



UNIVERSITY  
OF HULL

HULL UNIVERSITY  
BUSINESS SCHOOL



# Principles for Responsible Management Education

Fourth Sharing Information on Progress Report 2017





# Statement from the Dean of Faculty

**Hull University Business School is proud to continue as an Advanced Signatory to the Principles for Responsible Management Education (PRME). We are committed to developing “responsible leadership for a complex world”, recognising the crucial need for responsible management education to develop leaders who can succeed in addressing the world’s complex and interconnected challenges.**

Hull University Business School is a leading UK business school with internationally recognised accreditations from the Association of MBAs (AMBA) and the Association to Advance Collegiate Schools of Business (AACSB). Our aim is to inspire those who study and work with us to make a sustainable difference in business and society. We maximise the connections between excellent research, learning and teaching across disciplines. We also emphasise our engagement by working with partners who share our aspirations and values of mutual respect, empowerment and collegiality.

The School is a component school of the Faculty of Business, Law and Politics at the University of Hull. The Faculty vision is to deliver excellence in applied and policy related research and learning and teaching, and to be distinctive in our emphasis on government, international business, legal and political studies, governance and ethics. We are part of the University of Hull whose Royal Charter requires us to “advance education, scholarship, knowledge and understanding by teaching and research, for the benefit of individuals and society at large”. The strategy of the University is underpinned by an ethos of “going beyond”, an emphasis on an outstanding student experience, international engagement, empowerment, and also, critically, sustainability.

The School offers excellent learning and teaching; provides an excellent student experience; and produces excellent research. Our research-led teaching aims to develop students who understand sustainability and act responsibly, to develop knowledge of the dynamics and inter-connectedness between individuals, corporations, public bodies and the environment and therefore to understand the creation of sustainable value.

Hull University Business School is committed to supporting the Sustainable Development Goals (SDGs). Our long tradition of research and teaching in Systems Studies recognises the interconnectivity between economic, social, political, and environmental systems, which underpins all of the SDGs. We have particular expertise in sustainable supply chains and responsible consumption and production (SDG 12) and gender equality (SDG 5). The Business School is also part of a major University wide project, working in partnership with industry, to support responsible and sustainable clean energy through wind power in the region (SDG 7). Our plans for the future are to embed further the SDGs in our activities.

As a member of the PRME Advisory Committee and co-facilitator of the Working Group Gender Equality, I am delighted that PRME has achieved its 10-year anniversary and will focus on the SDGs more closely over the coming years.

Professor Kathryn Haynes,  
Dean, Faculty of Business, Law and Politics





# Principle 1

**Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy**

Hull University Business School has been a key driver of the campus wide programme the Hull Employability Awards. This significant programme is designed to integrate students into the University's vibrant international community by encouraging them to explore how they can translate learning from their time at university into activities which can improve the places in which they will live and work. The development of the **Hull Employability Awards** is underpinned by our understanding that the ideal Hull graduate will be a global citizen dedicated to making a positive impact in society. Attributes of our graduate profile, which promote inclusive and sustainable societies, include:

- **Developing skills and competences** for 'reflecting on the impact of different behaviours and their use of language on groups and situations', 'challenging accepted practices or ideas with reasoned arguments' and 'being able to think critically and analytically to evaluate arguments and propose solutions to challenges'
- **Expanding knowledge** to help to make sense of 'the connections between the discipline and key global issues', 'an understanding of moral and ethical issues' and 'an understanding of the interdisciplinary issues which affect global, national and local communities'.
- Learning ways to **put skills and knowledge into practice** 'by contributing to positive change and development in their communities (local communities, societies, workplace) through action or research', 'by participating actively in student democracy and representation' and 'by contributing to the enhancement of intercultural understanding'.

The Hull Employability Awards is highly significant for our School and students are encouraged to embody the ethical and sustainable character this programme advocates. All students are eligible to work towards one or more of the 'Hull Employability Awards' - developed to recognise outstanding achievement in both the possession of graduate attributes, and the ability to reflect upon and articulate them. All four of the 'Hull Employability Awards' are aligned to PRME objectives:

- **Civic and social responsibility** – demonstrating active participation in local communities and society as a whole to support a positive impact on society at a local or national level.

- **Leadership** – demonstrating a significant number of instances where a student has organised a group of people to achieve a common goal, they will have provided guidance, direction and support, and shown evidence of responsibility.
- **Global citizenship** – demonstrating an awareness and recognition of their place within a global community. These students will promote and embody a broad, culturally inclusive view as an active citizen of the world.
- **Entrepreneurship** – demonstrating their capacity and willingness to develop, organise and manage projects or ventures. These students will be able to demonstrate innovation and the ability to take risks, but also a high level of problem-solving.

During 2016-17 within the Faculty of Business Law and Politics twelve students received awards for 'Leadership', four for 'Global citizenship', three for 'Entrepreneurship', and three for 'Civic and social responsibility'.

Alongside these activities we continue to develop our international degree programmes and summer schools to promote opportunities for students to study in different international cultural settings.

#### Opportunities:

- Introducing the Sustainability Literacy Test (Sulitest) at Hull University Business School to track students' understanding of sustainability.
- Making sure that the Hull Employability Awards are supportive and complementary to programme and module learning objectives and activities.
- Ensuring that Brexit does not significantly reshape how students are able to access exchange programmes and related international opportunities, such as Erasmus.
- Balancing an agenda for internationalisation with promoting ideas about working and living sustainably. For example, using technology to communicate with our international partners to alleviate long distance, carbon intensive travel.





## Principle 2

**Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Hull University Business School has been a member of the UN Global Compact UK Network since 2008.

Our school's commitment to ethics and sustainability is reflected in our heritage of teaching ethics modules and Systems Studies for many decades. In more recent years, our passion for ethics, responsibility and sustainability has proliferated and is now reflected in both our teaching and organisational policy.

