

United Nations Principles for
Responsible Management Education

Sharing Information on Progress Report 2018-20

INNOVATION • ENTERPRISE • RESPONSIBILITY



Oxford Brookes
Business School

Message from the Vice-Chancellor



The UN Principles for Responsible Management Education (PRME) initiative seeks alignment between business school missions and operations and the UN Sustainable Development Goals. A movement towards such alignment is one that is reflected not only in our Business School but also in our wider university.

Sustainability in its widest dimensions has been identified as a key 'enabler' in the emerging 2035 Oxford Brookes University Strategy. In line with expectations around the wider sustainability agenda and the global climate crisis, and in our role as an educator, Oxford Brookes recognises its responsibility for contributing to the UN's Sustainable Development Goals (SDGs). We are currently investigating ways of furthering

engagement with the SDGs. In particular, we are exploring the establishment of a Sustainability Steering Group to address the wider sustainability performance of the University and alignment with the SDGs.

It is therefore entirely fitting and a personal priority for me that we should confirm our renewed commitment to PRME membership for the next two years.

**Professor Alistair Fitt,
Vice Chancellor**

Message from the Dean of Oxford Brookes Business School



Welcome to our fourth Sharing Information on Progress Report. Writing this report in the midst of a global pandemic highlights the importance of PRME more than ever, as business schools and our communities grapple with the consequences of what is an unprecedented public health and economic crisis. This is further to the longstanding challenges faced by society around the world relating to biodiversity, climate change and inequality, for which the UN SDGs provide a blueprint to realise a more sustainable future.

We recognise the role that Oxford Brookes Business School needs to play, and this report charts our progress over the last two years. We highlight our achievements in relation to the plans outlined in our last report across our key portfolios, and particularly with respect to our Research and Knowledge Exchange activities. The work of our research centres continues to exemplify their commitment to advancing knowledge and impact around the SDGs, as does our ongoing engagement with partners and stakeholders. We have, and continue to enhance, programmes to advance PRME-related teaching, to instill the values of sustainability and social responsibility among our learners. The contribution of the School to

the PRME agenda through our entrepreneurial and enterprise-related activities has also gone from strength to strength.

Having only joined Oxford Brookes Business School on 1st June 2020, this report is testament to the efforts of colleagues under the leadership of the recently retired Pro Vice-Chancellor and Dean, Chris Blackburn. My commitment as the incoming Dean is to ensure that the Principles for Responsible Management Education are principles that are embodied by the staff and students of Oxford Brookes Business School. In preparing this report I am also grateful to Dr Jonathan Louw, who leads on PRME for the School and also ensures that Oxford Brookes is an active and visible member of the PRME Chapter UK and Ireland.

**Professor Tim Vorley,
Pro Vice-Chancellor and Dean,
Oxford Brookes Business School**

RESEARCH, INNOVATION AND KNOWLEDGE EXCHANGE

OBBS channels its research and knowledge exchange (RKE) energies through the work of three research centres and its consultancy and training team, all of which are profiled in the pages that follow. Since our last report our established Centre for Diversity Policy Research and Practice and International Centre for Coaching and Mentoring Studies have been joined by the Centre for Business, Society and Global Challenges. The contributions all four teams make to the achievement of the Sustainable Development Goals are summarised in Figure A and demonstrated through the case studies and profiles that follow.

Figure A

Theme	1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
Centre for Business, Society and Global Challenges						
Ensuring sustainability and social justice			✓	✓	✓	
Communities, inclusive entrepreneurship and innovation						
Globalisation, Technology and Organisations			✓	✓	✓	
Global Markets, economic development and inequality	✓				✓	
Centre for Diversity Policy Research and Practice	✓		✓	✓	✓	
International Centre for Coaching and Mentoring Studies			✓	✓		
Consultancy and Training team				✓		

The Agenda 2030 for Sustainable Development

In September 2015 the United Nations adopted 17 Sustainable Development Goals alongside 169 related targets. These goals have in the intervening period become a central point of reference within global, national and institutional level policy making. Increasingly, they help to frame debates within Oxford Brookes Business School and they act as a point of reference in this Sharing Information on Progress Report too.

Excerpt from the Agenda 2030 declaration

“We resolve, between now and 2030, to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources. We resolve also to create conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all, taking into account different levels of national development and capacities.”

7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS
			✓	✓	✓	✓			✓	
	✓	✓		✓						
	✓			✓						✓
✓	✓	✓	✓	✓						
	✓	✓	✓	✓		✓			✓	
									✓	✓
	✓								✓	✓



Profile – Simonetta Manfredi, Professor in Equality and Diversity Management and Associate Dean, Research and Knowledge Exchange

Simonetta Manfredi is responsible for overall leadership of the School's work in RKE. Previously she was Director of the Centre for Diversity Policy Research and Practice, that she founded in 2004. Her research interests and expertise are primarily focused on gender and leadership, age discrimination and retirement policies, work-life balance, and applied diversity policy research in the Higher Education sector. She has published widely in these areas, led several projects funded by a range of organisations which include the European Commission, former Government Department for Trade and Industry, the Higher Education Funding Council for England, and Advance-Higher Education. She is currently leading a two-year project funded by the UK Engineering and Physical Sciences Research Council to increase the representation of women researchers in STEM as founders and co-founders of university spinout companies. She is co-author of *Managing Equality and Diversity*, which received the Chartered Management Institute Management Book of the Year Award in 2013 (in the management and leadership category).

CENTRE FOR BUSINESS, SOCIETY AND GLOBAL CHALLENGES

This new research centre is a significant development for the Oxford Brookes Business School, bringing under one umbrella researchers who are actively engaged with some of the core challenges facing contemporary societies including: our ageing population, human rights in business, sustainable tourism and consumption, markets and inequalities, security, digitalisation, and the changing world of work and organisations. A driving motivation underpinning our research is to provide insights into the competing interests of the stakeholders involved in globalisation.

With its multidisciplinary research profile, the new centre aims to make a critical contribution to the national research agenda on Global Challenges and the Industrial Strategy. Its research and knowledge exchange activities involve close collaboration with companies, policy makers, NGOs, practitioners and the wider public across the globe.

The Centre benefits from an interdisciplinary research team and collaborates with partners in Brazil, China, Denmark, France, Hong Kong, Hungary, Indonesia, Germany, South Africa and Sweden. It also supports local businesses by engaging in a range of knowledge exchange initiatives and by critically assessing the role of business education in driving positive change.

The work of the Centre is organised into four themes (1) Ensuring sustainability and social justice (2) Global Markets, economic development and inequality (3) Human Challenges: communities, inclusive entrepreneurship and innovation and (4) Globalisation, Technology and Organisations.

More information about the Centre's research can be found here:
www.brookes.ac.uk/bsgc/research/



Profile – Juliette Koning, Director of the Research Centre for Business, Society and Global Challenges

Juliette Koning is Professor in Organisational Studies at Oxford Brookes Business School and Director of the Research Centre for Business, Society and Global Challenges. She combines her expertise in social anthropology and interest in organisation studies to address global challenges experienced by small business organisations in Southeast Asia on the one hand and how to organise for security in South Africa, Indonesia, the UK and the Netherlands on the other. She is Research Fellow of the Security Institute for Governance and Leadership in Africa (SIGLA) at Stellenbosch University, South Africa and visiting professor at the Vrije Universiteit Amsterdam and the University of Amsterdam.

Theme 1: Ensuring Sustainability and Social Justice



The Earth's population increased fourfold in the 20th century. As human numbers increase, so do demands on old systems of production and consumption, political organisation and the planet's resources. How do we ensure sustainability in the economic, social and political arena? How do we take account of demographic changes, satisfy current and future needs and protect resources and stabilise communities? 'Sustainability' is about more than the environment – it explores the interconnectedness of the present and the future, across the natural world and human-designed systems. How can organisations and governments plan to ensure replenishment, and the possibility of growth? Our researchers examine the sustainability of values, behaviours and business – from farming to tourism and beyond, and ask what steps can be taken to ensure continuity and security.



RESEARCH CASE STUDY: Illegal and unsustainable fishing in Indonesia

Professor Juliette Koning presented the research outcomes on stakeholder cooperation between law enforcement organisations and fishing communities in addressing illegal and unsustainable fishing in Indonesia at an event in Jakarta in July 2019. This marked the end conference of the Newton Institutional Links program on Unsustainable Fishing in Indonesia as well as the ESRC/AHRC project on the Maritime Dimension of Transnational Organized Crime in Indonesia in which Coventry University (UK), the University of Indonesia (Indonesia) and Oxford Brookes University (UK) collaborated.

