

Henley
Business
School

REPORT TO THE UNITED NATIONS' PRINCIPLES OF RESPONSIBLE MANAGEMENT EDUCATION (PRME)

SEPTEMBER 2021 - SHARING INFORMATION ON PROGRESS FOR 2019/20 AND 2020/21

PRME

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

 **Henley**
Business School
UNIVERSITY OF READING

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0. LETTER FROM THE DEAN ON OUR RENEWED COMMITMENT

We are delighted to share our progress with the PRME and affiliated institutions in this Sharing Information on Progress (SIP) report. Henley Business School's formal affiliation with the PRME began in 2014, with our first three SIP reports submitted in 2015, 2017, and 2019. This report is our fourth SIP reporting cycle and focuses on our progress during the academic years 2019-20 and 2020-2021.



While our formal affiliation with PRME started only seven years ago, our institution 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.

Henley Business School's history spans more than seven decades.¹ We are a large international business school with renewed triple accreditation – by the European Foundation for Management Development's European Quality Improvement System (EQUIS), the Association of MBAs (AMBA), and the Association to Advance Collegiate Schools of Business (AACSB). The University of Reading, of which we are a part, has been at the forefront of UK higher education for nearly a century; in recent years, it has celebrated the 90th anniversary of the granting of its Royal Charter by King George V. Today, it educates over 19,000 students from over 150 countries. It is a forward-looking University with an international presence and impact, and is recognised for the high quality of teaching, learning and student experience (accredited by the UK's Teaching Excellence and Student Outcomes Framework (TEF) Silver Award since our last report). In our research, we continue to push academic boundaries and lead positive social impact and change.

Yours faithfully

A handwritten signature in black ink that reads "J Board".

Professor John Board
Dean, Henley Business School

¹ <https://www.henley.ac.uk/about/history>

Our green campus in Henley-on-Thames, UK

Within the context of our history and tradition,
we take pride in an effortless connection with
the Responsible Management Education ethos.

PRME's principles are part of our daily life.



1. EXECUTIVE SUMMARY

The first section of this SIP report shares highlights of the progress we have made against the targets that we set back in 2018-19. We are delighted to share that we have made clear progress against the four goals that we set in our previous SIP report:

1. To improve inclusion among academic staff and students and their experience of learning in an inclusive Business School. We have made good progress against this goal. Within the context of Henley and the University's Equal Opportunities and Diversity Policy, we have renewed the fixed role of Director of Equity, Diversity and Inclusion and have an Equity, Diversity and Inclusion Committee at both the University and Business School level. Another great achievement is that Henley has been awarded a Bronze Athena SWAN gender charter mark, which was 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 strategy towards five main criteria: social mobility, gender, race, orientation, and disability. We share more detail on this in the main report.
2. To develop the undergraduate Business and Management programme, consistent with PRME and wider ethics and sustainability learning by our students. We have made good progress against this goal. One of the aims here has been to orient the redesign towards introducing engagement with sustainability and ethics themes earlier in the programme. In our report, we detail how our UG Business and Management curriculum has been redesigned and approved to reflect this goal, among other curricular changes.
3. To continue being a "green" institution with attention to reducing negative environmental impact, upgrading our buildings and aiming to achieve a 45% reduction target. We have made good progress against this goal. In this report, we detail a wide array of action areas, including 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 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" on the entire Whiteknights Reading campus, which is our main 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 on its Whiteknights campus by autumn 2021.
4. To increase awareness and reflect (across our communities) on how our international partnerships and Henley international presence enable progress towards SDG17 (partnerships for SDGs). We have made very good progress against this goal. We led action focused on developing dialogues and shared awareness through increased live communication involving key leading schools among our international partners. This has involved inviting them to share the leading role they have been playing in increasing social impact in their local context through their educational leadership, and developing local partnerships for SDGs, which are important for positive social change. In the main body of the report, we provide examples of key virtual dialogues and roundtables, which took place in a 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 the 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. This SIP report is one that 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, and university life. 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 on SDG4 in Quality Education, despite and beyond the devastating impact of COVID-19. We therefore dedicate the entire third 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 related actions and new policies which combine student support, staff-focused responses, teaching and learning, research, and impact.

The fourth section of this report is dedicated 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 in this area. Importantly, these are all Business School-wide developments, which engage staff across departments and disciplines, while fully supporting PRME principles and Sustainable Development Goals. 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.

The wider university has also led a new SDG-focused initiative entitled “#PlanetPartners: A university-wide programme evidencing support for the SDGs”. We share details on all these exciting initiatives in the main report’s fourth section.



The SDGs are at the heart of our values and identity and are an integral part of our continued commitment to PRME.

Finally, we set three new goals for the next reporting period in the fifth section. These are quite specialised steps that we wish to take, but they are part of a wider context that fully aligns with the SDGs and PRME principles. These new goals, and the current information we share in this SIP, are therefore all to be read within the context of Henley Business School's new vision. This vision is being developed this year, led by the Dean's Office. It features rounds of consultation and dialogues with our staff and communities. The new vision will more explicitly bring to life our tradition of education with a positive socio-environmental impact and will emphasise the value of business (education) for a fairer world.

The Henley PRME Champions team: Professor Kleio Akrivou, Dr Lisa Schopohl, and Dr Chris Woodrow – Reading, UK, Summer 2021



2. PROGRESS ON GOALS SET IN OUR PREVIOUS SIP REPORT SUBMITTED IN 2019

Section A. Equity, Diversity and Inclusion

In our 2019 report, we set the following goal, aimed at improving inclusion for all of those associated with Henley Business School:

Dimension 1: Improve inclusion among academic staff and students and their experience of learning in an inclusive Business School

We divided our work in this area into two sub-goals, concerning students and staff:

Sub-goal 1: Increase the awareness and importance of staff inclusion and work towards an inclusive organisational and departmental workplace

Sub-goal 2: Increase social inclusion in the student experience in programmes, modules and beyond the classroom

Sub-goal 1, concerning staff inclusion, emerged as an important goal during a workshop that we ran with all Henley heads of department in 2019. We envisaged that we would focus on two sets of activity: one concerning increasing opportunities for participation, and a second concerning the development of new activities. Sub-goal 2, concerning student inclusion, emerged as an important goal during our conversations with students. Since our last report, Henley has developed various initiatives to move forward in these areas. In fact, diversity and inclusion-related activity has been, and continues to be, a core strategic focus of activity at Henley. Henley's Director of Equity, Diversity and Inclusion is leading the way in this regard, and is currently developing a new Equity, Diversity and Inclusion (EDI) Strategy for Henley, with a scope that will broaden beyond gender to encompass other key groups and facets of diversity including social mobility, race, orientation and disability. It also encompasses a proposed cultural change initiative which, among other elements, includes a revised EDI governance structure, with an external Advisory Board, an EDI Steering Group to replace the Diversity and Inclusion Committee, and a new EDI Hive. Henley Hives have been presented in our previous report; they are a vibrant and productive community of staff members working on making Henley a better place to work, and as presented in our previous SIP are based on staff engagement in different areas. Commenting on Henley's EDI goals, Dr Naeema Pasha, Director of Equity, Diversity and Inclusion, said:²

'Equity, Diversity and Inclusion is a core focus for Henley Business School. Diversity is a shared commitment by everyone; it is so important to work together on the challenges and thinking around diversity to build an inclusive working and learning environment. Allyship is a key player in this – educating ourselves and others, fighting injustice head-on, and boosting and amplifying the voices of those who go unheard. Having open and honest conversations around inclusion topics raises awareness of concepts, makes space for diverse thinking and collaboration, and ultimately helps reduce discrimination.'

² <https://www.henley.ac.uk/about/edi>

At Henley, our approach to equity and diversity involves joint activity in which all members can be involved, based around the following principles:

1. **Inclusive:** We want Henley to be inclusive to all its students, staff and stakeholders. We recognise that all individuals have challenges in life but we know that for some, discrimination makes things harder.
2. **Inspiring:** As an international business school, the personal and organisational value we bring is immense. We want to embrace the diversity of our staff, students and alumni across the world.
3. **Intuitive:** We know that a more equitable, diverse and inclusive workplace benefits us all. By harnessing our collective strengths, we can work together to create an environment where everyone feels they belong.

Below, we describe a number of areas where we have made progress towards the goals we set in 2019. We have considered the two sub-goals side by side, because much of our activity in this area is aimed at both staff and students.

Successful award of Athena SWAN Bronze Gender charter mark

We reported in 2019 that we had made a submission to Advance HE's Athena SWAN charter. We are delighted to report that Henley has been awarded a prestigious Athena SWAN Bronze Award.³



Henley Business School was awarded the Athena SWAN Bronze Award

The Athena SWAN charter is designed to both help institutions achieve the objectives that they have set with respect to gender diversity, and promote new ways of working towards these aims. In achieving a bronze award, Henley successfully demonstrated:

- An assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence, identifying both challenges and opportunities.
- A four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these.
- The development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

³ <https://www.henley.ac.uk/news/2020/henley-awarded-athena-swan-bronze-accreditation>

For Henley, this is a tremendous achievement that is important to us for several reasons. First, it puts gender firmly on the institutional agenda, signalling to all staff – and students – that gender equality is something that we take seriously and are invested in. Second, the award provides clear recognition for our good practice in the area of gender equality. Third, it acts as a marker within the higher education sector in the UK and amongst our peer group of business schools that we take these issues seriously, signalling to both our peer group and potential staff and students that we are invested in gender equality. Fourth and finally, it helps to pave the way for the future, since our work on gender equality does not end with the bronze award; indeed, it is only the beginning. This means that we can use our work on the bronze award as a baseline to measure future action against and as a basis for what this action will involve. As part of our Athena SWAN submission, we have a clear plan of action for the future, including a timeline, various developmental areas and issues of responsibility and accountability. We received very encouraging feedback from Athena SWAN on our submission. This indicated, among other things, that we demonstrated a coherent approach based on very good practice and innovation, and that our action plan was appropriate and achievable. Hence, the Athena award will provide the springboard for much more work in this area, which we will be pleased to report on in future SIP reports.

