ESG Megatrends; ESG & Fixed income products; ESG & Banking; ESG & Equity, Private Equity & alternative investments; Climate risks assessments; Sustainable Real Estate; The course is on a contemporary set of issues, so the topics above are indicative and subject to change as the various political and economic mechanisms evolve with the ongoing debate on how to pay for climate change mitigation and resilience.



Corporate Responsibility & Sustainability

| BUSI3241

Aims This module provides a foundation upon which students can build their understanding of and ability to critique the role of business in society from a critical political economy perspective. It draws on a wide range of sources for the critical analysis of corporate social and environmental responsibilities and engages participants in debate about contemporary ethical issues and related business practices. It equips participants to apply a range of relevant theories and concepts to processes for managing corporate responsibilities, and critically evaluate proposals for rethinking and reforming business Content Introducing CR: Why Corporate Responsibility? Ethics, Responsibility and Sustainability: A Critical Political Economy Approach. Business in a Stakeholder Society and the Reform of Corporate Governance. Business Ethics, AI Ethics and Technomoral Wisdom. Sustainability Imperatives: SDGs, ESG, Green New Deal & AI for Good. The Sharing Economy, the Zero Marginal Cost Society and Business Model Innovation: Responsible Leadership, Decision-Making, Operations and HRM. Responsible Marketing, Sustainable Supply Chain Management and Fair Trade. Responsible Financial Management and Accounting: Integrated Reporting and Impact Investing. The Future of the Corporation in the Age of Surveillance Capitalism and a VUCA Environment.



Sustainable Supply Chain Management

| BUSI48W15

Aims Introduce how businesses and their extended supply chains are having an impact on Sustainability (Economic, Social, and Environmental) Provide a critical understanding of how sustainability creates trade-offs in supply chain processes like procurement and often influences the supply chain structure. Explore the critical drivers, key barriers, and successful interventions in implementing the principles of sustainability across the supply chains. Discuss the emerging landscape and importance of sustainability across supply chain practices, based on real-life case studies. Content Introduction to Supply Chains and its impact on Sustainability Evolution of the idea of sustainability and the key drivers Sustainable Procurement Practices and Challenges Key Stakeholders and Trade-offs Reconfiguring Operations and Supply Chain Developing a Strategy for Sustainable Supply Chains Creating Sustainable Eco-System Markets for Sustainable Goods/ Services Certification & Carbon Management Sustainability and Technology



Social Marketing, Ethics and Sustainability

| BUSI2381

Aims The module aims to enable students to consider the scope of commercial marketing techniques for social change campaigns and specifically it aims to: Determine what is the nature of exchange in social marketing Examine various marketing theories and how these can be applied to social marketing Identify how well current models derived from the private sector address the salient issues of social marketing Consider how social marketing might be used to promote ethical and sustainable practice that bring social benefits Determine to what extent social causes can be more successfully advanced through applying the principles of marketing analysis, planning and controls to problems of social change. **Content** History and development of social marketing Definition and domain of social marketing Ethics in social marketing Analysing the social marketing environment Upstream social marketing Social marketing and behaviour modification The social marketing mix Social marketing communications Implementation and monitoring of social marketing campaigns Application of marketing to social behaviours (environmental and sustainability marketing, tobacco regulation, smoking cessation programmes, campaigns designed to promote moderation in alcohol consumption and the use of fear appeals, use of marketing to promote other social behaviours, such as donation behaviour, piracy, etc).



