

# 2024 Sharing Information on Progress **(SIP) Report**

Teesside University

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## About the Principles for Responsible Management Education (PRME)

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

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



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

**Antonio Guterres**

Secretary-General (2017 - Present)

United Nations

”

## Principles of PRME



### Purpose

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



### Values

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



### Teach

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



### Research

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



### Partner

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



### Practice

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



### Share

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

## The Sustainable Development Goals (SDGs)

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





# Values

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

## **RME Leadership Accountability**

At Teesside University, accountability for responsible management education is structured as follows:

Formalized Senior Leadership Role

## **Organizational Structure for RME**

The following organizational entities at Teesside University are responsible for RME:

- ❖ Research-Focused Entity
- ❖ Community Engagement Entity



# Teach

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



## RME Elements in Degree Programs

Teesside University integrates responsible management education into its degree programs through 3 different approaches:

Guest Speakers and Showcase Events

### Examples of guest speakers and showcase events

Students explored emerging issues in accounting such as sustainability, fintech and blockchain, and the future of work and careers in the profession.

#### Date

April, 2024 - April, 2024

#### Location

Teesside University International Business School

#### Speakers

Begbies Trayner, Jonathan Munby, Kate Bauchere

#### [Supporting Links](#)

Teesside University Accounting Conference

### Teesside University Accounting Conference

The Teesside University Accounting Conference, provided an impactful platform for students, academics, and industry professionals to engage with the evolving role of accounting in addressing global sustainability challenges. In alignment with the PRME principles, the conference emphasised the critical importance of ethical accounting practices, sustainable financial decision-making, and social responsibility. Through keynote speeches, panel discussions, and interactive workshops, attendees explored innovative approaches to integrating sustainability into accounting frameworks, fostering the development of responsible leaders equipped to drive meaningful change within their organisations and communities.

The conference significantly contributed to embedding the PRME principles into the educational and professional development of participants. By connecting theoretical knowledge with practical insights from industry leaders, it enabled students to deepen their understanding of the intersection between accounting and sustainability. The event inspired attendees to adopt ethical and socially conscious practices in their careers, reinforcing their

roles as agents of positive change. Additionally, the collaborative nature of the conference cultivated a culture of shared responsibility, empowering participants to influence sustainable outcomes within the accounting profession and beyond.

## Professor-Discretionary Course Topics

### International Business Challenge

*The International Business Challenge - a transnational challenge, in collaboration with students and staff from partner institutions in the Czech Republic and India, where students worked in international, multidisciplinary teams to create entrepreneurial business plans in a video "pitch" format, with a focus on addressing the United Nations Sustainable Development Goals. Students' proposals included providing renewable power to rural communities in India, and an approach to improve the storage of grain for small farms. The pitches were presented to a panel of judges who gave feedback and advice and chose a winner.*

*This concept was scaled up following its huge success, with the next iteration involving around 50 students from the International Business School and plans to develop this across the institution in progress. We run the challenge annually, both in curriculum and as an extra curricular activity and have had participants from international partners including;*

*Prague City University*

*SRM Institute of Science and Technology (SRMIST)*

*Ajeenkya DY Patil University (ADYPU)*

*Symbiosis School for Liberal Arts*

### Examples of topics in courses

"To create a business/project plan that aims to solve an important issue present in today's world through cross-national and cross-disciplinary cooperation with students from different backgrounds"

#### Department

International Business

#### Learning Object Subject

International Business Challenge

#### Educational Level

L7

#### Learning Outcome

To work with students from different programs/ discipline and countries to learn how to cooperate effectively to increase awareness of global issues and produce a conceptual proof of a product or service which could combat an issue present in today's society.

### Interactivity Type

Active

### Learning Object Description

The International Business Challenge - a transnational challenge, in collaboration with students and staff from partner institutions in the Czech Republic and India, where students worked in international, multidisciplinary teams to create entrepreneurial business plans in a video "pitch" format, with a focus on addressing the United Nations Sustainable Development Goals. Students' proposals included providing renewable power to rural communities in India, and an approach to improve the storage of grain for small farms. The pitches were presented to a panel of judges who gave feedback and advice and chose a winner.