EDI training and awareness activities

At Henley, we have put in place a variety of EDI-focused training and engagement events, including around anti-racism, inclusion, and allyship. One particularly successful initiative is the newly established “Courageous Conversations: Let’s talk about...” series that was launched in January 2021 and has continued with further iterations taking place over the summer of 2021. The events, held as webinars, are aimed at students and staff and designed to enable an open and honest conversation on how addressing issues such as race and gender in the workplace can open up constructive conversations.

The first set of Courageous Conversations focused on race and gender, and we are continuing the initiative with additional Courageous Conversations exploring the topic of race further.



Virtual flyer for the event series
'Courageous Conversations:
Let's talk about...'

We have also been steadily working on various other initiatives that will help to develop EDI activity and more inclusive cultures. For instance, we hosted an anti-racism training session that was attended by various individuals, including those involved in the senior leadership of the Business School. This training will be repeated and made widely available to other colleagues across Henley. We have also implemented an initiative called “Mobility for collective change”. The purpose of this is to champion all matters of diversity and inclusion, focusing particularly on both staff policy and procedures, and student teaching and learning.

Many of these initiatives are led by our Equity, Diversity and Inclusion Hive and Steering Group. The Hive is a “think tank” that supports our overall EDI agenda. This includes issues such as communications, training, events, and accreditations. In line with the goal that we set in 2019, these groups are open to all, irrespective of department, grade, or any other affiliation. To improve the coordination of our EDI work even further and help us to offer more targeted engagement on specific issues, the EDI Steering Group and Hive are currently working on a project to examine the type of staff and student data that is collected or might in the future be collected that is of relevance to EDI.

To keep all colleagues at Henley informed about our EDI agenda and the events targeting equity, diversity and inclusion, our fortnightly Henley Business School newsletter, The Watercooler, now features a dedicated section examining issues of EDI. In the future, we have various other initiatives planned, including training on colonialism, design thinking for inclusion, and allyship, hackathons for staff, and recruitment events.

In addition to the training and events provided by Henley, staff can also take advantage of the Diversity and Inclusion learning programme, RISE@University of Reading, offered to all staff across the University. The aim of the 18-week long programme is to support staff so that they are Ready for an Inclusive and Supportive Environment at the University of Reading. Throughout the programme, participants will focus firstly on themselves as individuals and then on the wider organisation to serve as a catalyst for an inclusive environment where everyone can feel able to take part.

Gender pay gap report

Nationally, a priority area is to address the gender pay gap within Higher Education. Both at the University of Reading and at the Business School level, extensive efforts are undertaken to measure and close the gender pay gap.

The University publishes its Gender Pay Gap Report on an annual basis and in its latest iteration⁴, it reported a mean gender pay gap between men and women of 20.6% when including student workers, and a mean pay gap of 16.9% without considering student workers appointed through the University’s temporary staffing service. A positive development can be observed regarding the representation of women in the upper pay quartile. The proportion in 2017, when gender pay gap reporting began, was 42%. As of March 2020, it increased to 48%, demonstrating that women are progressing their careers and holding more senior positions.



The University of Reading's 2020 Gender Pay Gap Report

⁴ <https://www.reading.ac.uk/nmsruntime/saveasdialog.aspx?IID=148097&SID=432830>

Focusing on Henley Business School's gender pay gap, while we believe that this is less of an issue at Associate Professor and Lecturer levels, Henley recognises that it currently does not have enough female professorial faculty. It has therefore agreed that an explicit part of Performance and Development Review discussions is to encourage both women and Black, Asian and Minority Ethnic (BAME) faculty to develop individual plans with their heads of department to support promotion cases.

Race Equality Review

Racial inequality has been at the centre of attention for much of the reporting period. The death of George Floyd in America in May 2020, which sparked global protests and the emergence of the Black Lives Matter movement, has led many Higher Education institutions to reflect and question their role in addressing racial inequality. Henley⁵ as well as the University of Reading⁶ has taken a clear stance towards making meaningful changes that tackle racial inequality and systematic oppressions, and thereby ensure it is a welcoming and inclusive environment for all. In the context of the one-year anniversary of George Floyd's death, Professor John Board, Dean of Henley Business School, expressed Henley's commitment towards racial equity in an open statement.⁷ Talking about the impact that these events and developments have had on Higher Education and Henley Business School in particular, Professor Board said:

'The past year has provided us time to reflect and recognise how we at Henley need to do more around racial equity moving forwards. It has highlighted just how much work there is still to do worldwide in fighting all forms of racism, including structural oppressions. Education is powerful. We believe that the key to practising true allyship and action is to further educate ourselves and others on racial injustice and discrimination, and to enable and empower our community to fight against inequality.'

In addition to our efforts at Henley, the University of Reading has conducted an extensive review into issues of racial equality among its student and staff body and published its findings in May 2021 in the Race Equality Review.⁸ The review, commissioned by the University's Vice-Chancellor, was set up to better understand issues facing staff and students and explore what more can be done to improve race equality. It focused on four key areas: representation; student experience and attainment; staff experience and progression; and culture.

The review began with an active listening phase to understand the lived experiences and challenges of the student and staff community. This involved a series of focus group sessions, looking at a full range of aspects of life at the University. It also involved a survey of staff and students on race equality. Several key findings emerged



The University of Reading's Race Equality Review Report

⁵ <https://assets.henley.ac.uk/v3/fileUploads/BLM-statement-2020.pdf?mtime=20210525155756&focal=none&ga=2.194292589.1744461581.1624264394-1231084554.1470931661>

⁶ <http://www.reading.ac.uk/news-and-events/releases/PR841920.aspx>

⁷ <https://assets.henley.ac.uk/v3/fileUploads/BLM-statement-2021.pdf?mtime=20210525155652&focal=none&ga=2.204383056.1744461581.1624264394-1231084554.1470931661>

⁸ <http://www.reading.ac.uk/web/files/race-equality-review-report-2021.pdf>

from these exercises, including a mismatch between the perceptions of White and BAME staff and students – suggesting that White staff and students underestimate or are unaware of the challenges faced by BAME staff and students – and the importance of collective responsibility for equality, diversity and inclusion and a sense of belonging within the University among BAME staff and students.

A crucial part of the review was to define clear recommendations to address the lack of representation and improve staff and student experience and progression, as well as inspire a culture of collective responsibility for dismantling racial inequalities. The University has committed to delivering on the recommendations made by the review within the next two years. Examples of some of these include:

- putting in place structures that will eliminate the awarding gap between White students and Black and ethnic minority students;
- taking an evidence-based approach to improve procedures for promotion and progression for Black and ethnic minority staff;
- reviewing and amending, where appropriate, policies for dealing with discrimination and harassment; and
- supporting an inclusive culture by providing anti-racist and allyship training and recognising contribution to equality work.

Henley supports the University of Reading following the findings from its Race Equality Review and its recommendations to ensure fairer and more equitable treatment for all staff and students. Furthermore, we are in the process of launching a staff survey within the Business School to further examine views of race, and we will be running focus groups and interviews where Henley staff can discuss their views and experiences with respect to these issues. We believe that this will be a further step towards our aim of being an equitable, diverse and inclusive business school for all our staff and students.



⁹<https://www.henley.ac.uk/equity-effect>

The Equity Effect

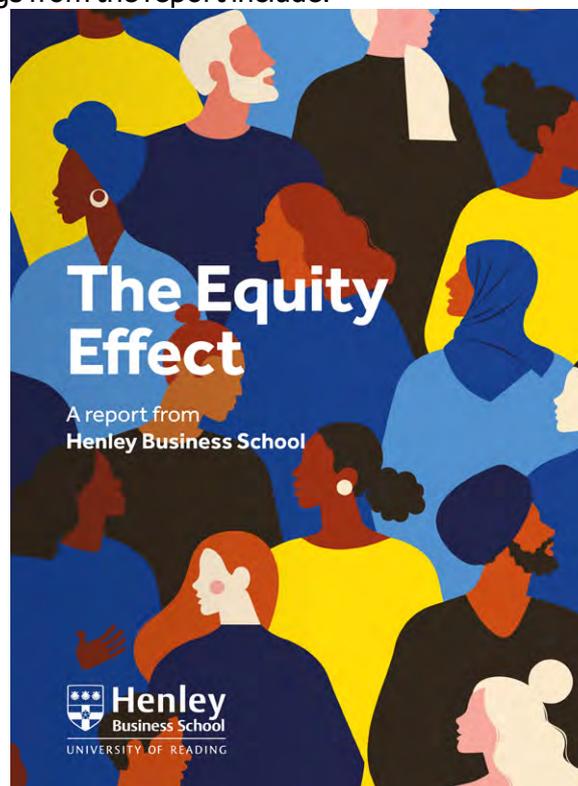
In June 2021, Henley released a report entitled The Equity Effect.⁹ This piece of research aimed to understand why inequality exists in UK businesses, and how we might help to overcome it. It involved surveys with over 500 business leaders and 1,000 employees, interviews with a number of leaders and employees across various industries, and secondary analysis of business performance and diversity data. Some of the key findings from the report include:

- Perceived cultural differences were cited by 52% of business leaders and 56% of employees as a driver of racial inequality and systemic racism. Lack of diversity in leadership was cited by 33% of employees.
- 22% of employees reported having personally experienced or seen discrimination at work. 55% of these stated that race was the primary reason for this.
- Actively confronting inequality and racism via practical strategies is associated with improvements in staff creativity, loyalty and job satisfaction. Businesses that do this report on average 58% higher revenue than those which do not.