RESEARCH CASE STUDY: FTSE100 sustainability reporting could amount to 'greenwashing'

A substantial number of FTSE100 companies are selectively choosing to report data that emphasise certain outcomes or ignore major impacts in their sustainability reporting. This was just one of the findings of a report *The Boundary of Sustainability Reporting: Evidence from the FTSE100*, published by the Centre in 2019. The report examines reporting boundaries adopted by FTSE100 companies for 49 Global Reporting Initiative (GRI) disclosure topics. Its findings reveal that much of the current output is focused on responding to potential risks to companies' reputations, rather than acknowledging responsibility for their actions.

The Oxford Brookes research team of Drs Sam Miles and Kate Ringham found that 72% of FTSE100 sustainability reports adopted very narrow reporting boundaries, restricting the scope of responsibility or using illustrative examples to suggest wider compliance, while in reality providing information that could be described as 'greenwashing'.

RESEARCH CASE STUDY: Understanding the taboos of eating insects in the quest for sustainable consumption

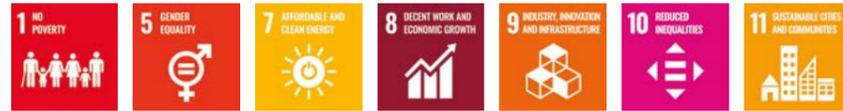
How do you convince someone to put a cricket in their mouth? That's a question two Centre team members have been researching. Indroneel Chatterjee (pictured below) and Professor Janine Dermody have conducted taste tests, experiments and observation studies to measure people's reactions to eating insects. They have taken various edible insects to events across the country and tried to get attendees to eat them. One interesting finding is that people's disgust at the idea of eating insects seems to be something they develop as they get older. They have noted that children have little fear of them.

The research has been investigating personal levels of food-related fear. The intention is then able to look at how marketing materials can help to overcome such fear and help to create a greater acceptance of eating insects.

With the livestock industry accounting for up to 18% of greenhouse gas emissions, bodies like the Committee on Climate Change are urging companies to look for more sustainable sources. Insects could be the answer. Crickets, for example, offer more protein than beef; meal worms are richer in Omega 3 than salmon; while house flies have more Vitamin B2 than milk. They're also faster to produce and require a fraction of the feed.



Theme 2: Global Markets, Economic Development and Inequality



From the financial crash in 2008 to energy demand and poverty, our research addresses core economic challenges in today's world. We combine macroeconomic and microeconomic approaches to improve the understanding of such economic issues as international trade, economic growth, economic reform and development practices, agriculture and food policies, irrigation, poverty, fair trade, consumer behaviour and investor behaviour within financial markets and institutions. Our research also aims to address policy implications of key issues such as climate change and carbon emissions, inequalities and poverty reduction, strategies for economic growth, agriculture and food security, as well as the impact of mergers and acquisitions.



Researcher Profile: Dr Rozana Himaz

Rozana Himaz is an economist whose main research interests pertain to welfare and public policy in developing countries (mainly India, Sri Lanka, Ethiopia, Indonesia and Vietnam) as well as the UK. Her work is empirical in nature using large household datasets and longitudinal data. She has looked in particular at gender biases within households in terms of resource allocation, education, childhood poverty, impact evaluation (e.g., microfinance and public programs) and the politics of austerity and its consequences.

RESEARCH IMPACT:

The relationship between education and household welfare

Research led by Dr Rozana Himaz has provided the first empirical evidence showing that an extra year of education significantly improves household welfare particularly among the poor in Sri Lanka. This work has influenced the World Bank's decision to commit US \$100 million towards the General Education Modernisation (GEM) project in Sri Lanka, 2018-2024. This benefits around 5 million school students per year coming from 10,000 schools across the country from primary grades 1-5 and secondary grades 6-13.

Further research has contributed to a pathbreaking finding that points to an opportunity to intervene in child health beyond the first 1000 days of a child's life. It has influenced UNICEF to include adolescent nutrition as a key priority in their 2018 Global Nutrition Report to achieve the United Nations Sustainable Development Goals 3 and 5 on good health and wellbeing and gender equality, respectively.



PROFESSOR EMERITUS PRITAM SINGH:

Sustainability implications of the spatial shift in global capitalism

A public lecture was held in December 2019 to mark the award of Professor Emeritus to the economist Pritam Singh, following his recent retirement from the university. In this lecture 'Sustainability implications of the spatial shift in global capitalism: An eco-socialist perspective', Pritam defined the spatial shift, produced wide ranging evidence to substantiate this shift and then emphasised that this shift from relatively less populated countries to massively populated countries such as the BRICS nations constituted a momentous difference from all earlier differences in the global history of capitalism. He demonstrated the unprecedented environmental implications of this shift and made a critique of both modern capitalism and traditional notions of socialism to argue that eco-socialism provides a vision and practical programme to save humanity from the ecological catastrophe facing it.

RESEARCH CASE STUDY: Energy in Africa

Early 2019 saw the publication of Energy in Africa: Policy, Management and Sustainability, co-edited by the Centre's Dr Sola Adesola with Professor Feargal Brennan of the University of Strathclyde. With international organisations and businesses having an ever-increasing impact on Africa, the authors saw a need for a new kind of book about energy. The two were also keen to bridge gaps in research between engineering, commerce, socio-politics, environment and management. The authors note that Africa is an excellent example and case-study of the multifaceted socio-economic, political and environmental criteria which influence the adoption of technologies. Their book seeks to balance local content with an international context, identifying learning that can be applied to many other developing regions. Sola Adesola hopes that their book will help hasten all stakeholders on their journey towards the development of sustainability in energy policy.

Theme 3: Human Challenges: Communities, Inclusive Entrepreneurship and Innovation



Whilst developments in commerce and communication offer increasing connectedness, the human challenges of fractured communities, isolation and individualism appear to grow. The elderly suffer loneliness, millennials face work insecurity and migrant communities suffer hostility. Who is benefiting from social change, why and how? What are the obstacles to social mobility and challenges for newcomers such as refugees? How do SMEs drive innovation and change in the global economy? What are the social, economic and environmental challenges of the fast growing visitor economy? And who are the stakeholders in tourism destination development?

RESEARCH CASE STUDY:

The role of hospitality businesses in addressing social isolation among the elderly in the UK and in Hong Kong

Projects undertaken by Professor Levent Altınay, Professor of Strategy and Entrepreneurship, demonstrate the respective contributions of social interactions with employees and those with other customers in enhancing senior customers' experiences and alleviating their loneliness. Their findings provide a foundation for future research into the relationships between social interactions, customer experience and loneliness in third places (informal public places that offer individuals opportunities to escape from home and the workplace and to enjoy voluntary conversation, entertainment and gatherings).

RESEARCH CASE STUDY:

Identifying pathways for refugee integration and employment in the UK and Brazil

For migrants and refugees, contact with state, charitable and commercial organisations when settling into 'host' societies and entering the labour market significantly shapes their experiences. Since 2016, the Centre's Dr Peter Lugosi together with colleagues from the School of Law have been researching how refugees transition into employment. From 2018 onwards their work has been extended through a British Academy Newton funded project also involving the University of São Paulo, Brazil.

These projects have evaluated how institutions, such as faith-based and charitable bodies, provide consolidated services; and how their work is complemented by networks of smaller, specialist organisations. Moreover, the research has highlighted migrants' innovativeness in creating new opportunities through hospitality and tourism, particular food-based enterprises. Operating restaurants, cafes, bars and other foodservice outlets provides unique opportunities for migrants to draw on their rich cultural knowledge, and to extend their capacities whilst establishing sustainable lives. Beyond enhancing the livelihoods of individuals, these ventures are helping to transform the experiences of wider networks of migrants. The insights from this work are being used to identify good practice that can enhance the lives of migrants across the world.



Researcher Profile: Professor Peter Lugosi, Deputy Director of the Centre for Business, Society and Global Challenges

Peter Lugosi's work draws on sociology, geography and anthropology in examining contemporary hospitality. He has researched and published on subjects including customer experience management, co-creation in consumer experiences, hospitality and urban regeneration, migration and migrants' experiences of hospitality work, research ethics, entrepreneurship and organisational culture. He has helped to lead and manage collaborative research projects, including studies funded by the British Academy, the Engineering and Physical Sciences Research Council and the European Commission.



RESEARCH AGENDA SETTING:

Roundtable on the role of businesses in safeguarding the rights of refugees

The expectations on business to integrate, support and protect refugees in their host countries in times of and post crisis are emerging as a significant issue. Such a shift has occurred alongside the making of other global governance frameworks, such as the United Nations Sustainable Development Goals (2015) and the New York Declaration to Protect Migrants and Refugees (2018). What these frameworks and approaches have in common is that they all encourage and increasingly rely on businesses to become agents in sustainable development and refugee population resilience. Current knowledge about these public-private partnerships and business-based 'solutions' has, however, been limited.