### [Supporting Links](#)

International Business Challenge - Teesside  
University (UK)

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## Course-Level RME Learning Goals

### Examples of course syllabi with course-level RME learning goals

Embedded sustainability within Tourism Management. Sustainability is embedded in all aspects of education on our Tourism Management programmes. In particular, the Level 5 module, LEM2009 Creating Sustainable Environments explores the importance of creating sustainable tourism and developing tourism responsibly. The module considers all SDGs, but in particular examines how the tourism industry can contribute towards SDG 8 Decent Work and Economic Growth, SDG 11 Sustainable Cities and Communities, and SDG 12 Responsible Consumption and Production. Students are empowered to think about how tourism can be a force for good, rather than a commodified, commercialised industry. A guest speaker was brought in to illustrate the importance of sustainable tourism. Zubin Deyal, an expert on sustainable tourism development in the Caribbean spoke to students about the impacts of climate change and the importance of the "blue economy"

### Department

International Business

### Learning Object Subject

## Tourism Management

### **Educational Level**

Level 5

### **Learning Outcome**

To consider the SDGs, empowering students to think about how tourism can be a force for good, rather than a commodified, commercialised industry.

### **Interactivity Type**

Active

### **Learning Object Description**

Sustainability is embedded in all aspects of education on our Tourism Management programmes. In particular, the Level 5 module, LEM2009 Creating Sustainable Environments explores the importance of creating sustainable tourism and developing tourism responsibly. The module considers all SDGs, but in particular examines how the tourism industry can contribute towards SDG 8 Decent Work and Economic Growth, SDG 11 Sustainable Cities and Communities, and SDG 12 Responsible Consumption and Production. Students are empowered to think about how tourism can be a force for good, rather than a commodified, commercialised industry. A guest speaker was brought in to illustrate the importance of sustainable tourism. Zubin Deyal, an expert on sustainable tourism development in the Caribbean spoke to students about the impacts of climate change and the importance of the "blue economy"



# Research

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

## RME Elements in Research

Teesside University incorporates responsible management education into its research endeavors through 3 different methods:

Research Awards Program

Required Research Reporting

### Faculty Research Publications

The faculty members at our institution are committed to advancing responsibility-related research that aligns with the Principles for Responsible Management Education (PRME) and the Sustainable Development Goals (SDGs). By regularly reporting their research publications, they contribute to a collective effort to address global challenges such as poverty, inequality, climate change, and environmental degradation. This ongoing commitment ensures that our research not only advances academic knowledge but also has a tangible impact on society and the environment.

Our faculty's responsibility-related research spans a wide range of topics, each contributing to the SDGs and PRME goals in unique ways:

#### 1. **Serving the World's Poor and Creating Shared Value:**

- Expertise in models like Prahalad's Serving the World's Poor, Porter and Kramer's Creating Shared Value, and innovative business models such as Madecasse and Good African Coffee Company, which emphasize free trade and value retention within Africa.

#### 2. **Health, Inequality, and Sustainable Communities:**

- Research on the wellbeing impacts of volunteering in cultural heritage (SDG 3), inclusion of minority groups in service design for vulnerable adults (SDG 10), and motivations and management of volunteers in cultural heritage (SDG 11).

#### 3. **Entrepreneurship, Well-being, and Innovation:**

- Multidisciplinary research aligning with PRME and SDGs, focusing on entrepreneurship, well-being, and innovative behavior to contribute to global efforts by 2030.

#### 4. **Early Career Researchers (ECR) Development:**

- Coordination of events for ECRs to discuss development needs, foster community, and provide feedback to university management.

#### 5. **Sustainable Tourism Development:**

- Research on sustainable tourism in Japan, including the impact of mega sports events like the 2019 Rugby World Cup on tourism development.

#### **6. Forestry, Climate Change, and Biodiversity Conservation:**

- Projects like ForestPaths focus on sustainable forest management strategies, climate change mitigation, and biodiversity conservation (SDG 13 and SDG 15). Active participation in global SDG-related events, such as COP16 of the UNCCD, to present innovative research and engage in international dialogues.

#### **7. Environmental Sustainability and Green Training:**

- Publications on environmental sustainability, green training, sustainability culture, and business sustainability.

#### **8. Event Sustainability and Inclusion:**

- Research on accessibility and inclusion at live music events and the Olympic and Paralympic Games, focusing on sustainability, gender, race, disability, and discrimination.