Sustainability and Ethics (FT MBA Module)

| ECON48210

Aims To contribute to the overall aims of the programme by developing students' understanding of the impact of sustainability and ethical issues on organisations. To explore the concept of global sustainability as it relates to business and other organisations. To consider the role and purpose of business and other organisations in relation to other actors in society. To review current trends in Business Ethics, Corporate Social Responsibility, Risk Management and Compliance, and Governance. To develop links with the Business School's research strategy by incorporating current research into corporate social responsibility. **Content** Global ecological and social sustainability and the impact on and responsibilities of organisations The role and purpose of business and other organisations Business Ethics and Corporate Social Responsibility Stakeholder theory and alternative approaches to business ethics Governance Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module The module will be delivered in a series of workshops. Each of the workshops will typically involve a mixture of lecture input, groupwork and feedback. Workshops will be used to deliver core knowledge and explain theories and models; it is also expected that external speakers will deliver guest lectures and contribute to a subsequent discussion in more than one of the workshops. Groupwork will involve activities such as the discussion of a paper or a case study set in advance with students preparing material to feed back during a plenary session. The material covered in workshops and groupwork will include a global perspective on the issues that

sustainability gives rise to and, while being focused on business organisations, will not be exclusively so. Outside of class time students will be expected to read widely and prepare for the following class. Formative assessment will consist of writing up answers to one of the case studies. Summative assessment will consist of an individual assignment based on an organisation of the students choice (but not one of the case study companies considered in class, and agreed in advance with the Module Leader) in which the various aspects of the module are applied to consider what the organisation would have to do to move to be sustainable in the medium to long term. The resit opportunity will also be an individual assignment but based on a different organisation to the original submission.



Teaching Awards

In 2024, 1 award was given to faculty and educators at Durham University Business School.



PRME UKI 9th Responsible Business and Management Student Writing Competition 2024-25

Granter: PRME Chapter UK and Ireland

Grantee: Undergraduate Students

Award Description:

This was the 9th Responsible Business and Management Student Writing Competition, organised by The PRME Chapter UK and Ireland. The competition helps to build the profile of PRME and the SDGs within our members' institutions, and beyond, and the recognition it offers can be used to prompt deeper and wider engagement in PRME-related teaching and research. University of Durham students often shine in the Undergraduate (UG) essay category and this year they scooped all three of the top prizes. The first prize was awarded to Harry Hare for his exploration of the corporate challenges of applying AI for good. Co-Chairs of the UG Panel, Angie Lench and Dr Mohamed Saeudy, praised his "conceptually rich and ethically powerful essay that interrogates the opportunities and dangers of AI through a deeply responsible management lens, demonstrating philosophical literacy and the ability to connect abstract theory with pressing global realities". The second prize was won by Amy Burwood for an essay entitled: Redefining Flexibility: a Path Toward Social, Economic and Environmental Sustainability. Completing the Durham hat trick, Scarlotte Mok won the third prize for a further evaluation of the potential for good of AI within a UN SDG framing. The UG Panel Co-Chairs also reflected on this year's overall UG results in the context of what appears to be a consistently strong

performance in recent years from University of Durham and Oxford Brookes University students. They raised interesting questions, commenting that this performance “may reflect not only individual talent but also the result of sustained institutional support for embedding sustainability and PRME principles in teaching and assessment design, as well as real world application and entrant mentorship – all factors that can make a tangible difference in a competition like this.

Teaching Voices

The following statement demonstrates ways in which educators at Durham University Business School support sustainability and responsible management in their classrooms.

Senior Leader Apprenticeship Programme Director Testimonial

Our Senior Leader Apprenticeship Programme addresses issues of ethics, responsibility and sustainability. Professor Ian Whitfield, Programme Director, highlights the sustainability components in his welcome address.

Welcome!

It is my pleasure to welcome you as our aspiring senior leaders on the Senior Leader Apprenticeship programme delivered here at Durham University Business School. I would also like to congratulate you on joining us and reaching this important stage of your career journey. Your programme of study with us will be an enjoyable and rewarding experience but also one that will challenge you. Our programme is designed to equip you with the knowledge, skills, and behaviours (KSBs) expected of a Level 7 senior leader apprentice. Our assessment is designed to test these KSBs and lead to the award of a Postgraduate Certificate in Senior Leadership Development. You will develop a broad range of relevant knowledge in leading and managing people, strategic management, operations and technology, accounting, finance and economics, sustainability and ethics and marketing. You will have the opportunity to apply the knowledge and understanding you acquire to your own business context. Furthermore, throughout your journey, we will develop a range of your skills in areas such as leadership styles, international awareness and ethics and sustainability. Your module tutors will guide you through each stage of the learning process with support from your academic mentor. Your academic mentor will work with you and your workplace mentor to support and monitor your progress to ensure that you are thoroughly prepared for your end point assessment.