In 2019 Dr Samantha Goethals (then at Brookes, now at SKEMA Business School, France) developed a comparative project to investigate the role of European companies in addressing refugee issues and safeguarding their rights in their domestic operations and in their Middle Eastern supply chains. In April 2019 she presented her proposals at Copenhagen Business School that helped to identify knowledge needs that can be addressed through future research. Among others, these include: the need to map the very different issues in the contexts of the Middle East and European countries; questions about the drivers of business responses; and how safeguarding the rights of vulnerable groups, such as refugees, enhances the positive responsibility of business for human rights.

Copyrights: Refugees welcome to Denmark demonstration 2015
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Theme 4: Globalisation, Technology and Organisations



In the 21st century our lives are increasingly intertwined while nation states no longer solely decide the future. A Washington tweet produces immediate effects on Asian markets and an isolated terrorist attack induces heightened security around the world. As industries, technologies and communities share new connections and dependencies, people and ideas are shifting. Our researchers examine the challenges and opportunities of the local-global interface. How can Multinational Corporations ensure shared values and practices across linguistic divides? What can seemingly opposed ideologies learn from one another when tackling issues like healthcare? What characterises the interconnections of trade, transportation and technologies? How can technologies be used to improve quality of life? How can social media address well-being and social isolation? How can individuals be happier and how can they navigate the complex world of work?



RESEARCH CASE STUDY: Interdisciplinary research into the contribution of images and digital tools to the wellbeing of older Oxford residents

Connecting memories: photos, digital tools and wellbeing was the theme of a 2019-20 community research project and exhibition, developed by the Centre's Dr Sarah Quinton and Professor Daniela Treveri Gennari, from the School of Arts. The research was undertaken with local people aged between 60-90 years old. They took part in workshops during which they shared personal photos via smart mobile phones, tablets and also in hard copy, discussed what these images meant, and how they connected with others through images.

Powerful stories emerged about people's past lives, including stories of migrations, tales of nostalgia from the Windrush Generation, and experiences of Oxford from decades ago. A number of the participants used Whatsapp or Facebook groups to connect with family members from all over the world.

The subsequent exhibition featuring some of the images and memories showed visitors what it means to connect and share with others and how older people are engaging with digital tools to enhance their lives as well as deal with loneliness. Little work has been conducted into older people and their use of digital tools for connectivity. Investigating the components of wellbeing such as positive relations and connectivity with others, through image-based digital tools, provides practical insight for both academics and policymakers.



The Institute for Ethical AI

Powered by expertise at Oxford Brookes

Oxford Brookes Institute for Ethical Artificial Intelligence (AI)

The Business School is an active contributor to a university-wide, interdisciplinary Institute for Ethical AI. The Institute seeks to develop ethical and trustworthy intelligent software solutions for business, organisations and society. It tests, validates and verifies AI systems to ensure that they are fit for purpose and to help organisations use and interpret their data wisely and ethically. The Institute aims to provide clients and partners with advice on how to gain maximum value from their data through the development of bespoke Artificial Intelligence solutions.

The team analyse data sets and systems for bias, interpretability, brittleness and robustness as well as carrying out risk analysis and classification to understand which restrictions and controls should be applied.

RESEARCH CASE STUDY: Tackling bias in AI recruitment tools

Artificial Intelligence (AI) is being increasingly used within HR and Recruitment. Not only does AI boost streamlined processes and improved services, but it promises to augment HR decisions and improve the employee journey. One area includes the use of AI to screen candidates prior to an interview. However, such AI has been often proven to be biased, selecting candidates that meet prejudiced criteria and excluding others because of atypical characteristics. The Institute for Ethical AI is researching why such bias occurs in HR tools and data sets, how this can be mitigated, and how HR professionals can safely and ethically use AI within their organisations. To aid this process, the Institute is setting up a HR consortium, which will allow HR professionals to embed such research in their current practices.



Researcher Profile: Dr Paul Jackson, Senior Lecturer in Information Management

Paul Jackson is a Consultant on the Ethical AI team. Previously he worked as a public sector management advisor for the Chartered Institute of Public Finance and Accountancy, specialising in e-Government and performance improvement. He has held academic posts at Brunel University, as well as Tilburg University in the Netherlands. He continues to have part-time interests in e-Business, as an internet business owner, as well as being a Growth Coach on the government's Growth Accelerator programme.

Doctoral student profiles



Geeta Sinha – Mining-led industrialisation and hegemony in development thought; study of pro poor governance in India with reference to indigenous development in Odisha

The aim of my research is to examine and understand the inter-relationship between mining-led industrialisation and growth of violence amongst indigenous communities (particularly affecting women) in India, through an eco-socialist and feminist theoretical framework. My primary case study is of the Sundargarh district of Odisha, India. Sundargarh is one of the districts with a high concentration of tribal population and has attracted several mining industries like coal, iron ore, bauxite and manganese.



Claudia Macaveiu – Preventing human trafficking in the events industry

Modern slavery, which includes forced and bonded labour, sexual exploitation and human trafficking, is one of the greatest forms of organised crime in the world. Measuring the true extent is problematic due to its hidden nature, and researchers believe there could be up to thirty million victims trapped in the global workforce. My research concentrates on the increasing importance of partnership within anti-slavery strategies. The research examines how key players share information about the nature and scale of the problem, and exchange good practice, knowledge and skills. My work addresses why different stakeholders organise into collaborative partnerships to prevent modern slavery in the UK event sector. It also includes a good-practice partnership framework to prevent modern slavery, which may be transferable to other industries.



Tushar Banerjee – Realising environmental objectives in social enterprises in the UK and India

Social enterprises – businesses which reinvest or donate their profits to create positive social change – often experience tension in meeting their combined social, economic, and environmental objectives. My research, which is a joint PhD with BMTECH India, addresses this conflict. Previous research has looked at the pressures of achieving different objectives simultaneously, and how to avoid mission-drift or failure, but this has often been around the social and economic objectives. I am analysing tensions caused by environmental objectives, in a developed economy (UK) and an emerging economy (India).



Abigail Muchecheti – Leadership aspirations of black and ethnic minority women in non-academic roles across UK Higher Education Institutions (HEIs)

My research speaks directly to current concerns about racism and inequality in the UK. I focus on women who identify as black and from ethnic minorities (BME) in higher education institutions, particularly those in non-academic roles, and their under-representation in leadership roles. Early findings show that organisational, societal, historical and political factors – for example Brexit and the Windrush scandal – combine with individual experiences to create barriers in career progression. My hope is that my research will encourage informed introspection in Higher Education institutions and contribute to positive policy changes. My further aspiration is to help any organisation that is serious about equality and wants to remove racism in the work environment.

CENTRE FOR DIVERSITY POLICY RESEARCH AND PRACTICE



The Centre for Diversity Policy Research and Practice was established in 2004. It is a centre which specialises in interdisciplinary research and knowledge exchange on gender, diversity and inclusion in organisations, the economy and society. Its work spans gender issues in the workplace and in professions, work-life balance, inequalities in research and

innovation, age discrimination and extending working lives as well as LGBT, religion and belief, social mobility and human rights issues in the workplace. Its work seeks to challenge at a theoretical level and at the same time to bring about practical outcomes and inform policy. Core to all of this work are SDG5 Gender Equality and SDG10 Reducing Inequalities.



Profile: Dr Anne Laure Humbert, Director of the Centre for Diversity Policy Research and Practice

Anne Laure Humbert joined Oxford Brookes University in 2018 as a Reader in Gender and Diversity and Director of the Centre for Diversity Policy Research and Practice. Anne has worked extensively on developing methodologies and indicators for measuring gender equality. She holds visiting positions at the Global Institute for Women's Leadership at King's College London and at the Centre for Feminist Studies at Örebro University, Sweden. She has previously held positions at Cranfield University and Middlesex University London.

In previous reports, the work of the Centre in relation to human trafficking was highlighted. A cross section of the more recent policy, research and networking initiatives of the Centre is presented in the pages that follow.

More information about the Centre's research can be found here: www.brookes.ac.uk/the-centre-for-diversity-policy-research-and-practice



RESEARCH AND POLICY CASE STUDY: GEARING-Roles

GEARING-Roles is a four-year Coordination and Support Action project, funded by the Horizon 2020 programme, that will bring together a pan-European group of academics and industry professionals to collaborate and exchange knowledge, good practices, and lessons learned on designing, implementing and evaluating 6 Gender Equality Plans (GEPs). The project has an objective to challenge and transform gender roles and identities linked to professional careers.