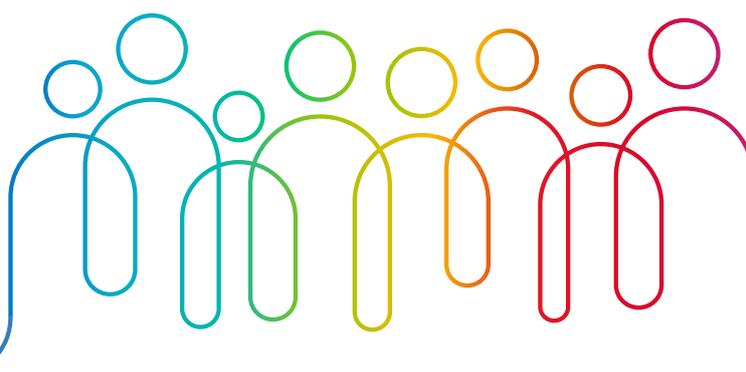
In her foreword to the report, Dr Naeema Pasha, Director of Equity, Diversity and Inclusion, wrote:

'Our research shows that achieving better racial equity is core to organisational success, and that failing to address racism in the workplace creates unhappiness and disharmony – which will detract from successful outcomes. In reality, racial prejudice and discrimination can creep into organisations and create division, causing feelings of disempowerment, which leads to disengagement – not just from Black and ethnic minorities, but people of all races who witness such acts.'

This additional research represents another facet of Henley's various EDI-focused activities and initiatives, and we are committed to continue our work towards equity, diversity and inclusion as evidenced by making EDI a core element of our vision and strategy for the future.



Henley Business School's The Equity Effect Report



⁹ <https://www.henley.ac.uk/equity-effect>

Section b. Developing our undergraduate Business and Management programme

In our 2019 report, we set the following goal:

Dimension 3: Develop the undergraduate Business and Management programme, consistent with PRME and wider ethics and sustainability learning by our students, and share our progress.

This goal represents the continuation of our efforts to develop and evolve our popular undergraduate programme in Business and Management. These plans arose both from the Business School's broad engagement with PRME principles, and from feedback that we elicited from students during the last reporting round and before this. Through workshops conducted with existing students, we were told that they would like more content focusing on social responsibility, ethics and sustainability to be available to all, and at an earlier stage in their programmes.

Since the last submission, we have extensively redesigned our Business and Management programmes. These have been approved by the University, and the first cohort of about 500 students will start the new programmes in September 2021. One of the principles of the redesign was to embed social responsibility, ethics and sustainability into the curriculum, and we have significantly increased teaching provision in relation to these areas. Specifically, we have implemented the following since the last submission:

In the first year, all students will undertake a module called "Management Debates: Ways of thinking about Business". The module approaches key business questions from different disciplinary perspectives. As described in the module description, one stream will focus on rules, regulations and ethics drawing on academic concepts from fields such as law, politics and philosophy. Students will consider questions relating to business and the climate, business and local communities and the fairness of the gig economy.

In the second year, all students will undertake a new module called "Social Responsibility in Action". The module description explains that "[t]he module offers an intensive experiential learning opportunity. Students will work with local organisations and businesses to help them build business solutions consistent with their Sustainable Development Goals/corporate social responsibility objectives. In doing so, students will have the opportunity to apply previously taught material in a real-world context."

In the third year, students can already study optional modules on Corporate Social Responsibility and Ethics. We have added to these options by introducing more specialised modules which focus on ethical and social challenges posed by marketing ("The Dark Side of Marketing") and technology ("Our relationship with Technology"). Students can also now take a specialist module on "Fairness" offered by the University of Reading's philosophy department.

We are excited to welcome the first cohort of students to join this programme in September 2021. We are likely to be some way into the second year of the revised programme at the next PRME reporting period. At this time, we will be in a position to report further on progress.

¹⁰ <https://www.reading.ac.uk/essentials/Campus-and-Local-Area/be-sustainability>

¹¹ <https://www.reading.ac.uk/about/2026-transform.aspx>

Section C. Being a 'green' and sustainability-driven institution

In our previous three reports, we have presented more details about how the University of Reading and Henley Business School are "green" and sustainability-driven institutions. We continue to remain focused on this as one of the goals for this reporting period.

Previous reports presented that our campuses are award-winning, well recognised in the UK as among the "greenest" campuses, with a lot of nature and wildlife – for a virtual tour, please follow this link: [360 video – Experience an Open Day at the University of Reading](#)



Our YouTube video invites students for a virtual tour of our green Whiteknights campus.

In the last two years, the University and Henley's strategies have continued to place increased emphasis on environmental and wider sustainability issues. This includes a wide array of action areas, including restoring and renewing animal and plant life on our award-winning green campuses, an emphasis on discovering ways to save energy, recycling, and sustainable travel and transportation from and to the campus, as well as larger and more complex actions and investments.¹⁰

We have further committed to investing over £200 million into improving our campus facilities, which includes upgrading existing facilities and creating brand new ones. This exciting programme of capital investment projects is known as "2026: TRANSFORM", a very ambitious programme to create new and sustainable space, including the "green" transformation of our buildings.¹¹ Within this grand investment programme, we are making progress against our goals. Another way in which we have shown progress towards this goal has been through a major investment programme with a focus on "renewables" in the entire Whiteknights Reading campus, our central hub, with an aim of further "greening" our campuses. We briefly describe these achievements below:

Major Whiteknights renewables programme begins in 2021

Our University has started works to quadruple the amount of renewable energy it generates on its Whiteknights campus by the autumn. The first new installation, at the Student Union, is almost complete. This will cover all suitable roof spaces with panels to create the University's largest solar panel array of 140 kWp¹² – enough to supply 20% of the building's annual electricity

¹² kWp is kilowatt peak, which is the maximum electrical power output of a PV system.

needs. Work has also commenced on an installation at our existing JJ Thomson building. Once completed, this will become the University's largest PV system, at 142 kWp. In combination, the solar PV systems in only these two buildings will double Whiteknights' solar generation capacity. In summer 2021, seven further installations will have doubled this increased capacity, providing nearly 1 MWp of generation on Whiteknights.

One installation was funded from the University's carbon reduction budget, while the eight further systems are funded through the large **Public Sector Decarbonisation Fund grant award** the University received in October 2020 from Salix Finance.

Dan Fernbank, Energy and Sustainability Director at the University, said:

'These solar panel installations are part of a major programme of works to make significant strides in slashing our carbon emissions, bringing zero carbon electricity supplies to many more buildings. These systems produce almost twice as much energy per panel as our older systems; demonstrating how rapid technology advances can help us deliver on our zero carbon ambitions.'

The additional planned installations of renewables are spread around different buildings/disciplines on the campus and aim to involve other buildings too:¹³

- Meteorology - 43 kWp
- Agriculture - 77 kWp
- Psychology - 40 kWp
- Harry Pitt - 81 kWp
- Archaeology - 40 kWp
- Energy Centre - 50 kWp
- Sports Park - 118 kWp
- A further 165 kWp solar PV is installed across London Road, the Museum of English Rural Life, the Greenlands campus of Henley Business School, and CEDAR Farm parts of the University.



¹³ <https://www.reading.ac.uk/internal/staffportal/news/articles/spsn-856395.aspx>; Thursday 13 May 2021



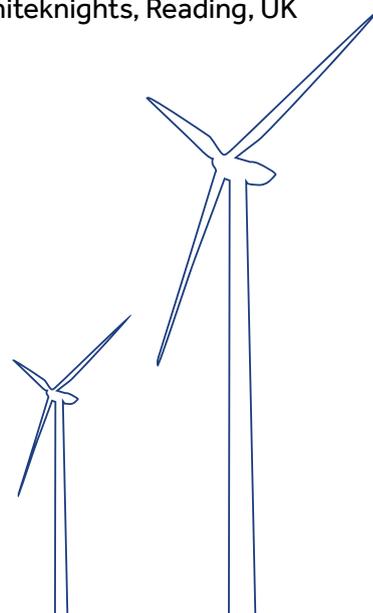
An architectural visualisation of our fully refurbished new library and surrounding green spaces.



Our 2018 solar panel installation, feeding Greenlands' new accomodation



Some of our new rooftop solar panel installations in our main campus, Whiteknights, Reading, UK



Section D: Our international partnerships

At Henley, we are proud to be a truly international business school.¹⁴ This is not only reflected in the international diversity of our staff, student and alumni body, but equally in our international presence through our overseas campuses and partnerships. These include Henley South Africa, Henley Denmark, Henley Finland, Henley Germany and Henley Malta, as well as our flourishing partnerships in China with Beijing Institute of Technology (BIT) and Macau University. With around 1,900 students studying at one or more of our overseas campuses, Henley is one of the world's pioneers of delivering international business school education.