We look forward to working with you and offering you an outstanding learning experience that will stay with you throughout your time at Durham and your career. More details on syllabuses, reading and assessment for each module are provided on Learn Ultra. If there is anything the Learning and Teaching team or I can help you with, please do not hesitate to come and talk to us or send us an email. I look forward to meeting you all, getting to know you and working with you.

Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Durham University Business School was awarded funding for research that is:



**Institution
Specific**



National



International

Socializing Research

In 2024, Durham University Business School contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ Open-access platforms

Research Presentations Related to RME and/or Sustainability

In 2024, Durham University Business School gave 2 research presentations related to RME and/or sustainability.

Human Resources Issues in Metaverse

| [DOI](#)

Authors: Myrto Dimitriou, Department of Management and Marketing, Durham University Business School. | Constantinos Zissimopoulos | Konstantinos Piliounis | Natasha Maria Valentine

Date of publication: August, 2025

Department: Management | Marketing

Digital technology is becoming increasingly connected with our everyday life, transforming not only the way we communicate, learn and relax but also how we live and work: a Metaverse workplace is in the making. Initially adopted by industries like gaming and fashion, an expanding array of sectors, including technology, finance, and health, are now utilizing the Metaverse for commercial applications. The results are increased brand loyalty and revenues, optimization of the product design and creation processes, offering a new avenue towards sustainability. As businesses navigate this novel terrain, the role of Human Resources is pivotal in shaping the future of work. A new strategy will be required for virtual recruitment, employee training and development, and at the same time businesses will need to consider how they can create safe and effective virtual workspaces that foster productivity and engagement, while addressing potential challenges such as virtual fatigue and burnout. The primary objective of this paper is to elucidate the role of HR in ensuring that the Metaverse evolves into a safe and inclusive work environment. Furthermore, it underscores the urgency of establishing a legal framework to regulate this complex and largely uncharted domain, thereby providing a foundation for sustainable and ethical practices in the Metaverse workplace.



Towards a More Equitable Future for Global Astronomy Research and Partnerships

Authors: Nikita Chiu, Department of Management and Marketing, Durham University Business School | Tibor Dome

Date of publication: August, 2025

Department: Management | Marketing

Space- and ground-based astronomical instruments, such as Hubble and the VLT, have been pivotal in advancing our understanding of the Universe. The methods and collaborations that shape astronomy research also inspire the next generation to pursue STEM careers. As emerging spacefaring nations, such as South Africa, expand their activities, it becomes essential to broaden perspectives in the field of astronomy. Ground-based observatories, in particular, often reflect significant collaborations between the Global North and South. This paper examines the role of these facilities, focusing on the contributions of local scientific communities by evaluating North-South cooperation through the metric of Local Scientific Return (LSR). Our findings reveal large disparities in LSR across regions and observatories. In Chile, LSR values show considerable variation around the mean, influenced by historical and policy-related factors, with the upcoming ELT and Vera C. Rubin Observatory exhibiting low values. South Africa's observatories, such as SALT and MeerKAT, exemplify high local involvement, bolstered by consistent government policies and strong international partnerships. Mexico, with its

strategic investments and infrastructure development, also demonstrates high LSRs with robust local engagement. Emerging astronomy communities in Namibia, Morocco, and Egypt highlight the impact of targeted investments and collaborative initiatives in significantly enhancing local scientific contributions.