The role of Oxford Brookes University within the project:

The Centre for Diversity Policy Research and Practice at Oxford Brookes University is one of the six GEP implementing partners. It will work towards three objectives which promote gender mainstreaming in research, pedagogy and practice. Firstly, to promote and measure the inclusion of gender and feminist perspectives in research programmes and methodologies. Second, provide training for all faculties to support the development and integration of gender-related content and competencies into curricula. Finally, to encourage community engagement in the promotion of gender diversity and inclusion outside the classroom.

RESEARCH CASE STUDY: Gender, Pay and Nursing in the UK

Funded by the Royal College of Nursing, this project's fieldwork ran between January and September 2019, and was launched officially in January 2020. It examined issues at the nexus of gender, pay and nursing to better understand barriers to a meaningful and sustainable profession in a changing context.

The research conducted by Dr Clayton-Hathway, Dr Griffiths, Dr Humbert and colleagues found that the old-fashioned view that caring for others is a feminine characteristic still persists. This has contributed to the suppression of nurses' wages and working conditions for generations. Some nine out of 10 nurses in the UK are women. Their pay is on average £15.42 per hour, less than a third of that of doctors and dentists. The gender pay gap within nursing amounts to 17% on a weekly basis. This is as a result of women in nursing being more likely to work on a part-time basis.

Nurses from a Black, Asian and minority ethnic (BAME) background appear to earn more on a weekly basis than white nurses; this is because typically they are less likely to work part-time and more likely to use overtime to increase their pay than white nurses. Paradoxically, when factors such as working hours are taken into account, BAME nurses earn 10% less (weekly and hourly) than their white counterparts.

The study found that nurses routinely take on tasks that previously were the preserve of junior doctors. However, their pay does not reflect this. Despite the growing complexity of the work, as well as the emotional labour it entails, the research found that perceptions persist of nursing as a job carried out by women for whom caring is 'natural', thus deskilling and devaluing those involved.

RESEARCH INNOVATION: Gender Diversity Index

Research in any field requires robust enquiry and evidence. Gathering information, and compiling statistical data, can be very important in identifying problems, and providing solutions. However, data-gathering and their subsequent use is not an unbiased exercise. The tools used to gather data can have inbuilt assumptions. What is measured, and how, can have a fundamental impact on research results. In the field of equality, examining gender balance and how it affects the performance of teams requires more than just counting numbers of women and men involved. Numerical parity in a group can be achieved without reaching the goal of equality.

Research by Dr Humbert at the Centre has resulted in a ground-breaking Gender Diversity Index (GDI) that can be used either at team or organisational level. This was developed in response to the European Union's strategy to support excellent science, industrial leadership and tackle societal challenges and funded by the EU Horizon 2020 programme. The GDI allows work-teams to examine the outcomes of gender power relations and how these are composed. Although only completed in 2018 the GDI has already attracted significant interest from research funding organisations. The performance of teams, and their gender make-up, is of particular interest to sectors which drive innovation and production, and where women have been historically under-represented, including Science, Technology, Engineering and Mathematics (STEM) subjects.

CASE STUDY: Equality and diversity issues in engineering and physical sciences spinouts

Since 2018 Professor Simonetta Manfredi has led a national project to improve equality, diversity and inclusion within engineering and the physical sciences. This is one of eleven projects funded by the Engineering and Physical Sciences Research Council (EPSRC). It is part of Inclusion Matters, an initiative by UK Research and Innovation (UKRI) to promote equality, diversity and inclusion.

The project addresses the promotion of equality, diversity and inclusion in university spinout companies. The project vision has been to achieve a step change in institutional capabilities to increase the participation of women researchers in STEM disciplines in university spinouts and to mainstream gender in the ecosystem which drives innovation. Its key objectives include:

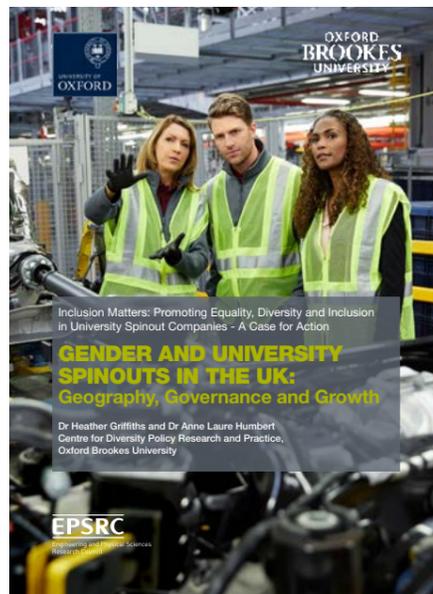
- Investigate the causes of women's under-representation in spinout leadership
- Identify inspiring role models of women scientists, engineers and mathematician who have successfully founded spinout companies
- Develop tools to build institutional capacity to support women's journeys from research to spinout.

The project is in collaboration with bodies including the University of Oxford, Vitae, Elsevier UK, the International Training Centre of the International Labour Organisation, The Royal Society of London and the European Space Agency Business Incubator Centre Harwell.



GENDER AND UNIVERSITY SPINOUTS IN THE UK: Geography, Governance and Growth

The first stage report (2019) of the EPSRC funded research project and other outputs can be viewed at www.brookes.ac.uk/women-and-spinouts



Shaping research practice (1) Gender Issues in Business Schools (GIBS) Network

In September 2019 Dr Kate Clayton-Hathway convened the second Gender Issues in Business Schools (GIBS) Network event at Oxford Brookes University. The network was established in 2018 to allow PhD students and early career researchers a space to present their work, but also welcomes academics at every level.

Events are open to all academic disciplines and individuals interested in contributing to gender knowledge in the context of management, business, organisation, work and employment. This diversity was reflected in the broad range of presentation topics, which included work-life balance, trade unions, and micro-finance using a gender perspective as well as other intersectional lenses such as ethnicity and class.



Shaping research practice (2) 2019 EDAMBA Annual Meeting & General Assembly

The European Doctoral programs Association in Management & Business Administration (EDAMBA) 2019 conference (see photo above) was also hosted at Oxford Brookes in September 2019. The focus was on increasing diversity and inclusiveness within business school research programmes. The annual meeting was used as a vehicle to plan future activities of EDAMBA in areas such as (1) How to supervise diverse students (2) How to design an inclusive PhD programme to attract and manage PhD students from diverse backgrounds and (3) Training and development for multiple career paths.

INTERNATIONAL CENTRE FOR COACHING AND MENTORING STUDIES



This ground-breaking Centre has a stated vision of robust, effective, professional coaching and mentoring practice making a real difference to the lives people lead. Its mission is to expand the knowledge base of coaching and mentoring by promoting cutting-edge research and teaching.

The Centre hosts collaborations with associates from across the university's schools and departments, building knowledge across disciplines. Its faculty and students research internationally in areas such as social change, health and well-being, diversity, education, leadership and global business. Through its focus on personal and organisational development, capacity building and leadership, the Centre's principal SDG contributions are in relation to SDG 4 (Quality and lifelong education), SDG8 (Decent work and economic growth) as well as SDG16 (Peace, Justice and Strong Institutions) and SDG 17 (Partnership for the Goals)

Centre research is focused on a variety of themes: the individual experience of coaching; the coaching relationship; the process of coaching; and the context of coaching. These foci are reflected in turn in the Centre's active doctoral programme.

The Centre has also since 2003 produced the peer-reviewed International Journal of Evidence Based Coaching and Mentoring. More information about the Centre's research can be found here: www.brookes.ac.uk/iccams



Profile - Professor Tatiana Bachkirova, Director of the International Centre for Coaching and Mentoring Studies

Tatiana Bachkirova, Centre Director and Chair in Coaching Psychology, has particular expertise in developmental coaching and coaching supervision. She is a recognised author, international speaker and holder of various achievement awards including an award in recognition of distinguished contribution to coaching psychology from the British Psychological Society and an EMCC Supervision award.



Professor Tatiana Bachkirova, centre, receiving an award from the Institute of Coaching at Harvard in honour of a decade of inspiring and supporting coaching science as a member of the Scientific Advisory Council.

KNOWLEDGE EXCHANGE AND CAPACITY BUILDING

The Centre has an active consultancy, knowledge exchange and capacity building function. It offers expertise in (1) Evaluation of coaching programmes (2) Bespoke services such as tailored courses for organisations and executive coaching (3) Coaching supervision for organisations (4) Assessment and validation of coaches.