We have a number of positions in Hull University Business School with allocated workload associated to develop ethics, responsibility and sustainability at an organisational level. These positions, held by a range of academics, include a **CSR champion**, **PRME representative**, and **Programme Director for our Business Management with Sustainability degree**, one of the first such programmes in the UK to integrate management with sustainability. Indeed, Hull University Business School has reviewed and rewritten all of its curriculum in the past year with an attention towards greater alignment with ethics, responsibility and sustainability topics. The design of the new programmes embrace a number of recognised threshold concepts and 'troublesome knowledge' within the Business Management literature and pedagogy. Specifically, all programmes within our Business Management cluster are underpinned by two concepts: responsibility and complexity. This makes our programme distinctive because our students will understand, think, and engage in business practice through the lenses of social responsibility and complexity. This has been a major project which redefined the degree programmes and associated modules. Some of the new programmes were launched in academic year 2016-17, most will begin in 2017-18.

### Undergraduate

All Bachelor students are expected to engage with professional, ethical, and corporate social responsibility issues in their curriculum at Level 4, through two common modules 'Introduction to Contemporary Business Practices' and 'Applications for Contemporary Business Practice'. We sought to differentiate these modules by focusing on 'contemporary' issues and therefore raising greater awareness of the complexity of an increasingly inter-

connected and fragile world. Moreover, these modules will in 2017-2018 integrate the Sustainability Literacy Test to monitor and enhance sustainability awareness, but also ensuring that all Level 4 students are actively exposed to the principles of sustainability from the onset of their learning journey.

In their second year, students study a range of core modules at Level 5 which include: 'Business Law and Corporate Citizenship' (which follows aspects of a design proposed by the PRME Anti-corruption SIG), 'Organisational Management', and 'Creativity and Global Innovation'. The ethics of research are examined within 'Research Methods' at Level 5 and students subsequently apply these concepts in their work in 'Independent Study' or 'Dissertation' projects. Alongside these modules, CSR and sustainability form a central component and recurring narrative of a range of other modules at both Levels 5 and 6 including: 'Employee Relations', 'The Organisational and Environmental Context of HRM', 'Critical Issues in Organisational Management' and 'Consumer and Business Buyer Behaviour'. In addition to these modules an elective 'Sustainable Business: Practice and Principles' is offered to students across the whole of the university.

### Sustainability

Unique to our new Bachelors program structure, is our 'sustainability pathway' which ultimately leads to the award of a BA Business Management with Sustainability. The programme was built around: a) the World Business Council for Sustainable Development's Vision 2050 - that articulates the need for a world well on the way to sustainability by 2050 where over 9 billion people are living well and within the resource limits of the planet; and b) the QAA/HEA guidance and recommendations on Education for Sustainable Development, with the programme designed to "equip students with knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations" (QAA/HEA, 2014). This pathway can emerge from any of our first year programs, and therefore enable students to choose for themselves



the correct mix and direction of their self-development in sustainability knowledge acquisition. This mix of level 5 and 6 'enabling' modules include 'Sustainable Operations and Management', 'Sustainable Business: Practice and Principles', 'Sustainability Reporting and Communication' and 'Sustainability Project'. Students that complete all modules can graduate with the BA Business Management with Sustainability. Table 1 below shows the full structure of the programme.

**Table 1:** Structure of the BA Business Management with Sustainability

BA Business Management with Sustainability Programme	
<b>Level 4</b>	
Introduction to Contemporary Business Practices	
Accounting and Finance	
Business Environments	
Applications for Contemporary Business Practice	
Marketing	
World Economy	
<b>Level 5</b>	
Sustainable Business: Practice and Principles	
Sustainable Operations and Management	
Business Law and Corporate Citizenship	
Research Methods	
Optional modules (e.g. Understanding Entrepreneurship, Consumer & Business Buyer Behaviour, Decision Making for Managers, Creativity and Global Innovation, etc)	
<b>Level 6</b>	
Sustainability Reporting and Communication	
Sustainability Project	
Critical Issues in Organisational Management	
Business Strategies	
Dissertation / Research Project	
Optional modules (e.g. Business Project Management, Management Consulting, Leadership and Change Management, Enterprise Systems and Business Intelligence, etc)	

### Specialist modules

Other programmes in our undergraduate portfolio also include dedicated modules on ethics/responsibility/sustainability. For instance, our new Supply Chain Management programmes include at Level 6 the core module 'Supply Chain Sustainability and the Environment'. Our marketing programs have a unique 'ethical' positioning with their underpinning 'holistic marketing' philosophy, an approach which integrates the aspects of holism, internationalisation and ethical management into traditional marketing insights and frameworks. Holistic marketing is discussed further under Principle three but at the core of this approach is to align organisational objectives with social and environmental needs.

Included in our specialist marketing modules is 'Social and Not for Profit Marketing' which is already one of the few in the UK to attain accreditation from the Institute of Fundraising, the UK's umbrella body for professional fundraising education and membership. Students passing the module are able to apply for the Certificate in Fundraising, the industry's professional qualification, and gain exemption from three of the four modules on the certificate and a discount of 75% from the certificate course fees. Students enrolled on the module have the choice to conduct their group work assessments with a local third sector partner, previous examples of which have included animal welfare/protection, anti-child abuse and HIV awareness charities.

A new integrated MBus which had its first cohort in 2016-17 has been developed around core themes which include ethics and responsibility, which means that associated skills and topics are incrementally taken to an advanced level during the four years of teaching and working experiences. For example, one of the modules that students have at Level 4 is 'Understanding Management in Context' which explores how managing is historically, socially and ecologically situated. This module includes a visiting speaker from the Wilberforce Institute for the study of Slavery and Emancipation (WISE) to explore issues associated with modern slavery.

In the economics curriculum at Hull University Business School, there are a range of examples of how responsibility and sustainability issues are taught including 'World Economy' which has lectures on comparative economic systems, and there are various microeconomics-based modules which include lectures on 'externalities', or the consequences of economic activity on other global systems. Additionally, the Level 5 optional module 'Development Economics' focuses on the economics of developing economies.

### Postgraduate

As part of the new MSc portfolio launching in 2017/18 'Corporate Responsibility' is a core module on many of the programmes. A variety of other modules have also integrated and re-aligned approaches towards sustainability and CSR. Some examples include: 'Sustainable Logistics and Operations Management' (on the MSc in Logistics and Supply Chain Management), 'Critical Concepts in HRM' (on the MSc in Human Resource Management) and Buyer Behaviour and Ethics (on the MSc in Marketing Management) The 'Buyer Behaviour and Ethics' module is one of, if not the only such module in the UK which seeks to assess the implications of buyer behaviour theory in relation to ethics and sustainability.