Publications Related to RME and/or Sustainability

Governmentality, counter-conduct, and modes of governing - accounting and the pursuit of municipal sustainable waste management

Authors: Professor Laurence Ferry, Department of Accounting | Thomas Ahrens

Date of publication: August, 2025

Department: Accounting

Recent research into the uses of accounting as a technology of government has used Foucault's notion of "counter-conduct" to shed light on various ways in which the governed can seek to alter the regimes to which they are subjected. This paper unpacks the notion of counter-conduct further in order to develop a clearer conceptualization of how regimes of government can change over time, with or without clearly identifiable attempts by the governed to influence such changes. We develop our argument based on a longitudinal field study of sustainable waste management practices in a municipality in the English East Midlands. We track the municipality's attempts to become more sustainable in the context of an evolving central government performance management regime that went through a series of legislative and administrative iterations, namely, Best Value, Comprehensive Performance Assessment (CPA), and Comprehensive Area Assessment (CAA). We conceptualize these iterations of central performance management and the related changes in local government practices and technologies of governing as a series of overlapping "modes of governing" (Bulkeley et al., 2007). We suggest that accounting research can benefit from the notion of modes of governing because it sheds light on the theoretically expected but empirically under-researched co-presence of multiple rationales, programs, and technologies of governing, all operating at the same time.



Democratic regulation of AI in the workplace

Authors: Dr Bibhas Saha, Department of Economics, Durham University Business School | Jaideep Roy

Date of publication: August, 2025

Department: Economics

When artificial intelligence (AI) displaces lower-skilled workers with higher intensity, electoral democracies may slow down automation in fear of unemployment and voter re- sentiment. Using a Downsian model of elections where parties promise to limit automation and redistribute automation surplus, we show that when automation is highly productive democracies implement maximum automation, making all workers vulnerable to redundancy and distribute the entire surplus among the working population. Majority of the workers are gainers in the sense that their expected earnings exceed their (pre-automation) wage.



Local boy does good: The effect of CSR activities on firm value

Authors: Professor Dimitris Petmezas, Department of Finance, Durham University Business School | Zicheng Lei | P. Raghavendra Rau | Chen Yang

Date of publication: August, 2025

Department: Finance

We examine the relation between home CEOs and corporate social responsibility (CSR). Our analysis shows home CEOs are associated with higher CSR engagement and increased firm value. These firms exhibit higher asset turnover, lower cost of equity, improved productivity, sales, and profit margins. Home CEOs focus more on community, environmental, and employee-related CSR, and are linked to reduced carbon emissions. This relationship is stronger in firms with higher local business concentration and investor monitoring. Firms led by home CEOs earn higher returns during recent crises. Our results suggest the value increase is not primarily due to agency effects and remain robust to endogeneity concerns. The study indicates a CEO's community connection may influence CSR effectiveness, suggesting that mere CSR engagement may not suffice to boost trust and value. These results highlight the potential importance of local ties in corporate leadership and CSR strategy.



Sparking or smothering darkness: Motivational climates influence the leader grandiose narcissism–follower trust relation via leader self-serving behaviour

Authors: Professor Susanne Braun, Department of Management and Marketing, Durham University Business School | Ed Sleetbos | Leah Zou, PGR Student, Department of Management and Marketing, Durham University Business School | Barbara M. Wisse

Date of publication: August, 2025

Department: Management | Marketing

Research suggests that the effects of leader narcissism can be complex and context dependent, causing a lack of clarity about the conditions under which leader narcissism affects follower perceptions. We posit that the organizational climate plays an important moderating role in the relationships between leader narcissism, leader self-serving behaviour and follower trust. Based on trait activation theory, we argue that organizational-level cues can spark or smother narcissistic leaders' self-serving behaviour with downstream consequences for followers' trust. Our focus lies on motivational climates in organizations, encompassing both performance climate and mastery climate, as providers of trait-relevant cues. A multilevel and multisource survey of 546 leaders and 1718 followers supports the hypothesized relationships. We find a negative effect of leader narcissism on trust in the leader via leader self-serving behaviour when the performance climate is high (vs. low). We also find a negative effect of leader narcissism on trust in the leader via leader self-serving behaviour when the mastery climate is low (vs. high). We discuss how leader self-serving behaviour as a quintessential behavioural expression of leader narcissism is sensitive to specific cues from the organizational context, how motivational climates help to inform the understanding of leader narcissism, and the practical implications.





Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Quacquarelli Symonds (QS)
- ❖ Corporate Knights
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ Climate Society
- ❖ DUCK (Durham University Charities Kommittee)
- ❖ Durham People of Colour Association
- ❖ Durham Students Union
- ❖ Sustainable Finance Society

Partnerships

The following provides more details on 1 key partnership at Durham University Business School.

School of Business Economics and Law, University of Gothenburg

The School has commenced on a sustainability journey with a partner institution in The School of Economics, Business and Law, University of Gothenburg in Sweden. Following an initial joint workshop in Gothenburg in April 2022, where the Schools examined the practical issues involved in improving equality, diversity and inclusion, there was a joint appetite to build on the common ground encountered.

Accordingly, a reciprocal workshop was held in Durham in November of that year, for which the theme was environmental sustainability.

The relationship was further cemented in October 2023, with a delegation from Durham again visiting Gothenburg for a workshop concerned with the assessment of research quality. At this meeting a Memorandum of Understanding was signed between the two Schools and an agreement made to deepen the relationship. Collaboration between the Schools in relation to teaching, research and leadership commenced.

The next joint workshop was held in Durham in May 2025, under the theme of Implementation of Sustainability Strategy.

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Durham University Business School support sustainability and responsible management education.

The Northern Powerhouse Partnership (NPP)

The Northern Powerhouse Partnership (NPP) is calling for a fundamental tilt in government innovation funding, backed by a £6 billion-a-year boost for the North as part of the UK's industrial strategy.

The call comes as part of a new report, Innovation in the North, published in collaboration with Durham University Business School.

Jessica Bowles, vice chair of the NPP and director of strategy at Bruntwood, said: "This report shows what those of us working in northern cities have long recognised: our economy is rich in innovation potential – from healthtech and clean energy to advanced manufacturing and digital.

[Northern Powerhouse calls for £6bn boost for North | The Northern Echo](#)

[Professor Kieran Fernandes: how we harness Northern innovation](#)



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

Inclusive Durham_StrategyBrochure

[View document](#) [Download document](#)

Environmental-Sustainability-Vision,-Policy-and-Strategy-July-2023

[View document](#) [Download document](#)

Sustainability-Ambition-Statement_0523

[View document](#) [Download document](#)

Durham-University-Integrated-Sustainable-Travel-Plan-2020_25_For-PandP-20250807

[View document](#) [Download document](#)

Enhancing-Biodiversity-at-Durham-2022-32

[View document](#) [Download document](#)

Practice Awards

In 2024, Durham University Business School received 1 award for responsible and/or sustainable practices.

Green Gown Awards - Highly Commended

Granter: Green Gown Awards

Grantee: Durham University

Award Description:

Our project entitled 'Enhancing Biodiversity at Durham' has been Highly Commended for the Nature Positive category in the International Green Gown Awards 2024.

Practice Voices

The following statement from stakeholders at Durham University Business School demonstrates our commitment to sustainable and responsible practices.

Encouraging conversations around chronic illness

Vicky Welsh is a Learning & Teaching Manager at our Business School, and has worked here for 23 years. Her current role involves managing and supporting learning and teaching activities across our three MBA programmes.

Since being diagnosed with Inflammatory Bowel Disease (IBD) ulcerative colitis, Vicky has worked with our HR team to develop a video for our [Disability, Health Conditions and Reasonable Adjustments Hub of Resources](#), led one of our regular wellbeing cafés, and presented at a staff workshop titled 'Coping, caring and courage at work', led by Professor Joanna Berry from our Business School. We spoke to Vicky about why she chose to raise awareness of IBD, and get involved with health and wellbeing activities here at Durham.