CASE STUDY: Civil Service Learning Coaching Foundation, Validation and Supervision Programme

Civil Service Learning (CSL) provides learning and development to equip UK civil servants to deliver excellent public services. CSL is part of the Cabinet Office. The Centre designed and delivered a three year Coaching Foundation programme for CSL, incorporating many levels of management within highly regulated environments. This programme was designed to introduce delegates to the fundamental principles of coaching and the core skills required. The Centre also designed and delivered a coaching validation format for CSL. This Internal Coaching Framework programme assessed over 220 coaches against competencies from the International Coaching Federation (ICF).

CASE STUDY: Supporting Goal 17

For the past year the mentoring organisation Goal 17 has had a formal partnership with the International Centre for Coaching and Mentoring Studies. All their training is certificated by the University. Recently ICCAMS staff member Dr Judie Gannon also joined Goal 17 as a non executive director.

Goal 17 was founded by Fran Boorman, an award-winning entrepreneur who was voted the UK's number 1 female business influencer by Global Woman in 2019. She developed a multi-million-pound turnover business, whose success is attributed to a mentoring culture that she developed. This experience led to her commitment to helping other organisations transform and use mentoring to bind together ever increasingly disconnected work forces.

The name Goal 17 is inspired by the United Nations Sustainable Development Goals. The 17th goal is about creating partnerships and collaborations for effective positive change. This embodies Goal 17's mission. Functioning as a social enterprise, a commitment to social impact and social mobility is one of the key pillars and philosophies of Goal 17.

(Further knowledge exchange case studies, resulting from the work of our Consultancy and Training Team, can be found in the Dialogue and Partnership section of this report.)

Conferences and colloquia

The Centre is also well-known in the coaching world for two successful conferences that are held yearly.

- The Oxford Brookes Annual Coaching and Mentoring Research Conference (2010+)
- The Coaching Supervision Colloquium (2018+)

Professor Tatiana Bachkirova and Dr Peter Jackson led the International Centre for Coaching and Mentoring Studies' first coaching supervision colloquium in May 2018. Open to practitioners and researchers, the colloquium explored the key issues of ethics, power and emotional labour in supervision. Contributions that touched on the key colloquium themes were invited from across the discipline and these were then used as the raw material for further discussion and analysis.

More information

More information about the Centre's research and knowledge exchange plans, case studies and teams can be found here: www.brookes.ac.uk/business/research



Delegates to the the 2020 Coaching and Mentoring Research Conference

DIALOGUE, COLLABORATION AND PARTNERSHIP

The Business School continues an active and multi-faceted programme of collaborations with local businesses, the public sector, non-profit organisations and alumni. These make contributions to SDGs 4 (Quality Education) and 8 (Decent Work and Economic Growth) in particular.



Scale Up Pioneer Network

The Business School has an active strategy to support local organisations. Launched in September 2019, the Scale Up Pioneer Network of nine small local organisations has been created to help meet their growth challenges, specifically by enhancing and developing leadership and management capacity. Scale Up workshops enable local leaders of growing organisations to jointly explore common issues around management and leadership, co-create solutions and test them out.

Many small and medium-sized organisations face issues around growth. While other sources of support exist to address access to finance and improving business operations, a key aspect to unlocking future sustainability is ensuring that a limited leadership team is optimised to engage with and support a growing workforce.

Having started with nine organisations, the intention is to expand this to 30 local organisations from September 2021. Other plans involve a pilot Brookes Chief Executive Club launched in May 2020– also using action learning but aimed at medium sized organisations where managers are directing a significant number of people and other resources.



Giles Orr, Head of CPD, Consultancy and Training with Scale Up Network participant Renee Watson, CEO at The Curiosity Box



Business School Bitesize

The Covid 19 pandemic has demanded new levels of resilience and different forms of working – including collaboratively and remotely. The pressures on individuals and teams are considerable, and new coping strategies are often needed. In response, in the spring of 2020 OBBS offered a new range of support to individuals and companies...free and online.

Business School Bitesize webinars have been a chance to hear and learn from leading experts and practitioners on subjects such as leading and managing in times of extreme change and coping with disruption. Participation accelerated rapidly from 30 in the first event to more than 80 on subsequent ones.

Topics have included (1) Building personal resilience (2) Leading yourself through change (3) Leading a virtual team to high performance (4) Enabling leaders to reflect, learn and act.



Blenheim Palace Economic Impact Modelling

The aim of this partnership has been to examine the economic contribution that the stately home and visitor attraction Blenheim Palace makes to the local community, regional and national economy. It considers the direct, indirect and induced impacts that Blenheim Palace has on its community and local businesses, including all the impacts of staff and visitors. The initial consultancy involved the creation by the School's Dr Sara le-Roux of an analytical model and tool which identified a £100m annual economic contribution by Blenheim. By using the model Blenheim has been led to change its economic strategy to maximise local economic impact – in terms of visitors, suppliers and employment; including buying a local building company as the model suggested this would lead to greater social and economic outcomes. Moreover, the model is cumulative, and is now run every year to aid future planning and also to learn from the impact of past decisions and investments.



Aiding Accounting in the Co-operative Movement

The International Co-operative Alliance is a body representing some three million co-operative businesses worldwide, all of which adhere to the co-operative aims of meeting our common economic, social and cultural needs and aspirations through participation and democratic control of organisations. The global co-operative economy is estimated to be roughly the size of Germany's. The research of Senior Lecturer in Finance and Accounting, Maureen McCulloch, proposes developing a specific co-operative accounting format aligned with these co-operative purposes, using the example of UK charity accounting as inspiration. Her proposal was adopted as a resolution at the October 2019 International Assembly and the co-operative movement (through the ICA) is now undertaking preliminary research through surveys and feasibility studies.

The International Co-operative Alliance unites, represents and serves co-operatives worldwide. Founded in 1895, it is one of the oldest non-governmental organisations and one of the largest ones measured by the number of people represented: 1.2 billion co-operative members on the planet. It is the apex body representing co-operatives, which are estimated to be around 3 million worldwide, providing a global voice and forum for knowledge, expertise and co-ordinated action for and about co-operatives

www.ica.coop/en



Student action

Business Society

This active student-led society provides many volunteering, networking and social opportunities. Examples of events in the last year include a session on Understanding Big Data and a week of activities, jointly organised with the Brookes Sustainability Society.



ACES: Accounting for Charities - Engaging Students

The School's ACES programme continues to go from strength to strength. For more than 12 years it has enabled second year undergraduate accounting students to provide basic accounting services for a year on a part-time voluntary basis to a variety of local charities. Specialist training is supplied by a local firm of chartered accountants. Every year some 10-15 students take part, and provide an invaluable resource to organisations with small budgets. In return the programme gives students worthwhile employability skills including, in this recent Covid19 period, experience of remote working for office teams.



Events student volunteering

Since our last report, our undergraduate Events Management Degree has been complemented by the introduction of a new postgraduate equivalent. Both reflect sustainability as a core operating principle. In this report we feature one of the wider benefits brought by our Events degrees in the form of community volunteering.

In the last 12 months students have volunteered at over 90 events. They have been pivotal to the delivery of the established Oxford Human Rights Festival, worked with Oxford City Council on the Oxford Lights Festival, run the Christmas Market for the Student Union, delivered community events in the Westgate Shopping Centre and organised the Headway comedy nights. The PG students have additionally focused on delivering conferences – a team of them making a major input to the Thrive Festival 2019 (see page 34). In early 2020 they also helped organise a Green Events and Innovation conference, accessing this opportunity through a regular guest speaker on the programme, Teresa Moore.

Language support at a local school

For the last three years, students in Oxford as part of a joint degree between Oxford Brookes and the University of Applied Sciences in Regensburg have offered weekly conversation classes to pupils studying German at our neighbouring secondary school in Headington, Cheney Academy.

MBA summer school

The Oxford Brookes Global MBA is ranked 4th in the UK in the QS online MBA rankings and has been in the top 20 globally for 7 years running. One of its four founding pillars relates to ethics, responsibility and CSR. In this spirit its 2019 annual summer school for alumni and current students focused on the theme 'Beyond the Bottom Line'. The intention was to encourage participants to embrace the UN SDGs within their business practices. Over 80 attendees, both on campus and online, listened to recent Business School research on CSR reporting and human rights in business, alumni and current students presenting their social business ventures, and external speakers on how to go beyond the bottom line in business practice.

Dr Sam Miles contributed insights from her research into FTSE 100 firms reporting on Corporate Social Responsibility activities (see page 9). Brookes Global MBA alumna, Sarah Rogers, showed how she has been using her MBA skills and network to create a business plan for developing a venue for the community, arts and culture in London. Another alumnus, Joseph Hanna, inspired by the MBA module Entrepreneurship and Enterprise Development, told of how he had set up a social enterprise in Egypt, employing ex-prisoners and drug-addicts. Current MBA student Abbie Cooke described the development of Gig-Arts, a charity that uses different forms of art-based events to bring together young people of different abilities to develop skills and contribute to their communities.