#### **9. Gender and Climate Change:**

- Research aligning with SDG 1, 5, and 11, including a keynote on gender and climate change delivered at SRM University, India.

By integrating these diverse research efforts, our faculty members ensure that their work remains impactful, bridging the gap between academic insights and practical implementation. This commitment to responsibility-related research not only advances global sustainability objectives but also inspires sustainable solutions that benefit society as a whole.

### **Chapters**

#### **Faculty Publications**

- Davis, L. Hayes, C. and Brown, A.E. (2024) Making the case for exploring accessibility and inclusion at live music events held in sports stadia. *Event Management*.
- Davis, L. and Brown, A.E. (2024) Analyzing twenty-first century perspectives of Persons with Disabilities and Accessibility at the Olympic and Paralympic Games. *International Journal of Sport and Society*. <https://doi.org/10.18848/2152-7857/CGP/v15i03/111-140>
- Nixon, M. and Davis, L. (2023) Understanding the factors that affected the resilience of performing arts workers during the COVID-19 pandemic. *Cultural Studies*. <https://doi.org/10.1080/09548963.2023.2240254>
- Matthews, L., Gerged, A. M. and Elheddad, M. (2024) 'Carbon disclosure, greenhouse gas emissions and market value of FTSE 350 firms – evidence from voluntary carbon disclosers versus non-disclosers', *Accounting Forum*, pp. 1–25. doi: 10.1080/01559982.2024.2377470.
- Alfar, A.J., Elheddad, M. and Doytch, N., 2024. Impact of political conflict on foreign direct investments in the mining sector: Evidence from the event study and spatial estimation. *Journal of Environmental Management*, 350, p.119590.

Alshubiri, F., Elheddad, M. & Alfar, A. Public financial management indicators for emergency response challenges and quality of well-being in OECD countries. *Mind Soc* 22, 129–158 (2023). <https://doi.org/10.1007/s11299-023-00299-x>

Aquino, R.S., Chen, N.C. and Rajoana, J., 2024. Place, community and tourism entrepreneurship. In *Handbook of Tourism Entrepreneurship* (pp. 304-315). Edward Elgar Publishing.

Ofoegbu, C., Chirwa, P.W., Francis, J. and Babalola, F.D., 2017. Socio-economic factors influencing household dependence on forests and its implication for forest-based climate change interventions. *Southern Forests: A Journal of Forest Science*, 79(2), pp.109-116.

Balzter, H., Macul, M., Delaney, B., Tansey, K., Espirito-Santo, F., Ofoegbu, C., Petrovskii, S., Forchtner, B., Nicholes, N., Payo, E. and Heslop-Harrison, P., 2023. Loss and damage from climate change: knowledge gaps and interdisciplinary approaches. *Sustainability*, 15(15), p.11864.

## Research Conferences

### TUIBS Research Conference 2024

The TUIBS 2nd Annual Research Conference, held on 5th June 2024, showcased the latest research and publications from staff, PhD, and DBA students. The conference was centered around the theme of sustainability, aligning closely with the goals of the Principles for Responsible Management Education (PRME). The event featured insightful presentations divided into multiple sessions throughout the day. Key topics included: Session 1: Bev Boden discussed the emotional impact on visitors at Auschwitz-Birkenau Memorial and Museum and proposed a support framework for tour guides. Dr. Diana Feliciano explored industry perceptions of carbon capture and utilization within the Teesside Industry Cluster. Dr. Jayne Rodgers reviewed online marketing strategies for energy drinks targeting young people. Dr. Naheed Roni examined climate action initiatives in responsible banking. Session 2: Dr. Yongsheng Guo analyzed the effects of foreign aid and FDI on economic growth and environmental performance in developing countries. Dr. Jakia Rajoana presented a cross-cultural study on transnational education cooperation between Teesside University and international partners. Dr. Nugun Jellason focused on improving energy efficiency in industrial steel manufacturing. Dr. Vahid Ghorbani Pashakolaie discussed the macroeconomic and environmental impacts of the petrochemical industry. Parallel Sessions: Topics ranged from climate-smart development and sustainable aviation to board characteristics' role in greenwashing and demographic factors' impact on brand loyalty among Nigerian youth. The conference provided a platform for researchers to share their findings and engage in meaningful discussions on sustainability and responsible management. It was a significant step towards fostering a collaborative research environment and advancing the goals of PRME.