The Hull MBA is built upon a concern with plurality and accountability which in encouraging students with managerial experience to embrace 'responsible leadership', places ethical issues at the heart of the curriculum. Issues in relation to 'culture' and 'cross-cultural' matters are addressed explicitly in modules that explore 'Management in Organisations', 'International Business' and 'Marketing'. Modules concerned with 'Economic Environment'; 'Strategic Management', 'HRM', 'International Business' and 'Management in Organisations' offer embedded analyses of the practice of management, and so explore linkages between business, the state, communities and other agencies such as charities and NGOs. Matters in relation to 'ethics' and 'CSR' are expressed explicitly in 'Leadership and Organisational Change', 'Marketing' and in the combined 'Research Methods and Dissertation' module.

EXAMPLES OF MASTERS RESEARCH PROJECTS		
Is advertising ethical? A critical look into the relationship between corporate ethics and advertising	Can technologies help to improve the working conditions of the nursing home environment?	The effect of supplier attitudes and behaviours on the CSR engagement programme to supply chain: China context
A study into the feasibility of immediate self-sustainability and effects of environmentalism on start-up businesses	The innovation of the Fair Trade System in relation to coffee producers In a developing context - Uganda	The impact of Brexit on European immigrants working within the manufacturing industry
The impact of women-only leadership programs on the career aspiration and development of women identified within their organisations as potential leaders	The impact of innovation, carbon reduction, energy efficiency and customer perception on logistics companies' attitudes towards adoption of green initiatives	Building cities of the future; challenges, opportunities, risks. An investigation into how new innovations within the commercial real estate industry will affect current properties and future developments
Does unethical/ethical behaviour of companies have a profound effect on consumer behaviour? Is there such a thing as conscious consumer? Ethical and unethical decisions in the fashion industry: case of H&M	A comparative analysis of CSR by multinationals in Nigeria and the United States - A case study of the Coca-Cola company  Evaluation of CSR practices at Omantel	Opportunities and limitations of sustainable operations management in the hotel industry  Alternative business models for adult social care providers
Content analysis of the news and Twitter during the "BP" Deepwater Horizon oil spill, when it means more than the environment	Cross-cultural conflict resolutions in the context of sustaining and improving organizational productivity	How does trustee governance effect decision making within charitable organisations? A comparative study
The impact of innovation, carbon reduction, energy efficiency and customer perception on logistics companies' attitudes towards the adoption of green initiatives	Influence of workplace arrangement and health and safety training on employees' performance and productivity: Case of garments and apparel sector of Bangladesh	The impact of financial literacy and healthy literacy on retirement planning: A case study amongst women in Singapore
Analysing the impact of green marketing concepts on consumer purchase intention  A critical review of apparel advertisements' impact on young American women	The financial well-being of women in Singapore  The effect of organisational culture on the quality of service in non-profit institutions	Ethical codes of conduct in sports organisations  What is the impact of a reorganisation project in an NHS Acute Trust?

An essential element of disseminating and encouraging responsible management education are our student projects. At both UG and PG levels, students have engaged with a diverse range of topics across all levels of the millennium goals. These projects are designed to actively encourage students to make a positive impact on society through by embedding sustainable and ethical values in their independent study projects. Illustrative examples are provided below of recent Masters level research projects.

Our research training programme for doctoral study include modules which thoroughly address ethics/responsibility/sustainability aspects including: 'Action Research', 'Philosophical Issues in Business and Management' and 'Systems Methodology'.

#### Executive education

In our executive education portfolio we have programmes which involve a focus on ethical and responsibility issues. These include an accredited programme in 'Systems Thinking in Service Organisations' delivered for Humberside Fire and Rescue Service and a Certificate in Healthcare Management for healthcare practitioners.

#### Opportunities:

- Embedding the SDGs more explicitly in the curriculum.
- Ensuring that there is a plurality of perspectives within the curriculum (i.e. more widely based than dominant Euro-American ideas in management, business and economics) that are reflective and appreciative of the diversity of contexts that students will encounter.
- Developing opportunities for students to learn about a broader range of economic perspectives across the curriculum.
- Helping students understand and navigate through the contradictions associated with different ideas about business and economics in relation to pressing global challenges such as climate change.





## Principle 3

**Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.**

Hull University Business School has significant expertise in teaching students to be critically reflective and this is a core aspect of many of the assessments in our modules. Such approaches are central to the educational frameworks that we develop and deliver and are closely connected to our long-standing international profile related to Systems Thinking. By taking critically reflective approaches we are able to help students explore and analyse the organisational and societal dynamics related to ethics, responsibility and sustainability.

Our newly launched marketing programmes are key examples of how we express ethics, responsibility and sustainability in our educational frameworks.

### Holistic marketing

'Holistic Marketing' is a unique approach which we have developed to successfully balance understanding of an organisation's short-term objectives and long-term goals, and the needs of environments and societies. Typically, these goals are oppositional to each other and are treated in silos. It is our aim to make sure that our students, Responsible Marketers of the future, will be able to address the tensions and contradictions involved in marketing with innovative approaches that ethically meet global-local challenges. To achieve this aim **Action Based Learning** approaches are used on live projects with local organisations. An example of this is a recent student marketing project with **Yorkshire Coast Nature Tours** who deliver eco-tourism with a direct benefit for wildlife and provide annual grants to nature conservation organisations. Students developed a detailed digital marketing and social media plan. The best students presented their final plans to the business which has integrated many of the recommendations. A video can be found here: [https://youtu.be/\\_gu2WJjZK-0](https://youtu.be/_gu2WJjZK-0). A second example is student projects for the **Goodwin trust**, the UK's largest social entrepreneurship organisation, for which students developed social and fundraising strategic plans for a number of the Goodwin Trust's portfolio projects.