A particular strength of our overseas campuses and international partnerships is that they take the Henley approach and values and interpret them within the different national contexts – truly “bringing business to life”. This allows us to engage more meaningfully with students and stakeholders at our international campuses and partnerships by contextualising business and creating real societal impact through business school education.

In our previous report, we set a goal to start a dialogue with Henley's international offices and partnerships, and to share insights on how they incorporate the PRME ethos and principles: **Purpose, Values, Method, Research, Partnership, and Dialogue.**

We have led action focusing on developing dialogues, aiming to foster shared awareness through increased live communication directly involving key leading schools from our international partners. This has involved inviting them to share the leading roles they have been playing in increasing social impact in their local context through their educational leadership, and developing local partnerships for SDGs which are important for positive social change. In this section, we will share insights into our international partnerships and how we form a global community together.

One example of this is a Henley-wide online International Roundtable Discussion in May 2021, where we brought together members of Henley Business School across its different campuses, including the leads of our overseas campuses, to discuss how they applied the Henley approach in their national context and with their students. This also gave us an opportunity as a community to reflect on what values we as Henley represent, and how we can learn from each other via open dialogue.

The Vice-Chancellor of our University, along with the senior leadership and Business School Dean, invited the Dean of Henley South Africa to a University-wide virtual open staff forum discussion in June 2021. The latter presented details of the social action and widening positive social impact Henley South Africa has had in its local context. This work aligns with the SDGs both at a higher level, but also by transforming the lives and potentialities of many people in the local context. This has been part of a reflection and a commitment by our University to further develop our strengths involving international engagements and partnerships for positive social impact. It also aligns with SDG4, concerning the transformative role of high-quality education.



¹⁴ <https://www.henley.ac.uk/news/2021/embracing-true-internationalisation-in-business-school-education>

While our aim is to share information and to encourage dialogue across all our Henley campuses, in this report, we want to focus on Henley South Africa and how it incorporates the PRME principles.

Henley South Africa was established as a small office in 2002. It is now the top business school in South Africa, with an MBA population of almost 1,500, and another 2,000 sub-degree level students.¹⁵ Our strapline in South Africa is, "We build the people, who build the businesses, that build Africa". 81% of Henley's students in South Africa are Black, and Henley is at the forefront of addressing the deep inequalities in access to higher education there.¹⁶



A picture from a Henley South Africa graduation at Greenlands, UK, in pre-COVID-19 times.

Jon Foster-Pedley is the Dean and Director of Henley Business School in Africa. Below, he shares his reflections on how the PRME principles are incorporated into the work of Henley South Africa:

'At Henley Business School Africa, the Principles for Responsible Management are infused in our DNA. Over the last decade, the Business School has transformed from an agency-type educational institution to a fully-fledged business school with its own research department – informed by and upholding the UN SDGs – from the meta level of the education it provides and the consequences of that teaching, to the micro-level of its own campus eco-system.'

¹⁵ The statement from our International Dean, Professor Andrew Godley, on embracing internationalisation in business school education, can be found here: <https://www.henley.ac.uk/news/2021/embracing-true-internationalisation-in-business-school-education>

¹⁶ Jamil Salmi, *Measuring the Impact of Equity Promotion Policies: Lessons from National and Institutional Case Studies 2019*, pp. 86-103.

We firmly believe that business drives the economy and that by developing small business into medium and large business, we can create not just jobs but prosperity for the community in which business operates. We believe that business is a force for good, which is why when we work with established corporations and institutions, we evangelise on the need to focus on creating prosperity, rather than merely returns/profits for the shareholders.

Situated in a country with the highest Gini co-efficient, we believe that the only way to bridge and then diminish this yawning gap of inequality is through education; building the leaders that build the businesses that ultimately will build Africa. But in doing so, we understand both the context of a country fractured socially, economically and politically by apartheid, as well as the traditional barriers to accessing education: time, prior qualifications and the need to be on campus.

We have addressed this by designing programmes that allow students to earn while they learn, flexible part-time study over a manageable period so that the impact on family life is minimised. In the last two years, we have finalised our unique and fully accredited ladder of learning that allows those who have the ability but have never had the opportunity to progress all the way from a secondary school leaving certificate to a Masters degree.

We continue to innovate to design courses that respond to the most pressing needs of the society we work in. In the last two years, this has included creating courses to transform the ownership and management of agriculture to allow people traditionally excluded from this sphere (as they were from education and other opportunities too) and allow medical professionals to pivot to virtual practice and telemedicine in response to a global public health crisis.



We have produced research that impacts on the broader economy and that can inform government policy. We have innovated in other spheres, transitioning our teaching delivery to become virtual and asynchronous, further enabling access by students and literally bringing a world of teaching to the remotest parts of Africa.

We also boast the widest scholarship programme of any business school on the continent, allowing us to recognise and reward community leaders, investigative journalists and icons of the arts and music world to allow them to pay back in their own sectors to create viable and sustainable institutions, while infusing our classes with an unparalleled diversity of thought and inclusivity.

As we teach, so too do we lead by example: instituting MBAid to partner with hundreds of community-focused NGOs and NPOs to provide vital consulting services to ensure their continued sustainability, as well as launching the #CorporateActivism movement, a multi-sectoral dialogue which aims to promote ethical governance practice and defend against the kleptocracy of state capture, which was underpinned by corruption and corporate collusion.

Looking within our organisations and walking the talk: in the micro-ecosystem of Henley Africa itself and how we relate to our own staff, we have increased the lowest salary to three times South Africa's legal minimum wage, we have made learning mandatory and helped develop our own staff. This emphasises our aim for decent work which allows growth and human flourishing. We have grown and transformed our own staff, achieving the same levels of representation, diversity and inclusion as we have among our rapidly evolving student body.

Our campus, physical and virtual, is a microcosm of that which we believe. The tools we teach our students are ones that we have pioneered ourselves to create a sustainable business hard wired on the principles of responsible management over the last 10 years and firmly located within the realities of a society crippled by inequality in a planet suffocating under climate change and the reality of species extinction and the existential threat to our water and clean air resources.'

We are committed to continue the fruitful dialogues that we have started over the last two years and to learn from one another and build on the success of our international partnerships. In particular, we aim to bring our experience, developments and successes from Henley South Africa into our university-based academic educational partnerships in China. We will further discuss this goal in Section 5 of this report.

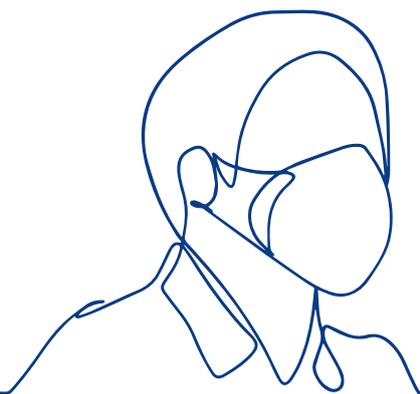


3. PURPOSE, VALUES AND METHODS: HENLEY'S RESPONSE TO COVID-19

Much of this reporting period has been shaped by the outbreak of the COVID-19 pandemic and the impact it had and continues to have on students' learning experience, Henley's delivery of teaching and learning, and the way we work. Throughout our response to the COVID-19 related challenges, our aim and focus has always been to continue to deliver a supportive, flexible and quality learning environment for all students, in line with Henley's values that 'character and integrity are as important as capability'. While the way that we work together and deliver teaching and learning might have changed, we continue to be guided by the PRME principles of Purpose and Values in everything that we do. In this section, we explain in more detail how we as a business school responded to the outbreak of COVID-19 and the related government restrictions, and what impact these have had on three key areas: (1) our delivery of teaching and learning and student support; (2) staff and the Henley Community; and (3) our research activities. A particular focus of this section lies in the PRME principle of Method, as we strive to create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

The context of the COVID-19 outbreak and its impact on Henley Business School

On 23 March 2020, the UK Government announced a series of UK-wide restrictions, to come into force from 26 March 2020, which aimed to slow the spread of COVID-19. The University had already decided to close all of its UK campuses after the end of business on Friday 20 March and to move to staff working remotely from 23 March onwards. Due to careful planning by teams across Henley, there was no significant interruption in service for students and other stakeholders. Over the following months, Henley delivered all its teaching and assessments online. The University as a whole and consequently we at Henley adopted a "blended learning" approach with the start of the academic year 2020/21 involving a combination of online delivery and face-to-face interactive sessions, following the relevant government guidelines at the time [see further details in Section 3.1, below]. While our rapid move to online delivery ensured that students could continue their studies without interruption, the safety of our student body and staff has been paramount in the University's and Henley's response to the COVID-19 outbreak. To date, the number of positive COVID-19 cases at the University of Reading has been relatively low. Nevertheless, to support the national Track and Trace system, the University established a COVID-19 Case Management Team to enable it to quickly provide support and guidance to members of its community who tested positive and to their close contacts. In addition, an indoor testing facility has been established at the University for students, staff and the local community.



Section A. Teaching and Learning - related response and student support

Teaching delivery and assessment

In line with the University's teaching framework, Henley adopted a blended learning approach for the delivery of teaching and learning in 2020/21 and for the upcoming academic year 2021/22. These changes are a temporary measure introduced in response to the COVID-19 pandemic. Teaching continues to be a combination of face-to-face seminars, interactive online sessions and asynchronous recorded screencasts, delivered in line with government guidelines. Given our considerable share of international students, we were conscious that not all students could be on campus for their studies and/or were attending their classes in different time zones. In addition, (potential) changes in government guidelines and self-isolation requirements made it paramount that we could switch swiftly from face-to-face to increased online delivery. Hence, our key focus was to ensure that we offer a supportive and flexible learning environment for all our students, no matter their mode of attendance.