### Date

June, 2024 - June, 2024

### Location

Teesside International Business School

### Speakers

The TUIBS 2nd Annual Research Conference featured presentations by Bev Boden, Dr. Diana Feliciano, Dr. Jayne Rodgers, Dr. Naheed Roni, Dr. Yongsheng Guo, Dr. Jakia Rajoana, Dr. Nugun Jellason, Dr. Vahid Ghorbani Pashakolaie, Dr. Chidiebere Ofoegbu, Dennis Mc Call Jr, Dr. Muhammad Ishfaq Ahmad, Dr. Ramiz ur Rehman, Dr. Shibly Shahrier, Dr. Olalekan Aladesanmi, Dr. Sikiru Ganiyu, Obedat Abdulazeez, Okechukwu Eze, Dr. Kristofer Costello, Marina Ayurova, Grace Osariemen Eghe-Ikhourhe, Shuchao Li, John Ebiowei Amaowei, Beimote Etim, and Ebisi Ekene Agigwom.

The conference provided a platform for researchers to share their findings and engage in meaningful discussions on sustainability and responsible management. It was a significant step towards fostering a collaborative research environment and advancing the goals of PRME.

TUIBS Presentations Schedule\_2nd Annual  
Conference 2024\_5th June 2024

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## Teesside Aviation Conference

Aviation Conference: 2024. Providing opportunities for students to attend the Aviation Conference, where they can engage with industry professionals, learn about the latest advancements and challenges in aviation, and network with potential employers. This experience enriches their learning by exposing them to cutting-edge developments and fostering a deeper understanding of how sustainability is being integrated into the aviation industry. Student interviewed Sir Stephen Hiller CAA UK Chair; questions were based on the Four Aviation Sustainability pillars.

### Date

March, 2024 - March, 2024

### Location

Teesside University International Business School

### Speakers

Sir Stephen Hiller

[Supporting Links](#)

Aviation Conference: 2024. Providing opportunities for students to attend the Aviation Conference, where they can engage with industry professionals, learn about the latest advancements and challenges in aviation, and network with potential employers. This experience enriches their learning by exposing them to cutting-edge developments and fostering a deeper understanding of how sustainability is being integrated into the aviation industry. Student interviewed Sir Stephen Hiller CAA UK Chair; questions were based on the Four Aviation Sustainability pillars.



# Partner

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

## Partnership Approaches for RME

Teesside University partners with external stakeholders to advance responsible management education through 3 different approaches:

Knowledge Translation and Dissemination

### **Description of partnering activities that involve informing**

#### **Sustainability Conference 2023 – 4 days half day conference**

The Sustainability Conference 2024 was titled "The Great Reset: Why Sustainability Matters." We welcomed 22 representatives from different organisations, including CIC, charities, and SMEs, to this conference organised for our students.

#### **Delivered Sessions at Primary school to promote SDG and Sustainability**

Worked with primary school to promote sustainability among Key Stage 2 pupils. Engaging and interactive sessions. The pupils designed posters to promote the circular economy.

#### **ISBE 2023**

Presented our research and case study of embedding sustainable entrepreneurship into primary school curriculum at ISBE 2023 conference.

We worked to deliver learning and information around the SDGs in innovative ways, seeking to engage a wide variety and stakeholders across sectors and industries. The success of our work was seen in industry, higher education and the community

External Community Dialogue

### **Innovate for Sustainable Impact: Fostering Social Enterprise through Sustainable Strategies**

Fostering Social Enterprise through sustainable Strategies was an online event to bring together thought leaders and practitioners to discuss how to foster innovation and provide sustainable strategies to social enterprises. The event featured keynote speakers and breakout sessions where participants shared their experiences of fostering social enterprise innovation and barriers. Participants learnt about the latest trends in social enterprise and how to apply

innovative approaches to address social and environmental challenges such as Funding and Sustainability, Impact Measurement, Scaling and Growth, among others. Participants also gained insights from leading experts on how to provide strategic support to social enterprises. Moreover, the event presented a unique opportunity for academics and leaders to share best practices in social enterprise education for future improvement of enterprise education curriculum for the benefit of students in some of the modules we offer such as sustainability, strategy and Society, Enterprise and practise, sustainable leadership, responsible leadership, among others. By fostering collaboration and knowledge exchange, this event aimed to ensure that participants are well-prepared to tackle the complexities of the evolving social enterprise landscape.