### Connecting students with business and organisations

A key aspect of enabling students to learn about practices of responsible leadership, alongside curriculum content and activities related to the 'Hull

Employability Awards' (see Principle 1), is to help develop opportunities for them to connect with people working and taking leadership in different types of organisations. In support of this, over recent years we have put significant effort into developing our alumni activities to promote relationships between current and former students. Two core areas of activity have been the development of an online community to help students gain advice about careers, and the challenges of work in a given company or industry, and the **Student-Alumni E-Mentoring Project** which is aimed at final year undergraduates and MSc students.

During their studies, students are encouraged to become involved in local and regional activities through placements and projects supported by our **Centre for Professional Success**. A key function of this centre is to assist students in finding placements during their studies. In the past few years to help to focus more of our placement activities around 'sustainable business' we have become involved in developing an internship programme with the Global Compact UK Network. This pilot scheme tries to find placements in corporate sustainability departments. Initial indications have shown a positive uptake by organizations and activities are underway to support a more widescale operation.

### Opportunities:

- Developing our engagement with organisations who are leading on social and environmental challenges to give students greater opportunities to apply their learning about responsible management. Whilst we have significant placement activity and involvement with alumni there is greater potential to focus these activities towards ethics/responsibility/sustainability.
- Ensuring that through curriculum reform our teaching approaches, which promote skills of critical reflection, are further embedded throughout our degree programmes.
- Establishing robust processes for sourcing and advertising 'sustainable business' placements for students.
- Increasing the number of engagement opportunities that explicitly address the SDGs.





## Principle 4

**Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporation in the creation of sustainable social, environmental and economic value..**

### **Distinct centres of research**

Engagement in research that relates to ethics, responsibility and sustainability runs right across our subject groups. Hull University Business School is associated with two key centres of research. The Centre for Systems Studies is globally recognised for its distinctive research into systems theory and practice which has been undertaken for over twenty-five years, and is unique in its interdisciplinary research agenda of critical systems thinking. Many of the projects directly relate to the interconnectedness of sustainability systems. For example, Professor Gerald Midgley, and members of the Centre, have led the development of the Hermes Programme which is designed to disseminate non-violent conflict resolution techniques throughout Colombian society. Since its inception the programme has reached over one million people in Columbia (see - <http://impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?id=37224>)

### **Logistics Institute**

The Logistics Institute which has been in operation for nearly a decade is a globally renowned centre of excellence in global logistics and supply chain management, a central part of its ethos involves sustainable logistics. For example, Professor Amar Ramudhin is leading a funded research project to complete a social, economic and environmental assessment of 'Green Port Hull'. The project involves partnerships with Siemens, ABS, Hull CC and East Riding Council (see - [gia.hull.ac.uk/](http://gia.hull.ac.uk/)).

### **Organisation, Ethics and Society research group**

Also, in 2015 a new research group Organisation, Ethics and Society was established to bring together researchers in the Business School to better understand the various ways in which organising takes place in its social, ethical and political dimensions which includes critical perspectives on a wide variety of management and workplace issues. During 2015-17 its seminar programme has included world renowned speakers on 'Zero hours contracts', 'Natural Capital' and democracy in civil society groups.

### **Creation of a new Faculty**

The creation of the Faculty of Business, Law and Politics in 2016 has helped to promote collaborations across the new faculty. The newly developed research strategy for the Faculty has a key research themes associated with ethics/responsibility/sustainability. In particular, academics from Law and Politics have been central in the continued development of the Institute of Applied Ethics which has become a key space for conversations and collaborations with academics from Business. For example, PhD studentship applications on the intersections between democracy and sustainability, and research bids for projects to explore democracy in civil society organisations.

### **Wilberforce Institute**

Additionally, the Wilberforce Institute for the study of slavery and emancipation (WISE) - one of the world's prestigious research centres on slavery research - and soon to be launched the Risk Institute are also becoming important groups for future collaborations with Hull University Business School academics in relation to social justice and sustainability themes.



## Publications

The range of recently published work since our last report relating to the SDGs are listed below:

### SDG 2 – End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

**Akhtar P**, Tse Y, Khan Z & Rao-Nicholson R (2016) 'Data-driven and adaptive leadership contributing to sustainability: Global agri-food supply chains connected with emerging markets' *International Journal of Production Economics*

### SDG 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**Allen S**, Cunliffe A & Easterby-Smith M (2017) 'Understanding Sustainability through the lens of radical reflexivity' *Journal of Business Ethics*

Hawkins B, Pye A and **Correia F** (2016) 'Boundary objects, power and learning: The matter of developing sustainable practice in organizations' *Management Learning*

### SDG 5 – Achieve gender equality and empower all women and girls

Flynn P, **Haynes K** & Kilgour M (eds.) (2016) 'Overcoming Challenges to Gender Equality in the Workplace', UNPRME book series, Greenleaf.

Flynn P, **Haynes K** & Kilgour M (eds.) (2015) 'Integrating Gender Equality into Management Education', UNPRME book series, Greenleaf.

**Haynes, K** & Murray, A. (2015), 'Sustainability as a lens to explore gender equality: A missed opportunity for responsible management', in Flynn, P. Haynes, K. & Kilgour, M. (eds.) Integrating Gender Equality into Management Education, UNPRME book series, Greenleaf.