MBA Summer School 2019: Mario Ganau and Abbie Cooke (current MBA students), Lisa Swinburn and Karen Wyatt (participants in Gig-Arts events) and Rhianna Johnson (MBA Team)

Supporting the wider PRME movement

The Responsible Business and Management Writing Competition

For the past four years Oxford Brookes has promoted and managed a Responsible Business and Management Writing Competition on behalf of the UK and Ireland PRME Chapter. This competition attracts entries from some 20 business schools per year across postgraduate and undergraduate categories. For the past two years, an Alternative Media category (videos, podcasts, websites, photo essays etc.) has ensured the competition appeals to an even more diverse set of students. The competition is judged by panels of judges from the sector recruited and supported by Oxford Brookes. Open to PRME signatory and other business schools alike, the further goal has been to raise the profile of PRME across the sector. Prizes are jointly sponsored by the Chapter and Oxford Brookes.

WORKING IN THE SPIRIT OF PRME

A supportive university-wide strategic and policy framework is essential to enable our work at School level. This is true in relation to teaching and learning, research and knowledge exchange, HR policy and practice, and public engagement.

Environmental strategy is guided by the principles and goals set out in our Environmental Policy. This policy is supported by a series of commitments for each key aspect of environmental sustainability relevant to the University. There are specific action plans and targets in relation to carbon and energy, building design, recycling and waste, water, biodiversity, transport, food, procurement and environmental management. Oxford Brookes has an externally certified Environmental Management System (EMS) accredited to ISO 14001:2015. In 2018-19 the University extended the scope of its EMS to go beyond its main campus operations and now includes all university- managed halls of residence. Achievement against all these commitments is reviewed at least annually by the Vice-Chancellor's Group.

At School level, the values reflected in the Principles have become progressively more embedded in our daily work since our last report. In this section we demonstrate examples of this progress including our Athena Swan submission and our work on Widening Participation, Equality, Diversity and Inclusion. We also feature our graduate employability commitments and the recognition awarded to our new Business School premises by the Oxford Preservation Society.



Athena Swan

The Advance HE Athena Swan charter recognises work undertaken to address gender (in)equality in higher education in relation to representation, progression of students into academia, journeys through career milestones and working environments.

In 2018, Athena SWAN (AS) became part of the OBBS Strategic Plan and a Task Force was set up, led by Associate Dean Andrew Halford. In April 2020 OBBS submitted its Athena Swan Bronze Award application and an outcome is currently awaited. Data gathered by the AS Task Force show an environment in which women's participation at all levels is on a par with or exceeds their representation in the wider population.

Undergraduate student data (Table 1) demonstrate broad gender parity in numerical terms, albeit that there are gender imbalances in disciplinary areas. In taught postgraduate studies 62% of students are women and 38% men.

Table 1: OBBS composition by numbers of enrolled students^{1, 2} and gender

Area	Undergraduate			Postgraduate Taught		
	%W ³	%M	Total ⁴	%W ³	%M	Total
Accounting, Finance and Economics	36	64	579	47	53	51
Business and Management	39	61	1022	55	45	262
Hospitality and Tourism	70	30	309	63	37	100
Marketing and Events	63	37	682	74	26	173
Pathways	44	56	147	75	25	12
OBBS Totals	48	52	2739	62	38	598

¹ Data do not include Foundation students based at our partner colleges

² Student census data 1/12/19

³ %W = percentage women, %M = percentage men

⁴ Total = full person equivalent

In the Business School, women constitute 58 per cent of Academic and 76 per cent of Professional Services staff. Moreover these proportions do not change significantly at academic management level (Table 2), where 62% of role holders are women and 38% are men.

Table 2: Academic management composition and gender (2019-20)

Academic Management	Women	Men	Total
Directors of Studies	1 (50%)	1 (50%)	2
Associate Dean, Student Experience	1 (100%)	0	1
Associate Dean, Research and Knowledge Exchange	1 (100%)	0	1
Professors	3 (43%)	4 (57%)	7
Research Centre Directors	3 (75%)	1 ¹ (25%)	4
Research Area Leads	2 ² (50%)	2 (50%)	4
Readers	6 ² (75%)	2 ¹ (25%)	8
Principal Lecturers Student Experience	2 (66%)	1 (33%)	3
Programme Leads	9 (60%)	6 (40%)	15
Total	28 (62%)	17(38%)	45

¹ also Research Area Lead

² one also Research Centre Director

³ four members of staff (2W/2M) have two roles

Athena SWAN Future Priorities

The 2020+ Athena Swan Action Plan reflects development themes that emerged during the work of the Task Force and which will be reported on in the next SIP report. These include (1) raising awareness and communication (2) staff development and training and (3) further embedding EDI in OBBS practice.





Widening Participation and Equality, Diversity and Inclusion initiatives

The University has established commitments to equality, diversity and inclusion in all its teaching and learning activities. The university-wide Diversifying the Curriculum Project featured in our last SIP report is one manifestation of this. Nonetheless, important challenges remain in this arena. Oxford Brookes has historically received relatively few applications from students from “non-traditional” backgrounds, leading to a student profile which does not reflect wider society or the Higher Education (HE) sector. Recent research has also indicated that, as at many other universities, students from Black, Asian and Minority Ethnic (BAME) backgrounds are less likely to graduate with a First or Upper Second class degree than their white counterparts. This discrepancy is not related to differentials in qualifications at the point of entry. In response to these imbalances, the university has adopted an Access and Participation Plan. This report highlights areas of established and developing good practice that contribute towards this plan.



Pathways programmes

The Pathways team based in the Business School offers foundation (pre first degree) courses that enable students who have not made it through traditional routes to gain another entry route into HE. Many are first in family to university and from BAME communities. At postgraduate (PG) level the team’s pre-masters study skills course offers a step up to students with qualifications that they can’t use in their current form to access a PG programme. The premaster’s programmes also offer international students a stepped transition to the UK and its academic culture.

Pathways Undergraduate Student Profile (three year data)

	UK origin			Non UK origin		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
BAME	19.3%	27.7%	20.9%	43.8%	61.2%	80%
WHITE	80.7%	72.3%	79.1%	56.3%	38.8%	20%

Pathways Postgraduate Student Profile (three year data)

BAME	68%	50%	50%	92.5%	93.5%	88.5%
WHITE	32%	50%	50%	7.5%	6.5%	11.5%

University-wide Widening Participation student recruitment programmes

Business School staff are active within:

Discover Brookes – an annual, residential, cost free Summer School for Year 12 school pupils from non-traditional HE backgrounds. Some 30 students per year participate in the business stream.

Brookes Engage –an 18 month programme involving a series of sessions and visits to the university by a fixed cohort of school pupils from targeted communities, in which confidence in pursuing an HE course is built up.

Subject Taster Days – school pupils attend a day of activities to provide a taste of university life.

ACCA and Oxford Brookes – the BSc Hons in Applied Accounting

This year the School celebrates 20 years of partnership with the ACCA (Association of Chartered Certified Accountants). The shared ethos of both organisations is to enable access to a professional qualification and degree that students would not otherwise have access to. A globally recognised qualification delivered entirely online, the degree is particularly popular in SE Asia and Sub Saharan Africa amongst students who cannot afford to attend university fulltime and who progress their education while working. There have been 32,000 graduates across 125 countries over these 20 years. Fees are deliberately kept modest, both by ACCA and Brookes, and additionally Brookes offers 10 student bursaries per year. Students take 9 ACCA examinations and the ACCA Ethics and Professional Skills module. They then complete their degree by undertaking a research and analysis project which develops research and other graduate skills.

www.accaglobal.com



Photos: Celebrating success at the ACCA and Oxford Brookes Graduation, Kuala Lumpur, 2019. Pro Vice Chancellor Anne-Marie Kilday, ACCA Programme Lead Dr Kate Ringham, MBA Programme Lead Dr Diana Limburg and graduates

“Since 1904 being a force for public good has been embedded in our purpose, and this powers everything we do ... our qualifications develop forward-thinking professionals with the financial and business skills essential for the creation of sustainable economies and flourishing societies. Every day, ACCA professional accountants support people and organisations in making sound decisions and doing the right thing.”



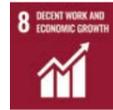
Sola Adesola – Equality, Diversity and Inclusion (EDI) Lead

Dr Sola Adesola is a Senior Lecturer who specialises in Managing International Organisations, Corporate & Business Law and International Markets and Competition. Sola has a long-standing commitment to EDI in higher education. She was a principal actor in the Diversifying the Curriculum Initiative covered in our last SIP report, served as the Vice-Chair of the recent Athena SWAN Task Force, is one of two EDI Faculty Leads, and is Co-Chair of the university's BAME Staff Network.