**Benefits of attending**

- Gained a comprehensive understanding of the social enterprise landscape and its role in addressing social and environmental challenges.
- Learnt about the latest trends and innovations in social enterprise.
- Developed skills for fostering innovation and providing strategic support to social enterprises.
- Networking with a diverse community of social enterprise leaders and practitioners
- Gained insights from experts on how to make a positive impact through social enterprise.

**Key Learning Points**

- The importance of innovation in social enterprise
- Strategies for fostering a supportive ecosystem for social enterprises.
- Tools and resources for scaling social impact.
- Best practices for measuring and evaluating social impact.
- Examples of successful social enterprises and the lessons learned from their experiences.
- Participate in interactive workshops and discussions.

**Breakout Groups Output/Engagement***Outputs*

- *Generated diverse perspectives and ideas on fostering innovation and support for social enterprises.*
- *Identified common challenges and discuss potential solutions.*
- *Built connections and networks among delegates.*

*Engagement*

- *Group discussions with facilitators to guide the conversation. Use icebreakers and collaborative activities to encourage participation*

## Innovate for Sustainable Impact: Fostering Social Enterprise through Sustainable Strategies

We had a successful application to host an EEUK online event. The event was well-attended by EEUK partners worldwide. Find event details below. – <https://www.enterprise.ac.uk/events/innovate-for-sustainable-impact/>

### Author

Enterprise Educators UK

### Published Date

May, 2023

### Degree Of Recognition

National

### Media Name

Enterprise Educators UK

### Media Type

Website

### Duration

2.30 hours

### [Supporting Links](#)

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## Collaborative Change Action

### Description of partnering activities that involve acting

#### **Sustainability, Strategy, and Society Module – September 2023 to January 2024**

This is a Level 6 multidisciplinary practice-based module that embedded Sustainable Development Goals. Students worked in groups with organisations to provide solutions to identified challenges related to the SDGs. We worked with Thirteen Housing, CleanSlates Solutions, and fubdIT to create 17 client briefs. Our students presented their proposed solutions to representatives of the organisations.

Dr G Ogbolu drew upon regional organisations to embed practice within her module. Closely working with organisations in the development of assignments aimed at integrating the SDGs through practical application and relationships with a range of businesses.



# Practice

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



## RME Policy Implementation

Teesside University has implemented 7 policies to support its commitment to responsible management education:

Employee equity, diversity, inclusion

### **EDI Awards and Accreditations**

Teesside University is dedicated to fostering an inclusive and equitable environment for all its staff and students. Our commitment to equality, diversity, and inclusion (EDI) is reflected in the numerous awards and accreditations we have received. These recognitions underscore our efforts to create a supportive and diverse community that values every individual's contributions and potential.

Teesside University's unwavering dedication to equality and inclusion has been recognized through several prestigious awards and accreditations:

#### **1. Stonewall UK Workplace Equality Index:**

- Achieving a Gold award and ranking 8th in the Stonewall Top 100 Employers for 2024, Teesside University has demonstrated its strong commitment to equality and diversity. This recognition highlights our efforts to create an inclusive workplace where everyone can thrive.

#### **2. Disability Confident Leader:**

- As a Disability Confident Leader, Teesside University is committed to recruiting, retaining, and developing disabled staff. This accreditation acknowledges the value that disabled staff bring to our institution and reinforces our dedication to creating an accessible and supportive work environment.

#### **3. Athena Swan Member:**

- Receiving the Athena Swan Bronze award, the university has shown its commitment to eliminating gender bias and fostering an inclusive culture. This award reflects our efforts to value all colleagues equally, promote high performance, and realize the potential of our people.

#### **4. RNIB – Visibly Better Employer:**

- Teesside University is the first institution outside of London to achieve the Visibly Better Employer accreditation. This recognition demonstrates our commitment to being an inclusive employer for blind and partially sighted individuals, ensuring a fair and inclusive recruitment process.