### SDG 7 – Ensure access to affordable, reliable, sustainable and modern energy for all

Akbari N, Irawan C, Jones D & **Menachof D** (2017) 'A multi-criteria port suitability assessment for developments in the offshore wind industry' *Renewable Energy*

### SDG 8 – Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all

Boateng A, **Akamavi R** & Ndor G (2016) 'Measuring performance of non-profit organisations: evidence from large charities' *Business Ethics: A European Review*

**Correia F** (2016) 'What meaning for sustainability? The role of tourism academics in securing impact' *Journal of Policy Research in Tourism, Leisure and Events*

Dahl S & **Yeung F** (2015) 'Contrasting Perspectives on Marketing Ethics', in Eagle L & Dahl S (ed.), *Marketing Ethics & Society*, SAGE Publications

Evangelista P, **Colicchia C** & **Creazza A** (2017) 'Is environmental sustainability a strategic priority for logistics service providers?' *Journal of Environmental Management*

**Perez-Sebastian F** & Raveh O (2016) 'Natural Resources, Decentralization, and Risk Sharing: Can Resource Booms Unify Countries?' *Journal of Development Economics*

### SDG 9 – Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation

**Jayawardhena C**, Morrell K & Stride C (2016) 'Ethical Consumption Behaviours in Supermarket Shoppers: Determinants and Marketing Implications' *Journal of Marketing Management*

Mustonen N, Karjaluoto H & **Jayawardhena C** (2016) 'Customer Environmental Values and Their Contribution to Loyalty in Industrial Markets' *Business Strategy and the Environment*

**Osburg V-S**, Strackb M, Conroyc D & Toporowski W (2017) 'Unveiling ethical product features: The importance of an elaborated information presentation' *Journal of Cleaner Production*

Geldermann J, Kolbe L M, Krause A, Mai C, Militz, H, **Osburg V-S**, Schöbel A, Schumann M, Toporowski W & Westphal S (2016) 'Improved resource efficiency and cascading utilisation of renewable materials' *Journal of Cleaner Production*, 110, 1-8

Sargeant A & **Shabbir, H** (in press) *Marketing Management for NonProfit Organisations*, 4th Ed, Oxford

**Saxena, G** (2016) 'Marketing Rural Tourism: Experience and Enterprise' Edward Elgar

### SDG 12 – Ensure sustainable consumption and production patterns

**Abbott A**, Nandeibam S & O'Shea L (2017) 'The Displacement Effect of Convenience: The Case of Recycling' *Ecological Economics*

**Akhtar P**, Khan Z, Frynas J, Tse Y, Rao-Nicholson R (2017) 'Essential micro-foundations for contemporary business operations: Top management tangible competencies, relationship-based business networks and environmental sustainability' *British Journal of Management*

A Jalil E, **Grant D**, Nicholson J & Deutz P (2016) 'Reverse logistics in household recycling and waste systems: a symbiosis perspective' *Supply Chain Management: An International Journal*

**Colicchia C**, **Creazza A** & Dallari F (2017) 'Lean and green supply chain management through intermodal transport: insights from the fast moving consumer goods industry' *Production Planning & Control*

**Colicchia C**, **Creazza A**, Dallari F & Melacini M (2016) 'Eco-efficient supply chain networks: development of a design framework and application to a real case study' *Production Planning & Control*

**Grant D**, Trautrim A & Wong C (2017) 'Sustainable Logistics and Supply Chain Management: principles and practices for sustainable operations and management (2nd Edition)' Kogan Page

Kim S, **Colicchia C**, & **Menachof D** (2016) 'Ethical sourcing: An analysis of the literature and implications for future research' *Journal of Business Ethics*

**Menachof D** & **Grant D** (2016) 'Does the concept of 'nearporting' provide a pathway to better logistics sustainability?' *Journal of Supply Chain Management: Research & Practice*

Murray A, Skene K & **Haynes K** (2017) 'The circular economy: An interdisciplinary exploration of the concept and application in a global context' *Journal of Business Ethics*

Yoganathan V, McLeay F, **Osburg V-S**, & Hart, D. (in press). 'The core value compass: Visually evaluating the goodness of brands that do good' *Journal of Brand Management*

**Osburg, V-S**. (2016). An empirical investigation of the determinants influencing consumers' planned choices of eco-innovative materials. *International Journal of Innovation and Sustainable Development*, 10, 339-360

**Osburg, V-S**, Appelhanz, S., Toporowski, W., & Schumann, M. (2016). An empirical investigation of wood product information valued by young consumers. *Journal of Cleaner Production*, 110, 170-179

Zhang M, Tse Y, Doherty B, Li S & **Akhtar, P** (2016) 'Sustainable supply chain management: confirmation of a higher-order model' *Resources, Conservation & Recycling*

### SDG 14 – Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Börger T, Broszeit S, Ahtiainen H, **Atkins J**, Burdon D, Luisetti T, ... (2016) 'Assessing costs and benefits of measures to achieve Good Environmental Status in European regional seas: Challenges, opportunities and lessons learnt' *Frontiers in Marine Science*

Elliott M, Burdon D, **Atkins J**, Borja A, Cormier R, de Jonge V, Turner R (2017) 'And DPSIR begat DAPSI(W) R(M)! - A unifying framework for marine environmental management' *Marine Pollution Bulletin*

### SDG 15 – Sustainably manage forest, combat desertification, halt and reverse land degradation, halt biodiversity loss

Teuber L, **Osburg V-S**, Toporowski W, Militz H and Krause A (2016) 'Wood polymer composites and their contribution to cascading utilisation' *Journal of Cleaner Production*

Appelhanz, S., **Osburg, V-S**, Toporowski, W., & Schumann, M. (2016). Traceability system for capturing, processing and providing consumer-relevant information about wood products: System solution and its economic feasibility. *Journal of Cleaner Production*, 110, 132-148.

### SDG 16 – Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

**Allen S** (2017) 'Learning from Friends: Developing appreciations for unknowing in reflexive practice' *Management Learning*

Butler C & **Haynes K** (2017) 'Passionate and professional: reconciling logics in accounting for public services' *Public Money and Management*

Al-Abdin A, Nicholson J & **Dean, D**. (2015) 'Extending the self in a revolutionary epoch: Understanding transformations of the self through the Arab Spring in Egypt and Libya' *Journal of Business Research*

Susila I, **Dean D** & Harness D (2015) 'Intergenerational spaces: Citizens, political marketing and conceptualising trust in a transitional democracy' *Journal of Marketing Management*



**Haynes K** (2017) 'Accounting as gendering and gendered: A review of 25 years of critical accounting research on gender' *Critical Perspectives on Accounting*

O'Reilly, **Allen S & Reedy P** (in press) 'Re-imagining the scales, dimensions, and fields of socio-ecological sustainability' *British Journal of Management*

Panagiotakopoulos P, **Espinosa A** & Walker J (2016) 'Sustainability management: insights from the Viable System Model' *Journal of Cleaner Production*

**Reedy P**, King D & Coupland C (2016) 'Organizing for individuation: alternative organizing, politics and new identities' *Organization Studies*

**Shabbir H**, Isa Md, Colmekcioglu N, & **Akthar P**. (in press) 'Testing a Spiritual framework for Sustainability' *Management Decision*

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### Funded Research Projects

Some active relevant funded research projects in which academics from Hull University Business School are involved:

#### Reducing Inequalities in Cancer Outcomes in Yorkshire

– Dr Di Dean and Professor Yasmin Merali are involved in a £4.9 million funded research project to tackle cancer inequalities in Hull which includes people from the University of Hull, the Hull York Medical School and Hull and East Yorkshire Hospitals NHS Trust. The initiative will focus on ensuring that patients are diagnosed at the earliest possible stage and that they have equal access to the very best treatments and supportive care.