Her research focuses on entrepreneurship & university-industry interaction, women's spinouts and energy policy. See page 11 for an overview of her recent book on energy policy in Africa.

EDI Future Priorities

These include (1) continuing the rollout of EDI audits of all programmes initiated in 2019 (2) ongoing BAME student experience focus groups (3) ensuring online learning transitions caused by Covid19 are subject to equality impact analysis (4) routine disaggregation of module level student outcomes to monitor BAME, disabled and mature student performance (5) staff training and development opportunities.



Graduate Employability

One indicator of a responsible business school is its level of investment in ensuring graduate employability; never more so than in a current graduate labour market heavily impacted by the Covid19 pandemic. The intertwined and firmly established Brookes commitments to enterprise (see page 34), employability and PRME are designed to equip students and graduates for fulfilling work even in difficult job markets.

Every second year student in all undergraduate (UG) subject areas takes a compulsory employability or professional skills module. CV creation, LinkedIn profile building, interview practice, assessment centre training and presentation skills development are offered. In addition some 500 second year students take a Placement Skills and Preparation module, to enable them to take the year long work placement that is an option in all degrees. Integrated into these modules are the resources offered by the School's WAVES (work and volunteer experience) team, the central Enterprise Support Team (see page 34) and the Careers Service. In recent years some 160 students per year have undertaken the paid year-long work placements. All final year students then take additional modules and activities designed to prepare them for graduate training schemes, other employment or their own start-ups and self-employment.



Photo: Recently returned work placement students share top tips with those seeking placements, November 2019. L to R Tom Pillar (International Business Management), Panashe Gumbo (Economics, Finance and International Business), Becky Cook (Events Management), Molly Benfield (Events Management), Manira Rodrigues (Accounting and Finance)

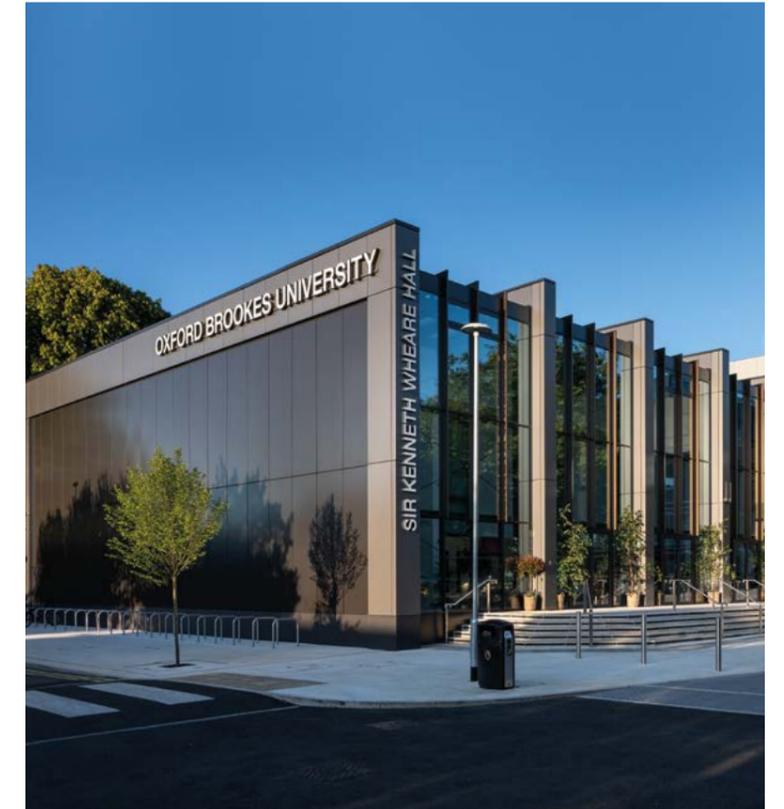


New Business School buildings win conservation award

In our last SIP report we recounted the School's 2017 move to new premises. In 2018 the quality of these newly refurbished buildings was recognised within the wider community with an award in the Large Building Conservation category by the Oxford Preservation Trust.

The awards recognise building projects that "make a contribution to Oxford" and which celebrate "good design and conservation". Both Clerici and Sinclair buildings were original 1960s campus buildings and this refurbishment has reinvigorated these spaces.

This is the second time in recent years that Oxford Brookes has received recognition from the Oxford Preservation Trust, after the University's landmark John Henry Brookes Building won in the New Building category in the 2014 awards.



EDUCATION AND ENTERPRISE: THE PRME CONNECTION



In this section we emphasise enhancements to the curriculum over the past two years that have further embedded PRME-related priorities. Some established initiatives not covered in previous reports are also featured.

A focus on enterprise

The university has recently adopted Education and Enterprise as one of the central pillars of its new strategy. The School strengthens these twin commitments within teaching and learning by further integrating them into its overall PRME ethos. Achieving the SDGs requires students and graduates who not only understand the need for business and societal innovation but can also show the entrepreneurial mindset that unlocks such innovation. Our orientation to enterprise also has a strong social enterprise flavour. And in a challenging jobs market our responsibility as a university is also to ensure that students graduate with the entrepreneurial skills that will allow them to set up their own businesses or flourish in self-employment. Furthermore, an enterprise focus facilitates the multi-disciplinary practices critical for innovation and the solution of social and environmental problems.

Below we home in on key aspects of our PRME-infused enterprise portfolio.

The UG Business, Enterprise and Entrepreneurship Degree

The Business, Enterprise and Entrepreneurship degree attracts students wanting to develop both for-profit and non-profit businesses. Now in its 4th year, the degree focuses on the entrepreneurial self, skill development and opportunities to be immersed in entrepreneurial activity. Students are able to embark on a business start-up towards the end of their degrees if they are ready and wish to.

The Live Client Strategic Project Module in the Business and Management Degree

Each year six clients including start-ups and non-profits provide real time business challenges they are facing for students to work on. Example organisations in 2019 included Business Beats Cancer, a voluntary non-profit, and a start up in the area of mental wellbeing and employee wellbeing.



The university's central Enterprise Support Team

The team offers university wide resources and programmes, all of which encourage multi-disciplinary working between students from business and other disciplines.

Thrive Festival: two weeks every November of intensive co-curricular events, hackathons, company visits, guest speakers on enterprise and employability themes.



Food Hack – Thrive Festival 2019: The OxFoodHack was an opportunity to brainstorm and develop ideas to solve a food-related issue in a fun atmosphere with the help of experts, mentors, and industry leaders. Included was a chance to win £1250 to develop an idea further. The Hackathon was underpinned by a quest to find ways to work towards the UN Sustainable Development Goal of Zero Hunger. Participants were asked to rethink how we grow, share and consume our food and the appeal was for “creative minds, health enthusiasts and foodies to have an impact on today’s food/nutrition problem”.

Spark Awards: This is a 6-week introduction to business start-up programme. Each session is delivered by a different specialist mentor. It is available to anyone wanting to gain valuable mentoring, expert training and up to £1,250 to test an idea in a low-risk way.

FUEL Awards: the next step beyond the Spark Awards for future entrepreneurs and anyone committed to driving social and environmental change. The programme uses a mix of funding, knowledge building and mentoring. A fund of £20,000 is available to invest in start-up student, staff or recent alumni businesses.

Catalyst: An accelerator programme for those wanting to grow their business using Artificial Intelligence. Catalyst is delivered by Brookes Enterprise Support in collaboration with The Institute for Ethical AI (see page 15) and Santander Universities. The start-ups on the programme get access to AI experts, mentors and investors. Support is offered on how to write proposals for Innovate UK funding.

BLOOM: A Women’s Coaching Programme, launched in 2020. A transformational programme creating an empowering space for entrepreneurial women to forge valuable connections, share advice and move forward, together.



Alumna and 2018 award winner Aneka Wallington

Recognised is a socially minded business creating on-trend fashionable jewellery to empower people to raise awareness of causes. Aneka entered the Enterprise Support Awards in 2018, shortly after her graduation with a Business and Marketing Management degree. She was awarded £3000. From there she received support and mentoring and was nominated by Oxford Brookes Enterprise Support to enter the Santander Universities Competition. She made it to the People’s Choice Final and was given the opportunity to take part in the Santander Accelerator.