### 5. Tees Valley EDI Awards:

- Winning the Social Impact Business of the Year at the Tees Valley Equality, Diversity, and Inclusion Awards 2024, Teesside University has been recognized for advancing opportunities for diverse communities and driving positive change. This award highlights our impact on promoting equality and inclusion within the wider community.

Through these achievements, Teesside University continues to lead by example, demonstrating that a commitment to equality, diversity, and inclusion is integral to our mission and values. Our ongoing efforts ensure that we remain a place where everyone feels valued, supported, and empowered to succeed.

## Policies on employee (including faculty) equity, diversity, inclusion

### Scope

The University is committed to maintaining and supporting a culture of equality of opportunity for all. Therefore, in support of this ideal, this policy does not actively identify individual groups. The University will maintain and further develop policies, practices and guidelines that support a working and learning environment free from unfair or unlawful discrimination, for all its staff, students and associates.

### Enforcement Date

March, 2024

### Revision Date

March, 2027

### Number Of Pages

20

### Publisher

Teesside University

### Media

<https://www.tees.ac.uk/depts/hr/equality.cfm>

Equality-and-Inclusion-Policy

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## Equality and Inclusion Awards

Teesside University has been recognised for its outstanding commitment to equality and inclusion, receiving several prestigious awards and accreditations

**Author**

Teesside University

**Published Date**

November, 2024

**Degree Of Recognition**

Local Council (Tees Valley Combined Authority)

**Media Name**

Teesside University News

**Media Type**

News Report

**Duration**

n/a

[Supporting Links](#)

Buildings/real estate

Water

Student equity, diversity, inclusion

**Student Equality & Inclusion**

Teesside University is dedicated to fostering an inclusive and supportive environment for all students, faculty, and staff. By promoting equality, diversity, and inclusion organically through various initiatives and activities, the university aims to create a community where everyone feels valued and respected. This commitment aligns with the Principles for Responsible Management Education (PRME) and underscores the university's dedication to social impact and student well-being.

Teesside University has implemented a range of initiatives to support equality, diversity, and inclusion among its students and staff:

**1. Pronouns and Titles:**

- Encouraging the use of pronouns and titles in email signatures to promote clarity and respect in addressing each other.

## 2. Diverse Activities and Campaigns:

- Hosting activities, events, and awareness campaigns, such as the award-winning period dignity campaign, which benefits both students and the wider community through partnerships like the one with MIMA.

## 3. Mental Health Support:

- Offering comprehensive mental health services, including an out-of-hours service and a 24/7 student assistance program available in over 200 languages. The university is also the only one in the North East to hold the Student Minds Mental Health Charter Award, recognizing its positive approach to mental health.

## 4. Advocacy and Support:

- Running the Yes2Respect campaign and collaborating with local charities like the Halo Project to deliver student-led advocacy projects.

## 5. Family-Friendly and Inclusive Activities:

- Providing family-friendly study sessions, weekly Fika and Games, Mindful Movement activities, and Olympia active sessions to support students with varying needs and commitments.

## 6. Faith and Community Support:

- Supporting the faith needs of the community with activities like bible study sessions, Shared Iftar during Ramadan, and community football sessions.

## 7. Holiday Period Support:

- Offering a suite of activities and events during holiday periods to support student well-being, including Christmas events and guides to local activities.

Through these initiatives, Teesside University demonstrates its commitment to creating an inclusive environment that supports the diverse needs of its community. These efforts not only enhance the student experience but also contribute to the university's broader mission of promoting equality and inclusion.

Local staff/student/faculty transportation

Travel

Greenhouse gas emissions

## Institutional Aspiration Targets

Teesside University has set aspiration targets in 5 different areas:

- ❖ Building and Real Estate Targets
- ❖ Water Conservation Targets

- ❖ GHG Emission Targets
- ❖ Employee EDI Targets
- ❖ Student EDI Targets



# Share

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



## Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, Teesside University operates with the following approach:

### Limited Transparency Disclosure

#### **Innovate for Sustainable Impact: Fostering Social Enterprise through Sustainable Strategies**

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#### **Key Learning Points**

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- Examples of successful social enterprises and the lessons learned from their experiences.
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*Engagement*

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SIGNATORY

# Teesside University

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## Address

Teesside University  
United Kingdom



## Website

<http://www.tees.ac.uk>