We were clear in our approach to blended learning that we could not simply translate the previous face-to-face delivery into an online setting, but that we needed to consider the opportunities and challenges that the blended learning approach brings and to adjust our delivery to best support our students. In line with the PRME principle of Method, our focus was on creating an educational framework together with supporting materials and processes that provide the most effective learning experience for our students. Faculty and other staff worked together to give considerable thought to how this might best be achieved and the outcome was often innovative delivery and approaches.



Core content that would normally be delivered through large lectures or similar sessions with limited interactivity is delivered to students via pre-recorded screencasts. This offers students the flexibility to engage with the material at a time convenient to them, as well as to pause the screencasts and re-watch the material. In addition, it was important to us that all students have regular (normally weekly) live, interactive sessions, on campus or online, for their modules. These activities provide students with opportunities to engage, discuss and interact with both academic staff and other students and ensure that students feel part of a learning community. We further complement these activities with regular (normally weekly) guided learning activities to support students' learning and self-study, such as formative tests, discussion forums, Q&A sessions, guided readings and additional videos and audio recordings.

These activities not only help to form a comprehensive learning experience but also acknowledge that every learner is different and responds to different types of learning activities. In addition, clear communication of the weekly learning activities proved key for students to be able to properly engage with the relevant learning material and to ensure that they continue their learning path. To help guide students through the different learning activities, each module provides a detailed 'roadmap' that outlines all activities and materials that students are meant to engage with for a particular week. Overall, we had very positive student feedback on their experience of a blended learning approach, such as the student's feedback below:¹⁷

'When I first came to Reading, I knew that it will be a year full of adventures and hard work. What I could not imagine, was the online experience and the pandemic that we will all face in the nearest future. Packing my belongings to go back to my home country was very painful for me since I did not want to leave this beautiful place. However, my study experience did not change too much. The courses and seminars were quickly transposed online, as well as tests and exams. We had a lot of flexibility and the deadlines for assignments were extended since we had to adapt to online group work and not having access to all data. It was a tough period for everyone, but we managed to keep it positive until the end.'

Similar to the delivery of teaching, the assessments and examinations have also been moved online. While the majority of coursework had already been fully conducted online, the examinations had to be adjusted to account for an online "take home" set-up. Exams were delivered as online and open-book, that students could take in their own environment, with access to lecture notes, to the internet and to other resources. Exams were released to students at a specific time and remained open for submission for a 23-hour period, to allow for time-zone differences, caring arrangements, any interruptions or technical difficulties, and to meet obligations to those students entitled to additional time. To ensure that students were well prepared for the online examinations and that academic standards would not be compromised, students were given significant guidance, including warnings about academic misconduct.

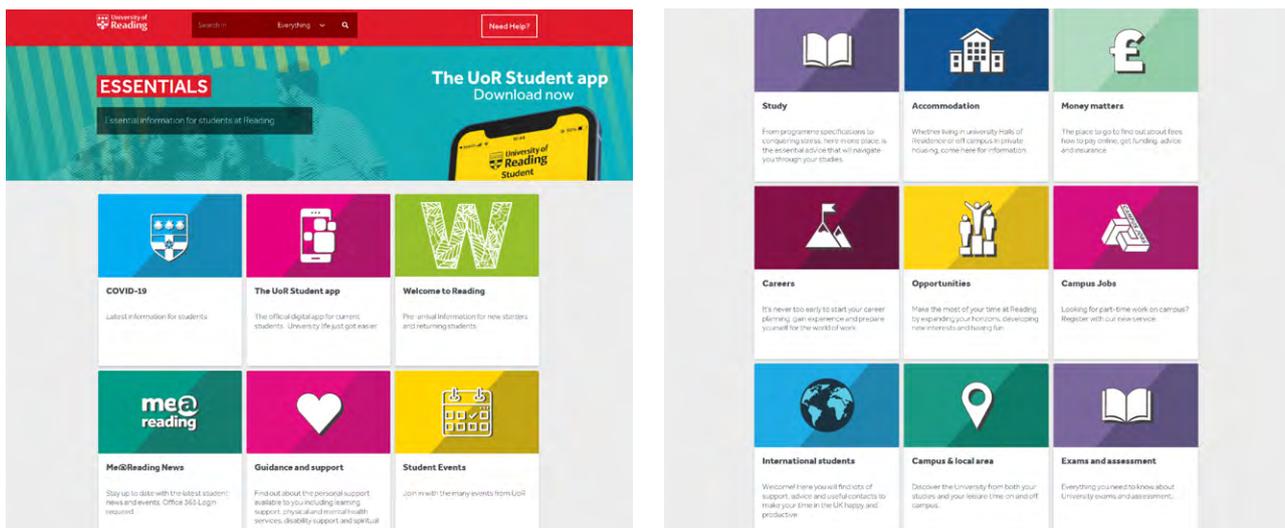
While these changes were made to enable students to continue with their studies, the University and Henley also recognised that some students were negatively affected by the pandemic and the related challenges in their ability to deliver their best performance, and so there was a need to mitigate the impact of COVID-19 on students' assessment performance. This mitigation comprised two policies. Firstly, for the academic year 2019/20, the University introduced an individual mark safety net policy, tailored for each student.

¹⁷ This quote is taken from a blog post published on the ICMA Centre blog by a former MSc Investment Management Student. The full blog text can be read here: https://icmacentre.blog/2020/07/17/transition-to-virtual-learning-exploring-the-re-sources-in-place-vs-online/?fbclid=IwAR2owaza_o5VXV7Qxj827ZAJGwS-zH88orCy38ib2qHQP9N-psmYGHBFwPjU

This meant that, subject to some exceptions, module marks would be no lower than the average that a student had achieved through their coursework and other assessments that had an original submission date before the end of the spring term 2020. Secondly, the University established a Circumstances Impact Process (CIP) for all assessments undertaken in 2019-20, that provided a more flexible way for students to make requests to proceed with their studies if they felt that their ability to complete assessments had been affected. For the academic year 2021/22, the University has further adapted its extenuating circumstance process to ensure that students being negatively affected by COVID-19 and other significant circumstances would be offered appropriate mitigation while maintaining a fair process that upholds the University's high academic standards.

Student support

A key part of Henley's response to the COVID-19 pandemic is to offer additional support to students to help them navigate challenges and changes to their teaching and learning. A particular focus was, and continues to be on regular communication with our students to keep them informed about any changes to their studies and University guidance, as well as to ensure that we stay connected with them. In addition to regular email communications, a section of the University's website is dedicated to supporting students through the COVID-19 period, providing guidance and advice and a wide range of information relating to study and to student life.¹⁸



The University of Reading's Student Essentials webpage

Furthermore, students were given additional support via our existing academic tutor system. In particular, we increased the frequency of meetings between students and their academic tutor to continue the engagement with our students and to ensure that students facing particular challenges could be provided with the right help and support in a swift fashion.

While social distancing and remote delivery meant that the usual forms of interaction between students and staff were not possible, new online activities were introduced to build and maintain cohort identity and interaction at a department and programme level. For instance, instead of the usual in-person Welcome Week at the beginning of an academic year, we offered an Online Welcome Week package to our new students with a strong digital element.

In addition, while conventional study visits could not go ahead, programme directors and module

¹⁸ <https://www.reading.ac.uk/essentials/>

convenors tried to offer alternatives, such as a virtual entrepreneurship Poland study visit via Microsoft Teams held in summer 2020. Furthermore, as the University had to cancel its graduation ceremonies, a series of virtual celebrations gave graduates the opportunity to have their achievement recognised.

Finally, Henley continued to offer its award-winning career services to students, with a variety of online appointments, career workshops and virtual career talks with guest speakers from industry, with very positive student feedback:

*'The careers team were really active, we could have conversations with them, received a weekly newsletter with opportunities and insights and some online webinars were delivered. I discovered that due to the situation, I had more time to concentrate now on career development and I had some consultations with people who work in the industry and could give me further advice. In addition, there are some career courses which can guide you with timelines, applications and so on, and recently, the careers team developed a certificate which is based on learning, experience, networking and career management which can help you stand out and show employers the type of active person that you are.'*¹⁹

Continuous improvement, feedback and student voice

While Henley already had experience of delivering teaching on a blended learning basis, the need to quickly develop and deliver high-quality teaching in online and virtual formats on a large scale has been a challenge. The swift move from a traditional face-to-face delivery to a virtual delivery and the related changes to the way we teach and work, involved a significant upskilling in online delivery as well as considerable innovations to the way we teach and engage with our students. Hence, one of the key objectives for Henley is to ensure that the excellent progress made in technology-enhanced learning is embedded into teaching and learning practices beyond the immediate response to the COVID-19 pandemic.

One important aspect of the successful delivery of virtual teaching and learning is based on our



¹⁹ https://icmacentre.blog/2020/07/17/transition-to-virtual-learning-exploring-the-resources-in-place-vs-online/?fbclid=IwAR2owaza_o5VXV7Qxj827ZAjGwS-zH88orCy38ib2qHQP9N-psmYGHBFwPU

focus on continuous improvement and sharing of good practice during the initial stages of the adjustment to a blended learning approach. For instance, at Henley we introduced compulsory mid-term module feedback surveys so that students could feed back the aspects that helped their learning and those that we could change to enhance the learning environment. We then ensured that the general results of this feedback were shared across the Business School to encourage good practice across programmes and departments. We strongly relied on the established channels of student voice, such as the termly Student Staff Partnership meetings, to gain a better understanding of how students were coping with the blended learning approach and how we as a business school could best support them.