Staff Profile: Ross Jordan

Ross is Programme Lead for our largest UG Business and Management degree, a senior tutor on our UG Enterprise and Entrepreneurship degree and has recently helped develop our MSc in Entrepreneurship and Innovation that opens in 2020. He serves as the School's principal link to the central Enterprise Support (ES) team, acting as mentor to students with business ideas, as tutor on the ES Catalyst development programme and judge on its Spark awards. Outside the university he is an adviser to a social enterprise providing dietary advice to parents with overweight children and a Director of Oxfordshire Business Support.

Curriculum enrichments arising from programme review

It's not just in the area of Enterprise that the School has further embedded the PRME agenda. The School reviews all programmes on a rotating cycle. These opportunities are always used to reflect on the integration of PRME-related themes. Some of the other PRME-focused enhancements over the past two years include:

- Environmentally Sustainable Business (second year) and Business Ethics (third year) modules becoming compulsory rather than optional on the School's largest UG programmes
- Increased enrolment as a result of course design on the Business Accountability and Responsibility module in the final year of the UG Accounting and Finance degree
- The development of a strong ethics component within the second year Personal and Professional Development Module undertaken by all Accounting and Finance students, and a similar emphasis within the design of the new Business and Law degree
- The development of a resource-base to enable lecturers to diversify their reading lists
- The strengthening of the PRME component within the final year International Business Case Studies module, through the introduction of case studies (Oxfam in 2018; the aerospace industry and sustainability in 2019)
- Examples of PRME-related research entering teaching, for example the research on sustainability reporting conducted by Dr Sam Myles being integrated into the module she leads on Corporate Social Responsibility
- The introduction of an MSc in Events Management with sustainability as a core programme principle
- The introduction of an MSc in Tourism and Events Management on the same basis

We also feature below courses and modules with a strong PRME component and not previously featured in our SIP reports.

The Leadership and Professional Development Module in the BSc International Hospitality Management Degree

In this final year undergraduate module the PRME principles are considered in two ways. First, a key element of students' learning is to understand contemporary leadership theories that transform the way people feel about themselves, and this includes notions of ethical leadership and sustainable leadership. In addition to the theoretical content, the module includes interactive sessions (see example poster below) with senior business professionals and thought leaders, who offer their perspective on critical global and contemporary topics, and promote dialogue with and interrogation from students.

OXFORD SCHOOL OF HOSPITALITY MANAGEMENT
OXFORD BROOKES UNIVERSITY

**LEADERSHIP DILEMMAS:
TACKLING HUMAN TRAFFICKING AND MODERN
SLAVERY IN THE SERVICE SECTORS (IHITI & RETAIL)**

Speakers: Dr Maureen Brookes, Reader, Oxford School of Hospitality Management and
Pete Westall, Group General Manager – Colleague & Co-operative Services, Midlands Co-operative

Wednesday 13 February | 10-12 noon | Clerici Learning Studio CLC 1.12

DR MAUREEN BROOKES is a Reader in Marketing and Teaching Fellow in the Oxford School of Hospitality Management. She is also Past President of ICHRIE and EuroCHRIE, an Honorary Fellow of CHME and sits on the Professional Panel of the Institute of Hospitality. Maureen is a founding member of the Modern Slavery Hotel Action Committee which works towards combating the crime of modern slavery within the hotel industry. She was a key investigator in the EC funded Combat Human Trafficking in Hospitality and Tourism Project and is a co-author of the Combat Human Trafficking Toolkit, a resource developed for the hotel industry to protect their business against this growing global crime.

PETE WESTALL has worked for Midlands Co-operative for over 25 years and is part of their Executive team. The Midlands Co-operative is the largest independent consumer co-operative in the UK with over 600 trading sites and a turnover of around £1.5 billion. The Society is owned by its 700,000 members and is engaged in a wide variety of markets, including Food, Pet services, Travel, Energy, Pharmacy, Funeral and Childcare. The business is shaped by the co-operative principles and built on core values of democracy, openness, equality and social responsibility. Pete has a background in both retail and CSR and believes all businesses have a responsibility to the communities in which they trade. Besides his role at Midlands Co-operative, Pete is also Chair of the OUR Academy Trust, a director of BITC in the West Midlands and a member of the CBI's Employability and Skills board advising on employee relations policy.

The Food, Drink and Culture Module

The module offers an annual field trip to Devon, designed to provide experiential learning for undergraduate and postgraduate hospitality management students. The aim is to allow students to appreciate: a) how different stakeholders including livestock and vegetable farmers, food and drink producers, retailers and hospitality operators interact to create value for multiple communities; and b) the positive and negative impacts of different methods of food production, distribution and consumption. Students come away with an enhanced understanding of how producers are addressing key issues around sustainability, including the use of pesticides and antibiotics, untrustworthy supply chains, and food waste.



Hospitality students in Devon, 2018

PRME in our Undergraduate Marketing Degree

The PRME agenda is fully integrated throughout the BA Hons Business and Marketing Management degree. Framed within an overall concern for professionalism and ethics, the compulsory first year Foundations for Academic Success module encourages students to think about the impact of marketing and its purposes from a critical perspective. The second year Principles of Marketing Management compulsory module features assessments based on developing marketing plans for small ethical enterprises and social enterprises. Other second year modules have recently included live client elements with big charities such as Oxfam and developing integrated marketing communications plans for a community theatre.

In the final year Contemporary Issues in Marketing Management module, sustainable consumption is a major focus, drawing on the research of the teaching team Professor Janine Dermody and Indroneel Chatterjee (see page 9). A further example is the final year Marketing Analytics module, which last year took as its case study electric vehicles – using data to help understand what drives this market from social, environmental and economic perspectives. Testimony to student engagement with this degree-long PRME agenda lies in the recent achievements of three Marketing Management students. They reached Top Ten finalist status in recent rounds of the PRME Chapter UK and Ireland Responsible Business and Management Writing Competition.



Pictured here and on the front cover are winners from the 2019 Enterprise Support Spark and Fuel Awards (see page 35). Left to Right: Waleed Bin Khalid, Connor Green, Sonal Vyas, Nicole Clewer, Sophia Bannert, Jess Yelf.

The Business, Governance and Human Rights Module

This newly developed final year module seeks to help students understand current corporate structures and governance regimes through which businesses are held to account for their activities. With a particular emphasis on human rights, the module explores issues such as human trafficking, child labour, discrimination, environmental degradation and abuses within global supply chains. The aim is to equip students to evaluate the ways in which businesses are meeting their social responsibilities internationally, the capacity for businesses to have positive impacts, and strategies for development and change.

The module will be compulsory in the BA Hons Business and Law programme to be launched in 2020, and optional for other business and management students. Further details of the values-based approach underpinning the whole Business and Law degree will be provided in our next SIP report.

Thanks to the more than 40 academic, professional services and senior leadership colleagues whose contributions have made this report possible. Their time, goodwill and commitment to advancing our PRME-related goals are always appreciated.

OUR FUTURE PRME COMMITMENTS

RESEARCH, INNOVATION AND KNOWLEDGE EXCHANGE

Our commitments are:

- To consolidate and develop the leadership, governance and resourcing of our research centres and consultancy and training team to enable their maximum contribution to the achievement of the SDGs.
- To share insights and work with our collaborators, partners, and stakeholders to raise awareness of and promote engagement with social responsibility and sustainability issues.

TEACHING AND LEARNING

Our commitments are:

- To further strengthen the positioning and visibility of ethics, sustainability and social responsibility in our curricula, as well as through enterprise and employability activities.
- To host a series of school wide lectures on ethics, sustainability and social responsibility aimed at all members of our community to raise awareness and engagement.
- To identify and promote student projects, dissertations and placements related to the SDGs.
- To review programmes across Oxford Brookes Business School in accordance with the principles of PRME and the SDGs in order to inform the development of our future portfolio.

STRATEGY AND POLICY

Our commitments are:

- To champion and promote equality, diversity and inclusion through all activities in Oxford Brookes Business School, and across Oxford Brookes University.
- To review the Mission and Vision of Oxford Brookes Business School in accordance with the principles of PRME and the SDGs to shape our future direction and strategy.
- To deliver the commitments in the School's Athena SWAN action plan and Access and Participation Plan.

FIELD-LEVEL ENGAGEMENT

Our commitments are:

- To generate, lead and contribute to projects of the PRME Chapter UK and Ireland, and participate consistently in projects promoted within the global PRME community.

SIX PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:



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.



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



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



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



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.



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



KEY PRME CONTACTS

Tim Vorley, Dean, Oxford Brookes Business School

Jonathan Louw, PRME Projects Lead and SIP editor, on jlouw@brookes.ac.uk

Oxford Brookes Business School
Headington Campus
Oxford OX3 0BP, United Kingdom

Telephone: (44) 1865 74 11 11 (main switchboard)