**Addressing the issue of foodbanks** – Dr Giles Hindle has been involved in the leadership of a research project for the Trussell Trust to understand the scale and dynamics of foodbank usage in the UK, and so help to mobilise people to address it. Data scientists, business model specialists and academics from the University of Hull and the commercial sector worked with the Trussell Trust to create the UK's first ever dynamic visualisation tool for crises leading to foodbank use, mapping 18 months of foodbank data against deprivation indices from the 2011 census and other open data

**Developing bioplastics** – An ERDF Funded Project led by Peter Andrews and Dr David Harness working with Floreon, an innovative bioplastics company, to understand how to develop strategies for Bioplastics to replace mineral oil based plastics. Also, Professor Chris Bovis is involved with the Government of Germany, Government of The Netherlands, and the University of Lodz to develop a sustainable procurement strategy for bioplastics. This Horizon 2020 InnProBio Project aims to become a game changer in developing the standards for procurement of bio-plastics.

**Valuing nature partnership** – Professor John Atkins is involved in the Valuing Nature Programme which aims to better understand and represent the complexities of the natural environment in valuation analyses and decision making. A key project is to value the impact of storm surges on society and human welfare in terms of cultural services provided by estuarine flood alleviation sites.

**Gardening for wellbeing** – Yvonne Black (PhD Student) and Dr Fernando Correia in conjunction Hull City of Culture 2017 and the Wellcome Trust are supporting and developing urban gardening initiatives in Hull to explore how participation in community gardening can improve people's physical and mental health. Award-winning playwright, Jimmy Osborne, will work with the community to develop a stage play exploring the relationships between the community, the people and an urban garden.

**Sustainable tourism in Thailand** - Professor Gunjan Saxena is working on a project to bring Integrated Rural Tourism – a concept that she has developed with colleagues to link economic, social, cultural, natural and human structures of the localities in which it takes place – to life in the sub-districts of Na Muang and TalingNgam in KohSamui (Thailand), see <http://www.samuitourismproject.com/>. IRT's key tenets have been used to inform participatory research to identify skills and information gap and promote meaningful dialogue between agencies and residents.

**Breaking stereotypes** - Dr Haseeb Shabbir has been invited by charity think tank 'Rogare' to review the nature of stereotyping of charity recipients. Currently Dr Shabbir is working with Mohammed Nazir OBE and EthnicFocus on developing a national campaign to alleviate stereotyping of Muslim based consumption practices and with Dr. Mah Hussain-Gambles MBE and Ethnic focus on an educational toolkit for secondary school teachers on Islamophobia.

### Doctoral research

As ethics/responsibility/sustainability is a core research theme in HUBS many of our PhD students are working on associated topics. A selection of recently published PhD theses (2016-17) are listed below:

- Ahmed, Shehzad 'The Role of Logistics Capabilities To Achieve Supply Chain Resilience: An Empirical Investigation'
- Dunn, Katherine 'The effect of social media on responses to supermarkets' corporate social responsibility: A consumer perspective'
- Erkaboev, Alisher 'Tax Evasion by Small and Micro-Sized Enterprises in Uzbekistan'
- Freer, Bridget 'Implications and consequences: how can learning from the use of a psychometric tool inform other HRD interventions?'
- Jalil, Emy 'Symbiosis in Waste Recycling: Investigating Municipal Systems and Household Behaviour in England'
- Khairusany, Mohamed Yusof 'Fraudulent financial reporting: an application of fraud models to Malaysian public listed companies'
- Lewis, Ellen 'Gendered systemic analysis: systems thinking and gender equality in international development'
- Mohamed Yusof, Khairusany 'Fraudulent Financial Reporting: An Application of Fraud Models to Malaysian Public-Listed Companies'
- Mowla, Mohammad 'Community Wellbeing: A Determinant Factor in Achieving Sustainable Tourism Development: A Perspective From Cox's Bazar, Bangladesh'
- Tariq, Jasim 'Exploring Entrepreneurial Motivations and Barriers: A Study of Female Business Owners in Pakistan'

- Thaithong, Nisarath 'An investigation of tourism stakeholder networks and cluster sustainability in Samui Island, Thailand'

Also, an important initiative started in 2016 by the Centre for Systems Studies involves six inter-disciplinary PhD scholarships to explore three key themes: 'Resilient Communities for Sustainable Development: Harnessing Ecosystem Services for Regional Development', 'Resilience in Cyberspace: Sustainable Business Models' and 'Marginalisation and Conflict'. For example, Yvonne Black's PhD is 'Understanding the outcomes of nature-based interventions for health and wellbeing: case studies from the City of Hull', and Francesca Moore's is 'Transformative adaptation in UK farming systems: enabling experimentation towards sustainable practices'.

### Opportunities:

- Raising the internal awareness of the range of expertise across Hull University Business School in relation to topics of ethics/responsibility/sustainability to help develop networks and communication channels to increase opportunities for teaching and research collaboration.
- Build on the Faculty's new research strategy and the School's different research centres to pursue inter- and trans-disciplinary research across and beyond Faculty-level that can have a positive impact beyond academia
- Retaining faculty across the school related to our ethics/responsibility/sustainability research profile ahead of the next potential REF in 2020.