In the Business School, sharing of good practice was further enhanced by peer evaluations that were encouraged to take place at the beginning of the academic year and that focused on the transition to the blended approach. Furthermore, workshops such as Henley's Community of Practice meetings offered outlets to discuss and share best practice and to encourage a dialogue among faculty and professional staff geared towards continuous improvement of our teaching and learning approach.

Another example regarding our focus on ongoing improvement of our teaching and learning provision in the current circumstances has been an institution-wide response with a focus on what we have learnt from this year's teaching and learning delivery and how this can inform our Teaching and Learning Framework for the academic year 2021/22. The senior teaching and learning administration in the School and University collected rich feedback from students and staff during the academic year 2020/21. While the underlying principles of our Teaching and Learning Framework discussed in the previous sections remain unchanged, we have made a number of enhancements based on both student and staff feedback to improve the experience for students and colleagues. These include permission to record live online sessions, reduced repeat sessions to allow more time for focused interactive sessions and support for students, further enhancing the use of technology, systematic communications to students and consistent provision of detailed weekly plans to help students plan their time. It also became apparent that the best learning experience for our students in the current circumstances is achieved by bringing together in-person and online teaching, and so a focus has been placed on how we can facilitate interactive and in-person teaching safely to create a stimulating and collaborative learning environment for students.



Section B. Staff-focused response

While our Teaching and Learning Framework has been adapted with a focus on maintaining student learning and experience quality, staff health and wellbeing also remained a priority throughout the pandemic. Supporting staff health and welfare and enabling colleagues to effectively work remotely has been both of paramount importance and a significant challenge. The agility that Henley has demonstrated by its immediate response to the COVID-19 outbreak, and its swift move to remote working and online delivery of teaching and learning, speaks to the dedication of its staff as well as the strength of the staff community and its collegiality.

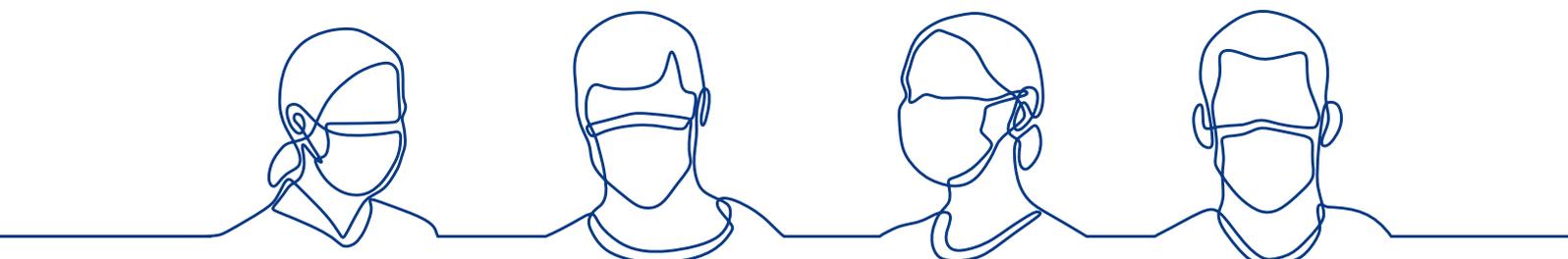
In order to ensure that staff have been kept informed of all developments in a fast-changing environment, there have been frequent communications from the Dean and regular email communications to staff updating them on teaching and learning-related issues. In addition, the University has established a dedicated COVID-19 webpage²⁰ for all staff as well as providing guidance and resources for remote working²¹. Alongside the Executive Committee, several additional committees and working groups have been established at both a University and Henley level to coordinate the response to COVID-19 and they continue to provide leadership and guidance with regard to the future direction of travel.

Another main aspect of continued staff engagement was provided by the Henley Hives, which were established in 2018 and bring together colleagues from all parts of the Business School to work on issues that are of relevance to the Henley community. To complement the work of the Hives, in the 2019-20 academic year Henley also established a Staff Engagement Committee, which, among other things, has developed a COVID-19 Guide for Managers.

Finally, Henley continued to engage with its extensive alumni community throughout the COVID-19 period. Henley's Alumni and Development team usually delivers a wide-ranging annual series of around 70 events, held in a range of locations in the UK and internationally. In 2020, Henley altered its approach to these, partly driven by the COVID-19 outbreak but also because it was beginning to see a decline in interest in purely 'social' events, less availability for face-to-face activities and also a desire among its alumni for activities connecting people with a "sense of purpose", addressing the challenges the world is currently facing. It has therefore established the Henley Challenges, a predominantly online alumni engagement programme exploring current global issues, as well as Henley Summits, one-day workshops that aim to share Henley's insights and research on specific topics with its alumni community and to encourage fruitful dialogue to work on the challenges that our community and business in general are facing. The first Henley Summit was on the topic of "The Transformative Power of Sustainability" and held online in May 2021 with more than 100 attendees.



The Henley Summit Brochure with a focus on the Transformative Power of Sustainability.



²⁰ <http://www.reading.ac.uk/internal/staffportal/news/articles/spsn-834952.aspx>

²¹ <http://www.reading.ac.uk/internal/staffportal/news/articles/spsn-843163.aspx>

Section C. Impact on research

The outbreak of the COVID-19 pandemic had a multi-faceted impact on the research activities of Henley faculty.

The immediate impact of COVID-19 and the move to online delivery and blended learning was often felt in the additional workload for teaching-related activities, such as the adjustment of teaching for the blended learning environment and more intensive student support. Henley recognised that this often meant a workload shift from research-related activities to teaching and learning-related activities. In response to these developments, and drawing on empirical work conducted by Henley colleagues capturing the impact of COVID-19 on business schools, Henley's Director of Research provided guidance to colleagues regarding the expectations and workload adjustments in response to these additional challenges. Research remains important for the Business School's reputation and development in the future and forms a central part of its activities. However, several studies have shown that different groups of colleagues are more likely to be affected by the impact of COVID-19 and the national lockdown. Henley's focus is therefore on ensuring that staff are not disadvantaged by the impact of the national lockdown on their research activities. Particular focus is put on colleagues with care responsibilities and the typically gendered nature of these responsibilities, colleagues using research methods that relied more heavily on physical access to the research sources and participants (e.g. ethnographic research, work requiring face-to-face interviews, archival work etc.), and faculty whose teaching and admin work cannot be reallocated.

While COVID-19 presented significant challenges for research, it also created opportunities for Henley faculty. For instance, due to the increased offering of virtual and remote events, it is recognised that faculty and PhD students could take advantage of participating in workshops, conferences and other events outside the UK, which might have been previously difficult to attend due to travel cost and time commitments.

In addition, Henley faculty also significantly contributed to research that focused on the impact of COVID-19 and therefore informs our understanding of how different areas and entities of the society and business world have been affected.

A team of Henley colleagues, comprising Professor Chris Brewster, Dr Rita Fontinha, Professor James T. Walker, Fabio Lamperti and Dr Dalila Ribauda investigated the impact of COVID-19 on the working lives of academics, using a rich evidence base derived from a survey that included over 2,300 participants. They shared their preliminary insights in a Henley-wide research seminar that encouraged dialogue and raised awareness of the often-differential impact of COVID-19 on different groups of colleagues.



Professor Simone Varotto from Henley's ICMA Centre co-edited the book *A New World Post-COVID-19: Lessons for Business, the Finance Industry and Policy Makers*, which explores the effect of the pandemic through a range of topics, including financial markets, travel and tourism, artificial intelligence (AI) and big data, pensions, and entrepreneurship, and features contributions from more than a dozen Henley academics based on their research and expertise.²²

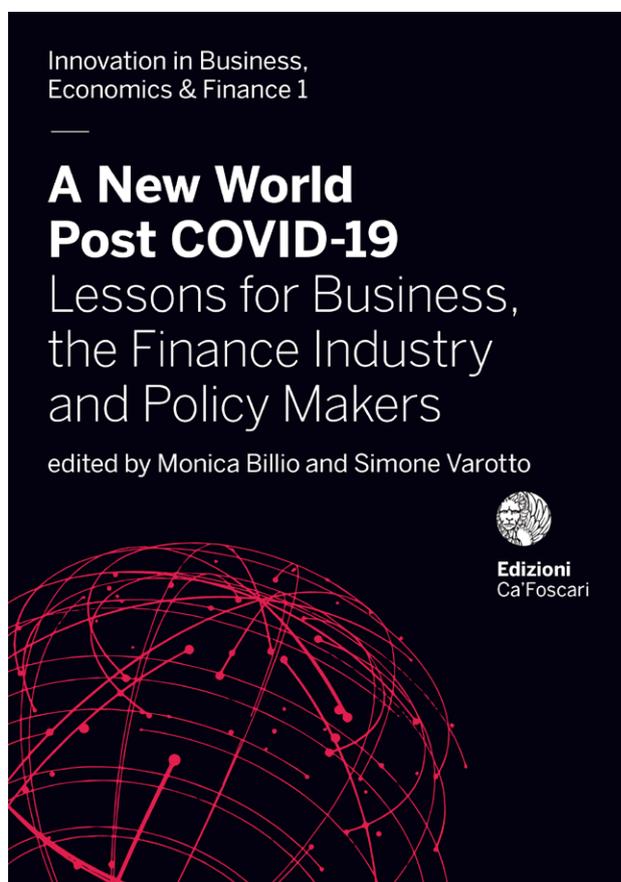
Talking about the aim of the book, Professor Varotto said:

'Pandemics are disruptive events that have profound consequences for society and the economy. This volume aims to present an analysis of the economic impact of COVID-19 and its likely consequences for our future.'