Vicky: "I wanted to raise awareness about IBD because when I was first diagnosed, I had never even heard of it. I had heard of IBS but IBD is very different, IBS is irritation of the gut whereas IBD is inflammation of the gut. There are many different forms of IBD but the most common are Crohn's or ulcerative colitis.

"The experience of getting a diagnosis was incredibly isolating, and I don't want others to feel as alone as I did. After returning to work after a short period of leave, I encountered a student who was going through a similar experience. That prompted me to reach out to HR to explore how I could help raise awareness—not just for staff, but for our student community as well.

“Those living with IBD must learn to manage the condition and its challenges. For many, this means long-term medication, fluctuating periods of wellness and illness, potential hospital stays, and in some cases, life-altering surgery. Living with IBD—or any chronic illness—can be deeply challenging, which is why raising awareness in the workplace is so important.

“A more informed environment encourages open conversations and empowers people to ask for the support they need.”

“IBD can be a difficult topic to bring up—after all, it involves symptoms most people aren’t comfortable discussing. But the more we normalise talking about it, the more we can create a culture where others feel safe to share their experiences.”

Why is raising awareness important?

Vicky: “It’s important as work colleagues and line managers that we are aware of these types of diseases so we can support people with empathy and understanding. Some people will live a very normal life with IBD, but for others it can be a constant battle. I often refer to it as living life on a rollercoaster, you will have highs, and you will have lows.”

Is this something you’re involved with outside of work?

Vicky: “Outside of work I have created my own Instagram account and have connected with people all around the world with IBD and other autoimmune diseases. I have taken part in podcasts where I have shared my own experiences of living with IBD from point of diagnosis to now being in remission and thriving.

“I have taken part in fund raising activities for Crohn’s and Colitis UK and taken part in their networking sessions. I have also recently started supporting the development of an app that will support people who are living with autoimmune disease. As part of this, I recently attended a launch event in London where I was fortunate to meet some inspiring people living and thriving despite suffering with chronic illnesses.”

How can colleagues and managers access information and support?

Vicky: “My advice would be to firstly speak to your line manager but be prepared they might not have heard of IBD - and that’s ok, they can learn about the disease as you are. There are some really helpful resources on the Crohns and Colitis UK website, including a [guide for employers](#).

“Workplaces have a duty under the Equality Act to make reasonable adjustments, and there are lots of things that can be put into place to support you here at Durham, such as the workplace passport and even flexible working. If you do require workplace support, you can be referred to our [Occupational Health service](#) for advice.

What advice would you give to others?

Vicky: “If you are going through a diagnosis, or are recently diagnosed, my advice would be to focus on the now - try not to look too far into the future, do your research and go to your hospital appointments like it’s a business meeting. Don’t be afraid to advocate for yourself!

“Whilst living with IBD or another chronic illness can be hard at times it has also given me opportunities, and it has made me more resilient and stronger than I have ever been. It has given me a different appreciation for life and made me readdress my work life balance and invest in myself. This might not come easy, to many but it is so important in today’s fast paced world, whether you are living with a chronic illness or not, to make that time to look after yourself - you can’t pour from an empty cup!”

Where can colleagues go for more information on IBD?

Vicky: “In terms of support specifically for IBD, firstly if you think you have symptoms go to your GP - Over 500,000 people are diagnosed with this IBD in the UK but its thought there are many more that simply do not go to their GP about symptoms as they are embarrassed.

“In today’s fast paced world, it’s so important we take notice of what our bodies are telling us and are aware of symptoms - you can read more about symptoms on the [NHS website](#) or see [Crohn’s and Colitis UK’s symptom checker](#).

“GUTS UK Charity [Guts UK - committed to fighting all digestive diseases](#) are another great charity with lots of support and advice available.

“And finally, if I can help in any way always happy to connect!”

Useful links for staff

Information on the support available for those who are disabled or who have a physical or mental health condition, including reasonable adjustments, can be found on our [Disability, Health Conditions and Reasonable Adjustments Hub of Resources](#).