# Principle 5

**Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.**

We have developed a good network of corporate partners over recent years. The everyday engagement of business managers at Hull University Business School includes involvement in: our Advisory Board, Business Engagement Committee and also to give guest lectures. A recent example of guest lecture involvement was given by an employee of Siemens as part of an undergraduate module on CSR where they spoke on the topic of corruption and how their organisation has sought to address recent challenges in this area. Alongside these ongoing dialogues we work with many local organisations through our research and consultancy projects. For example, a major area of interest for members of the School at the moment is the development of the 'Green Port' in Humberside which connects closely with expertise that has been expressed through the delivery of research projects and ongoing PhD research projects (see Principle 4). Where possible we make connections between student assignment work and social and environmental issues faced by regional businesses (see Principle 3).

## **Humber Business Week 2017**

One example of our engagement activities was organised by the Institute of Applied Ethics in conjunction with Humber Business Week 2017. The morning event 'Business Ethics in Action: Siemens Insight' included a speaker from Siemens, academics from the School of Law and Politics and a representative from Business in the Community. The event was attended by over 35 people which included representatives from a range of organisations and businesses based within the Humber region.

## **External roles and responsibilities**

In addition, many of our academics have significant external roles and responsibilities which means that they are in regular contact with a variety of business people in relation to social and environmental challenges. For example:

- Professor Kathryn Haynes is a member of the Sustainability Committee of the Institute of Chartered Accountants in England and Wales (ICAEW) and a judge on the ICAEW's Finance for the Future awards, which aims to support and innovate sustainability in business.
- Professor Chris Bovis has been at the forefront of advising on the sustainability of Public Private Partnerships (PPP) through developing public-sector procurement frameworks. He was appointed by the United Nations as Rapporteur to the Millennium Development Commission on PPPs with his reports being received and published by the Millennium Development Commission. For Transparency International, he has provided evidence for assessing key transparency indicators for public sector procurement.
- Dr Haseeb Shabbir is one of five UK based academics to be selected by the Institute of Fundraising, to serve as one of the institute's national examiners and tutors. Within this role, he has coached over 500 professional fundraisers in marketing and fundraising from numerous charitable organisations and NGOs, including from the International Red Cross, Kofi Anan Foundation, Oxfam and numerous regional and local charities. He also serves as an advisor to the Donor Commission on ethically improving the experience of British charity donors as well as on forming the first Code of Conduct for UK based Muslim Charities.

## **Business in the Community**

Hull University Business School continues to be an active member of Business in the Community (BITC). We attend their workshops, they address our students through contributions to lectures, and they provide access to other organisations for the research of our PhD students. We are also a member of the Academy of Business in Society (ABIS) and are involved in collaborative grant submissions and presenting at their forums. For example, Professor Wayne Rogers presented 'Examining cognitive and decision making perspectives: Identifying new methods to prevent, investigate and mitigate cybercriminal behaviours' at the ABIS Annual General Assembly and Knowledge Into Action Forum in May 2017. Finally, we are also members of the UK Business Council for Sustainable Development and UN Global Compact UK Network, and continue to pursue collaboration opportunities with the business members of these organizations.

## **Opportunities:**

- Including social and environmental concerns centrally in our relationships with businesses.
- Giving greater opportunities for students to engage with business through their studies to understand the challenges business face in relation to sustainability and consider potential strategies and possibilities for change.
- Developing links with organisations such as AIM2Flourish, Net Impact and Oikos to help to foster greater opportunities for student engagement.
- Reviewing affiliation possibilities with the Institute for Corporate Responsibility and Sustainability.



# Principle 6

## Dialogue: We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability

Members of Hull University Business School continue to be pro-active in a range of networks to facilitate and support dialogue on ethics/responsibility/sustainability topics. Some examples include:

- **The Marketing and Business Strategy group hosted the 50th Academy of Marketing conference in July 2017.** Themed “Freedom through Marketing” it was designed to help to educate the global marketing community on assessing how marketing theories can be used to tackle oppression, inequality and injustice. The freedom theme complemented the heritage of the City of Hull in abolishing slavery and also the Freedom theme of the UK City of Culture celebrations. A dedicated call for papers emerging from the conference, is active in the Journal of Business Ethics on “Freedom through Marketing”. The conference also had the world’s first special session on Peace Marketing, endorsed by Kotler Impact, and therefore Professor Philip Kotler, the father of social marketing, the only business academic to secure the Olso Business for Peace award.
- Dr Joanne Cook has been involved in is the development and facilitation of the **employee volunteering network (EVN)** which is being run in collaboration with Dr Jon Burchell and jointly funded by Hull University Business School and Sheffield University Management School. The EVN extended its activities under the ESRC funded project Brokering Employer Sponsored Volunteering. This network has over 200 members from public, private and third sectors organisations who have come together to develop collaborations around ESV and discuss some of the challenges and boundaries to reaping long term benefits from these opportunities. The most recent activity has involved working with the Office for Civil Society and Innovation (OCSI) to create a series of eleven Participatory Action Workshops across England during 2016 to help to develop new policies to encourage regional initiatives and ESV developments. This has involved engaging with organisations including Unilever, National Grid, Aviva and Lloyds Banking Group, alongside policy related work connected to the Scottish Parliament and Chartered Institute of Personnel and Development (CIPD).
- Dr Haseeb Shabbir is a member of the **PRME working group Business for Peace** and is chairing the forthcoming (November 2018) ESRC-PRME workshop on Peace Marketing with Professor Kathryn Haynes. Confirmed keynote speakers include Professor Juan Carlos Sainz-Borgo, Dean of UN Peace University and Professor Brian Ganson, Head of the Africa Centre for Dispute Settlement.
- Dr Fernando Correia sits on the Management Committee of the project **TObeWELL - Tourism, Wellbeing and Ecosystem Services**, and is a member of its working group (WG4) ‘Towards research - informed policy making’ that promotes impact in practice and policy-making by drawing from research in this interdisciplinary field, and promoting dialogue and learning exchange between the different regions and countries of the project partners. For instance, in January 2016, Dr Correia organized a stakeholder workshop between Finnish researchers and over 20 representatives from local and regional organisations responsible for managing natural sites and/or wellbeing projects in North Yorkshire, Humberside and Lincolnshire.
- Professor Kathryn Haynes, a member of the **PRME Working Group on Gender Equality (WGGE)**, co-facilitated a seminar, funded by the ESRC, in Hull on addressing the role of business and business schools in addressing gender equality and women’s empowerment, specifically relating to the Sustainable Development Goal (SDG) number 5: Achieve Gender Equality and Empower all Women and Girls. This seminar provided a number of perspectives from research and practice to address the challenge of women’s empowerment and gender equality, with presentations by students and guest academics.
- Dr Stephen Allen, who is the PRME representative at Hull University Business School, participates in the **UK and Ireland PRME Chapter**. At the 2017 conference he presented a paper ‘Principals of Responsible Management Education (PRME) from reflective to radically reflexive education?’. In May 2016 he gave an invited presentation at the Centre for Sustainable Futures at Plymouth University titled ‘Exploring intersections between reflexivity and sustainability: What implications for learning and educating?’.