In addition, Henley faculty contributed valuable insights to government bodies regarding how to shape the time after COVID-19. Dr Richard Nunes from the Department of Real Estate and Planning chaired a sub-group on economic development for the UK Government Office for Science's programme for "Rebuilding a Resilient Britain". The programme brings together government departments, funding bodies, researchers and policy makers to consider the mid- to long-term response to COVID-19.²³ Speaking about his experience of chairing the sub-group, Dr Nunes said:

'This process has been a massive achievement in its effort to engage and collaborate with universities, government agencies and other organisations, though the perennial problem with how science is viewed, judged or validated in the face of policy aims and academic agendas remains to be seen.'

Several colleagues also responded to and shared their academic insights on topical events and developments around COVID-19 through Henley's Leading Insights series, an online outlet provided by Henley in which faculty draw upon expertise from their research and the industry to provide novel perspectives on current events. The covered topics included the impact of the pandemic on the tourism industry²⁴ and the retail sector²⁵, public finances²⁶, start-ups²⁷, the entertainment industry²⁸, supply chain management²⁹, and the way we work³⁰ – to name but a few topics.



Cover page of the book *A New World Post COVID-19*

²² <https://www.henley.ac.uk/news/2020/academics-share-insights-for-a-new-world-post-COVID-19>

²³ https://www.henley.ac.uk/news/2021/academic-contributes-to-government-programme-on-rebuilding-a-resilient-britain?fbclid=IwAR0L8YVs9WAmzG_aXTKe1q_e-DLkExW5bl0wqxImaCjEy-SBb--v8E9218s

²⁴ <https://www.henley.ac.uk/news/2021/international-tourism-will-need-more-than-an-injection-to-recover>

²⁵ <https://www.henley.ac.uk/news/2020/christmas-2020-an-experiment-for-retail> and <https://www.henley.ac.uk/news/2020/a-very-different-black-friday-experience>

²⁶ <https://www.henley.ac.uk/news/2020/uk-public-debt-hits-2trillion-what-happens-next>

²⁷ <https://www.henley.ac.uk/news/2020/supporting-start-ups-during-the-COVID-19-crisis>

²⁸ <https://www.henley.ac.uk/news/2020/cinema-after-lockdown-what-does-the-future-hold-for-the-silver-screen> and <https://www.henley.ac.uk/news/2020/online-festivals-the-show-must-go-on-but-will-they-be-here-to-stay>

²⁹ <https://www.henley.ac.uk/news/2020/COVID-19-what-lessons-can-we-learn-for-supply-chain-resilience>

³⁰ <https://www.henley.ac.uk/news/2020/return-to-work-means-focusing-on-creativity-collaboration-and-caring-ai>

4. VISION(S), DIALOGUES AND RESEARCH: SUSTAINABLE DEVELOPMENT AGENDA AND BEYOND

Renewing and growing our commitment to the SDGs and the themes of responsibility, ethics and sustainability in all what we do (teaching, research and school administration) requires ongoing sharing and engaging in dialogue around our best practices and shared visions.

We are pleased to share the following developments that took place here, which directly reflect the PRME principles of **Vision, Dialogues** and **Research**.

Section A. Mini conference on “Responsible Management Education – How fair(er) should we push it?”

A half-day internal conference in January 2021

In line with the PRME principles of Vision and Dialogues, in January 2021 we organised a half-day live virtual conference at Henley Business School. This event aimed to share our visions and how these informed our teaching and approaches to key educational agendas and dialogues at Henley. This is associated with the implementation of PRME and wider sustainability, ethics, responsibility and ESG principles. The title of this mini conference, which included both professional and academic staff at Henley, was “Responsible Management Education – How fair(er) should we push it?”, and it was organised by Professor Kleio Akrivou, with the cooperation of our PRME team colleagues Dr Lisa Schopohl and Dr Chris Woodrow. Valuable roles were played by many colleagues across our diverse departments who gave talks, attended the event and supported this initiative. The conference will continue at Henley on a biennial basis, aiming to foster dialogue in the context of Henley’s Responsible Management Education (PRME) commitment and membership.



Whiteknights campus, Reading.

The rich half-day schedule concluded with a panel discussion.

The summary schedule was as follows:

09:00-09:15	Coffee and Registration (VIRTUAL)
09:15-09:20	Welcome and opening of event – Professor John Board, Dean of Henley Business School
09:20-09:30	Research in Sustainability and Ethics Responsibility at Henley – Professor James Walker, Director of Research
09:30-10:00	Responsible, ethical management education: How far/fair(er) can we push it? Lessons from Greta Thunberg and Sir David Attenborough (and reflections on business schools’ role) – Professor Kleio Akrivou and Dr Richard Nunes
10:00-10:25	PRME report: dissemination of outcomes of Henley’s 2019 SIP report for PRME - Dr Lisa Schopohl and Dr Chris Woodrow
10:25-10:50	The Hive Mind: Building the staff engagement experience at Henley Business School, drawing from the experience of Hives in Henley – Dr Naeema Pasha, Director of Careers and Professional Development
10:50-11:00	Short Break and continue with examples of our PRME-consistent curriculum
11:00-11:25	Teaching business ethics in undergraduate students: insights from Professor Lucy Newton, Director of Teaching and Learning
11:25-12:00	Sharing experiences from teaching Ethical Marketing – Dr Irene Garnelo-Gomez and Dr Irute Karanicholas
12:00-12:30	Power to the People! The importance of exploring inequalities and empowering people to become internal activists for inclusion – Maddy Woodman, Careers Learning Manager and Diversity and Inclusion Lead
12:30-13:20	Panel discussion, “Responsible Management Education – How fair(er) should we push it?”. Moderated by Cheryl Walmsley (Head of PR, Communications and Content), with the panellists: Jean-Pierre Choulet (Director of Alumni and Development), Julia Massey (Director of Marketing), Professor James Walker (Director of Research), Professor Eamonn D’Arcy (Professor of International Real Estate), and Professor Claire Collins (Professor of Leadership).
13:20-13:30	Open discussion – dialogue and reflections
13:30	Lunch



Our Henley-on-Thames campus, Greenlands.

In the section that follows, we are pleased to share some highlights in a representative sample of talks in this event, which offer more insights on the topics and issues covered.

Opening presentations:

The aim of the event, held on 12 January, was to allow staff and faculty across departments to share their visions on the implementation of PRME, wider sustainability, ethics, responsibility and environmental, social and governance principles.

The webinar offered a way for academics and non-academics to capture these visions and explore how they inform teaching and approaches on key educational agendas and dialogues. This message was emphasised by Professor John Board, who opened by outlining the importance of being committed to PRME within the context of Henley's past tradition, values, practices and newly emerging strategy.

This was followed by a talk from Professor James Walker on Research in Sustainability and Ethics Responsibility, in which he noted that this event served as a taster for the new Centre for Business Ethics and Sustainability. He added that academics are expected to solve problems by contributing to both knowledge and action, with the COVID-19 pandemic just one example of industry and university experts working together, but cautioned that it was crucial to maintain strong internal communication channels and avoid 'single issue' research without acknowledging the complex interconnection of social and environmental issues.

Dr Woodrow (Associate Professor in Organisational Behaviour) and Dr Schopohl (Associate Professor in Finance) delivered a talk aimed at sharing progress and raising awareness of the importance of PRME to our Business School. Together they informed colleagues about Henley's PRME commitments by sharing information on the goals set in the last SIP report and focusing on the progress made on diversity and inclusion. They also shared the method we follow in our PRME Champions team with the forthcoming SIP report.

Professor Akrivou, Professor of Business Ethics and Moral Development and Director of the Centre for Business Ethics and Sustainability, delivered the next talk alongside Dr Richard Nunes, Lecturer in Real Estate and Planning. They invited the audience to reflect on the challenges business schools face and their responsibility to the current and future environmental, socio-economic and humanistic challenges, both nationally and globally. Professor Akrivou underlined the importance of business school education developing students and graduates with a mindset of ethical, humanistically responsible and ecological sustainability. To do this, Professor Akrivou and Dr Nunes suggested three things to characterise a business school education with an ethos supporting ethical, responsible and sustainability-oriented learning and development. These are: a curriculum with a strong ethos of sustainable development goals; fostering a learning environment of questions and challenges to build 'desirable resilience'; and developing each student's character and capacity to act as morally and intellectually good professionals.

Dr Naeema Pasha, Director of Careers and Professional Development and Director of Equity, Diversity and Inclusion, presented on the Henley Hives, an inter-departmental staff engagement project set up to promote a positive working environment for all employees. She emphasised the importance of the staff engagement experience at Henley, citing how the Hives helped draw together experiences and build inter-departmental networks and connections.

Professor Lucy Newton, Professor in Business History and Director of Teaching and Learning, gave a talk focused on applying sustainable development goals when teaching business ethics in undergraduate students.

In 2020, the teaching of business ethics moved from an optional third year module to a core part of the second year BSc Business and Management course, which has proven to be popular with students. Professor Newton explained that the module aims to enable students to critically analyse ethical issues that corporate decision-makers face in developing policies about employees, customers and the broader stakeholders by utilising both theory and case studies.