Additional advice and support for employees and managers can also be found on the [HR Policy, Procedure and Guidance Hub](#) and our [Occupational Health service](#) pages.

Useful links for students

Information for students can be found on our [Disability Support Service](#) site, and our [Student Support Hub](#).



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Engagement Opportunities

Durham University Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Durham University Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

Sharing Voices

The following statements from stakeholders at Durham University Business School demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

Impact Magazine

Durham University Business School's thought leadership magazine with articles, commentary and updates based on faculty research. This is combined with other news from the School including new programmes and graduate achievements. The latest edition can be found here: [Impact Magazine - Durham University Business School](#).

Decolonising the Curriculum Faculty Intern Testimonial

We share and collaborate effectively with our students, Ho-Shan Po the Business School Decolonising the Curriculum Faculty Intern says:

"After three years, my internship with [Durham University Business School](#)'s Decolonising the Curriculum initiative has come to a close, and I wanted to take a moment to reflect. During my time, I worked closely with staff across the Business School, overseeing departmental progress and fostering a space to discuss and share good practices in curriculum decolonisation. A key part of this involved supporting Department interns, making sure we collaborated effectively and reported on our projects in a timely manner.

I'm particularly proud of co-organising the annual Decolonising the Curriculum student conference, which showcased incredible student work and brought together insightful panellists. An introductory session earlier in the year at the People's Bookshop was also a personal highlight – an open, welcoming space for anyone to understand and engage with the initiative. Our visit to [Durham University](#)'s Oriental Museum also offered a unique perspective that enriched our understanding.

The core objective of this initiative, for me, is to drive genuine academic honesty in what we teach. It's about challenging systemic biases in education and incorporating scholarship from the Global South, not just superficially, but at the very foundations of our curriculum. This work has highlighted to me just how much more needs to be done, emphasising that true decolonisation is about fundamental shifts, not just surface-level changes.

I'm incredibly grateful to my supervisors, Professors [Laura Marsiliani](#) and Li Ding, for their constant guidance and support. A huge thank you also to my fellow faculty interns this year – [Daniel Caves-San José](#), [Noelle Nunes](#), and Sophia Harder – it was a privilege to work alongside such dedicated individuals. A special shoutout to [Olivia Flavell](#) from the [Durham Students' Union](#) as well for her invaluable contributions".

Associate Dean for Ethics, Responsibility and Sustainability Testimonial

We regularly share our research with international audiences, Professor Laura Marsiliani attended the World Finance Conference in Malta this summer and shared her experience:

"It was a privilege to attend the World Finance Conference (28-31 July 2025) <https://lnkd.in/eHrHUCnm> graciously organised by the University of Malta in beautiful La Valletta. My collaborative research paper on Green Investment and Kantian Morality co-authored with [Lucy Naga](#), [Thomas Renstrom](#) and Luca Spataro was included in the session titled: Sustainable Finance and ESG Decision Making. It was also a pleasure to discuss the paper by El Ouadghiri et al. on Public Attention to Gender Equality and Stock Market Returns. Indeed, a substantial proportion of the 112 conference sessions were on issues related to ethical, responsible and sustainable finance and one of the three keynote talks featured Professor Zacharias Sautner (University of Zurich and Swiss Finance Institute) addressing biodiversity risks.

[Durham Centre for Sustainable Development Law and Policy \(CSDLP\)](#) at Durham University is pursuing ground-breaking interdisciplinary research on solutions to climate change and biodiversity loss through the [Durham University](#) JusTNOW (Just Transition to a Net Zero World) initiative. Supported by the [Durham University Business School](#), sustainable finance and investment are main focuses of JusTNOW".

SIGNATORY

Durham University Business School

 **Address**

Durham University Business School, The Waterside Building, Riverside Place, Durham, DH1 1SL
United Kingdom

 **Website**

<https://www.dur.ac.uk/business/>