## Exchange and visits

Alongside the range of networks that our academics are involved in coordinating we also promote debate among educators and researchers through periods of exchange and visiting positions. For example, Dr Victoria Sophie Osburg has recently completed an Erasmus exchange to KEDGE Business School in Bordeaux, France to develop collaborations relating to her work on sustainable consumption. Professor Gerald Midgley holds a visiting chair position at Malardalen University, Sweden in relation to his work on Systems Studies. Professor David Grant holds a visiting chair position at Hanken School of Economics, Finland in the area of supply chain management and social responsibility. Dr Shabbir is a visiting scholar at the WU Academy, Vienna for collaboration on a research project on the stigmatization attached to Islamic consumption practices with Professor Bodo Schlegelmilch. Professor Kathryn Haynes holds a visiting position at RMIT University in Australia, presenting on accountability and sustainable business.

## We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.

The Faculty of Business, Law and Politics has a newly develop Equality, Diversity and Inclusion (EDI) action plan through which Hull University Business School will work to embed EDI more fully in our organisational practices and values.

## Athena Swan

In the past year within Hull University Business School, work has been undertaken to work towards achieving Athena SWAN accreditation to show a clear commitment through our practices to a wide range of forms of equality. The Athena SWAN Charter means that we strive for equality in all aspects of our life within the University community and within all groups and people that study, work and enjoy our campus. This has involved evaluating our career pathways, providing support, and running an Athena SWAN lecture series to promote topics of interest in relation to gender equality, for example, “Woman and War” by Professor Caroline Kennedy-Pipe. Dr Mah Hussein-Gambles MBE gave a talk to the undergraduate International Marketing students on the challenges of career development when caught between cultural taboos.

## Dignity and respect

Also, across the University ‘Dignity and Respect Advisors’ have been established in 2017 to listen to any complaints of an equality and diversity nature, clarify the options open and offer support. Additionally, a ‘Sanctuary Champions Network’ is being considered to help to raise awareness and understanding among students and staff of the needs of refugees and asylum-seekers in higher education and the wider community.

## Sustainability

Hull University Business School and the University have an attention to enhancing the sustainability of our campus. This has included an array of University policy developments and initiatives related to environmental management:

**Energy** - Our Carbon Management Plan aims to reduce CO<sub>2</sub> on overall energy consumption by 34% before 2020 based on a 1990 HESA baseline (19090 tonnes CO<sub>2</sub>). Our current target is to achieve a 5% annual reduction for the next three years based on consumption per m<sup>2</sup>/person/building type. Currently we are showing a 12% reduction overall on the 1990 figures at 16,271 Tonnes CO<sub>2</sub> for 2016. When viewed against two of the top People and Planet 2016 ranked institutions which do have data that can be verified via CRC (Carbon Reduction Commitment - tax) and HESA submissions, our savings can be considered as being representative of good practise to date when viewed against those who are perceived as best in sector. We have two renewable sources of energy a 214kW, 856 panel solar photovoltaic (PV) system, and two Combined Heat and Power plants for new student halls and the Health Campus.

**Water** - we have completed recent works to identify and repair leaks/waste and with a plan underway to replace the older water mains on campus, we aim to achieve a 15% (32,982 m<sup>3</sup>/£82,454) annual reduction for the next three years. Current total annual consumption is circa 219,878 m<sup>3</sup>/£549,695pa.

**Waste** - In line with HESA guidance we include construction waste within our annual reporting; although this considerably increases our overall tonnage we are maintaining a 90% re-cycling percentage rate (against a sector average of 62%). We are looking to maintain this level of achievement during the present on-site construction period as well as implementing reduction targets of waste per m<sup>2</sup>/person.



**Construction** - We have set a minimum standard of achieving BREEAM (Building Research Establishment Environmental Assessment Method) Excellent status for all new builds and is currently investigating seeking the RICS (Royal Institution of Chartered Surveyors) SKA accreditation for re-developments.

**Food** - The Students Union and Union Shop have secured the Fair Trade award. Halal options are now standard food options by the University Catering Department. The Estates Dept. has assisted Hull City Council with achieving their own city-wide accreditation as part of our social engagement responsibilities. Through continued interaction with the student body through schemes such as the NUS campaigns we are looking to promote further sustainability and food waste reduction/re-cycling. This is designed to not only reduce waste but also provide environmental education to staff and students.

**Travel** - We report on Scope 3 travel emissions in addition to effecting reductions in this area. Recent and current activities have included: installing electric vehicle charging points and purchasing electric vehicles for maintenance and portering duties, the ongoing support of the Bike Hub which provides fully equipped bikes to hire, free bike maintenance sessions and guidance about local cycling routes, and we are about to launch a Car Share scheme for both staff and students that includes bespoke travel plans and links to our Green Travel Plan.

**Opportunities:**

- Engaging with and implementing the new Equality, Diversity and Inclusion action plan.
- Formalising how Hull University Business School staff and students can engage with University Estates in relation to initiatives associated with the environmental sustainability of living and working on campus.
- Understanding how objectives to reduce staff travel emissions interact with policies to promote staff travel to international conferences and develop international research networks.
- Reviewing possible accreditations such as Green Impact, Green scorecard and EcoCampus to explore how the Business School can be more proactive in university sustainability policy making.



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