Dr Irene Garnelo-Gomez, Lecturer in Reputation and Sustainability, and Dr Irute Karanicholas, Associate Professor in Marketing, explored more experiences of teaching ethics. They spoke about two new ethical marketing postgraduate modules that give students a critical view of marketing and its impact on consumers and wider society. Students are encouraged to work with charities and other organisations from the local community by designing a marketing campaign focused on a social/environmental issue. This enables them to explore the link between marketing and sustainability, and how to evaluate and implement marketing strategies that promote sustainable products, services and behaviours.

Professor Claire Collins, former Director of Diversity and Inclusion, then spoke about the progress Henley has made in D&I, as evidenced by achievement of the Athena SWAN Bronze Award in 2020. She presented an action plan that proposed further initiatives towards the aim of creating a culture of gender equity.

Continuing on this theme, Diversity and Inclusion Lead Maddy Woodman presented to the audience on the topic of empowering people to become internal activists for inclusion. Her talk introduced the audience to the concepts of "intersectionality", the complex way in which an individual's identity and multiple forms of discrimination combine, overlap or intersect, and "allyship", an active practice of unlearning and re-evaluation, where a person holding systemic power seeks to end oppressions in solidarity with a group of people who are systemically disempowered.

The event concluded with a panel discussion featuring Director of Alumni and Development Jean-Pierre Choulet; Director of Marketing and Communications Julia Massey; Professor Eamonn D'Arcy, who has been leading and championing sustainability in our Real Estate and Planning department for a number of years; Professor Walker and Professor Collins, chaired by Head of PR, Communications and Content, Cheryl Walmsley. The panellists reflected on Henley's history and traditions, with opportunities for the audience and other speakers to contribute to the wider dialogue. Both the audience and panel members spoke positively about the impact of the webinar. Julia Massey, Director of Marketing and Communications at Henley Business School, commented:

'It was good to discuss the questions from both an academic and also a business functional perspective. This was yet another example of our collaborative approach at Henley. It also helped demonstrate how business and life are inter-connected, and that Henley is all about "bringing business to life".'



Section B. New Centre for Business Ethics and Sustainability (CBES) at Henley

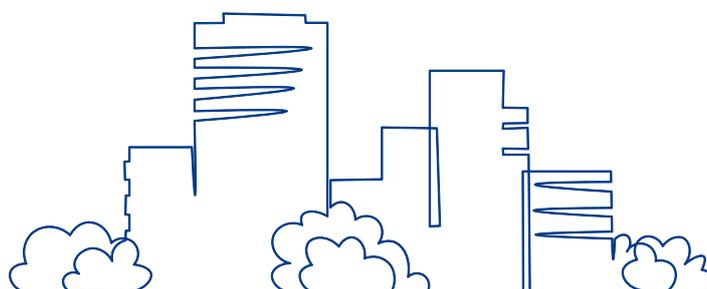
Although we have been systematically reporting faculty members' published research relating to the SDGs and ethics, responsibility and sustainability more broadly, we have engaged in the PRME principle of Research through a new Henley-wide research centre that will host business ethics and sustainability research across departments. As covered in previous SIP reports, we engaged in discussions with the Dean, research directors at Henley, the PRME team, champions and wider colleagues at Henley with research relevant to these concerns. We are pleased to announce the launch of Henley's Centre for Business Ethics and Sustainability (CBES) took place in Spring 2021.³¹

CBES' mission is to promote the research, knowledge, dialogues and practices of ethics and sustainability in business and society, aiming to influence the promotion of sustainable and ethical organisations, management and business and management education practices. We also promote research and teaching innovations which support the United Nations PRME agenda, the 17 UN Sustainable Development Goals (SDGs) and broader Environmental Social Governance (ESG)-related research and dialogues. CBES aims to promote research and ideas that support those involved in management and business practice, with a pro-social, humanistic and pro-sustainability work and ethos. The centre brings together a wide group of academics across different disciplines and subjects, whose work strives to advance knowledge in ethics and sustainability involving diverse disciplines and agendas.

CBES's director is Professor Kleio Akrivou. A more detailed look at the centre's list of members at the time of the launch (Spring and Summer 2021) and the eight main areas of research that the centre conducts can be found directly on CBES' webpage: <https://www.henley.ac.uk/research/centres/centre-for-business-ethics-and-sustainability/members>



The Henley Centre for Business Ethics & Sustainability – a promotional video



³¹ <https://www.henley.ac.uk/research/centres/centre-for-business-ethics-and-sustainability>

Section C. #PlanetPartners: A University-wide programme evidencing support for the SDGs



The University of Reading's #PlanetPartners webpage which shares information on how it addresses and contributes towards the SDGs

Another way we have engaged in the PRME principle of **Research** is a University-wide programme in 2021 with a focus on research and practice supporting the SDGs. The University of Reading has engaged its entire community of staff and students to reflect on and share their efforts to tackle major problems facing the world, which includes a focus on ecological and social sustainability. This series of events and SDG-driven campaign, embarked on in Spring 2021, is based on the new University Strategy which places higher emphasis on environmental and other forms of sustainability. This year's action is a continuation of the #PlanetPartners campaign launched by the University of Reading in October 2019. The work of researchers, lecturers, students and others to support the internationally-recognised United Nations SDGs is the subject of a new campaign which ran throughout the month of May 2021. As we show in section four of this report, Henley Business School organised School-wide sustainability and SDG-oriented events in January 2021.

The **17 SDGs** cover global problems such as poverty, climate change and health, and are intended to focus the efforts of organisations on solving them around the world.



At the University of Reading, which has highlighted the principles of sustainability, community, engagement and excellence in its institutional strategy, **these goals are integral** to research, teaching and the broader institutional mission. Professor Robert Van de Noort, Vice-Chancellor at the University of Reading, said:

'This campaign will bring everyone in our community together to think about and share what they are doing to contribute towards providing solutions to societal and environmental issues, and how we can do more.'

'The United Nations goals to eradicate major global problems through positive action reflect our own as a university, as we seek to be a force for good in the world.'

Starting on 5 May, the University's campaign focused on one SDG per day, concluding with an online Q&A session with the Vice-Chancellor on 28 May.³²

WE'RE DOING SOMETHING ABOUT IT

Highlighting Reading's work towards the UN's Sustainable Development Goals

rdg.ac/sdgoals #PlanetPartners University of Reading

#PlanetPartners Initiative at the University of Reading



³² For more details on the events and content of this campaign until the round-up sessions in the summer 2021, interested readers may visit the University website at: <https://www.reading.ac.uk/news-and-events/about-news-and-events.aspx>

5. NEW GOALS FOR THE NEXT REPORTING PERIOD AND CONCLUSION

As we have shared in this report and its executive summary, we are pleased with the progress we have made in all our goals set and beyond, since our last report. This is ever more important in the changing global context in the aftermath of the COVID-19 pandemic that we have witnessed across the world. The pandemic came suddenly and led to transformations of university life and campus-based learning as part of wide, open, participative educational communities across business schools and universities throughout the world. As a response to the crisis, we had to re-invent how we deliver high quality education, and reflect and act wisely in acknowledging that we all live in a time of crisis. While progress is not an automatic notion to be taken for granted, we simply cannot accept sacrificing the privileges that we have all fought so hard for, such as high quality education inspired by good and responsible business practices, ethical and responsible management and the wider values of responsibility, sustainability, attention to ethics and morality, as well as the wider planetary agenda which is captured by the global SDGs.

Despite the great disturbance the pandemic brought about, we at Henley are proud to have made real and tangible progress in our institution-wide action. We remain more committed than ever to a sustainability ethos and agenda directly linked to the SDGs and the PRME principles more broadly. We have witnessed that the pandemic has in many ways strengthened our commitment to these important values and progression, as well as our resilience.

The goals we set for the next two years relate to our ethos as well as the SDGs, especially SDG4 (Quality Education), SDG10 (Reduced Inequalities) and SDG17 (Partnerships for the Goals).

Accordingly, our three new goals for the next reporting period in two years from now are as follows:

- 1.** We aim to steer our World of Work (WoW) stakeholder engagement forum to the next stage of its evolution. World of Work is the stakeholder engagement forum that we created at Henley (presented in our previous report). It 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 World of Work forum with 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 the introduction of major new modules in the undergraduate and MSc programmes (MM298 Social Responsibility in Action for undergraduates and The Transformative Power of Sustainability in the MSc degrees), we aim to engage 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 hope 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 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 SDG4 (Quality Education), and SDG17 (Partnerships for the Goals).

These are quite specialised steps that continue to meaningfully associate tangible progress concerning our governance, practices, vision and strategy with the SDGs. They are also part of a wider context that fully aligns with the PRME principles.



The 17 Sustainable Development Goals

These new goals and the information that we share in this SIP are all to be read within the context of Henley Business School's strategic direction of 'bringing business to life', and the role of business for a fairer world. This work is being led by the Dean's Office and involves rounds of consultation and dialogues with our staff and communities. The new strategic direction more explicitly brings to life our tradition of education with positive socio-environmental impact, and emphasises the value of business education for a fairer world. Henley is a business school that believes in being human, bringing passion, breaking boundaries, and developing leadership for a fairer world to make business better. In our next SIP, we will be happy to share more detail about the renewed vision at Henley that is currently being developed.

With this concluding note, we wish to thank you for reading this report and we look forward to reporting our progress in our next SIP report, two years from now.



PRME report

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