

OXFORD BROOKES BUSINESS SCHOOL

PRME Sharing Information on Progress Report

February 2018

Critique, Debate, Innovate, Act...



PRME

OUR CONTINUING COMMITMENT

MESSAGE FROM THE DEAN OF OXFORD BROOKES BUSINESS SCHOOL



Our fourth Sharing of Information on Progress Report is an opportunity not only to reflect on the increasing centrality of PRME in all that we do but also on what needs to happen next. We were gratified when an EPAS re-accreditation report in 2016 stated that PRME was **‘clearly an inherent part of the DNA of the business school’**. We took this as confirmation that our intention to integrate PRME into every facet of our organisational life was bearing fruit. But the PRME are more like a journey than a destination, and our journey of critical reflection and consequent investment must go on. One of our many PRME projects over the past two years has been a set of posters designed to communicate the presence of a PRME community of scholars at the heart of our Business School. These posters are replicated on the front cover and across this SIP report, and the call to **‘Critique, Debate, Innovate, Act’** is indeed not only a fitting guide to this report but also a route map to our future engagement with PRME. In the pages that follow we highlight key areas of our recent practice and learning. In the interests of readability and interest we have intentionally been selective rather than comprehensive. For those readers unfamiliar with the United Nations Principles for Responsible Management Education, they are listed on the inside back cover of this report. We hope you will find this report of interest, and we look forward to learning from and collaborating with the PRME community in the years ahead.

CHRIS BLACKBURN,
Pro Vice-Chancellor and Dean of the Oxford Brookes Business School, Oxford Brookes University

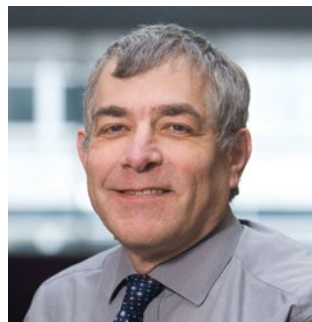
MESSAGE FROM THE VICE-CHANCELLOR

Oxford Brookes University and by extension Oxford Brookes Business School are shaped by a set of values that speak to the United Nations Principles for Responsible Management Education at multiple levels.

Our values statement notes that:

In the development and nurturing of intellectual and enterprising creativity we make our highest contribution to society. Social responsibility demands that all aspects of our activity should be sustainable. Equality, inclusivity and the celebration of diversity must be the foundation for all we do. We will never be content with anything other than a wholehearted commitment to the quality of the student experience. We will continue to enhance the value – and the perception of value – of our social as well as educational mission.

It is therefore both fitting and a source of organisational pride to confirm our renewed commitment to PRME membership for the next two years.



PROFESSOR ALISTAIR FITT,
Vice-Chancellor,
Oxford Brookes University

PRME

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

WORKING IN THE SPIRIT OF PRME

EPAS Accreditation Report, June 2016 (extract)

'Ethics, Responsibility and Sustainability (ERS) is clearly an inherent part of the DNA of the business school. The Peer Review Team (PRT) saw ample evidence of the systematic inclusion of ERS throughout the programmes. Courses on this topic are among the first to be taught to the students and ERS remains a recurrent theme throughout their studies. The business school is a PRME signatory and the PRT saw its principles being addressed and discussed within the business school.'

One of the Business School's guiding strategic goals is 'To champion the principles of responsible management education'. This report highlights PRME-related activity in pursuit of that goal; in teaching and learning, research, knowledge exchange, dialogue and partnership building. It also shows how our Business School is playing an active part in supporting the wider PRME community at national level.

A supportive university-wide strategic and policy framework is essential to enable our work at School level. So the University's Strategy to Enhance the Student Experience 2020 has multiple offshoots that assist us to widen access to higher education, promote PRME-related co-curricular projects such as the Oxford Brookes Social Entrepreneurship Award Scheme, harness alumni commitment through the Social Impact Fund and provide opportunities for student voice in decision making across the University. Likewise, the Oxford Brookes Research and Knowledge Exchange Strategy reflects PRME's wider public benefit goals in its aspiration to generate 'international and world-leading research that is exploited and disseminated for the benefit of our communities'.

Equally, in relation to overarching environmental sustainability considerations, the University's Sustainability Team shapes policy in areas such as travel, energy use, waste, space usage, water reduction, biodiversity, procurement and fair trade. It also oversees the University's Low Carbon Transition Plan to 2020. These policies guided, as promised in our 2016 report, the specifications governing the design and refurbishment of the Business School's new premises. More widely, our move to the University's central campus in September 2017 has been an opportunity to take stock of our history and begin to identify how PRME will be articulated within the full range of our future priorities.

At the time of our last report in 2016 we also committed to enhancing the integration of PRME themes into the curriculum, promoting PRME-related research across the School, pursuing external dialogues about the implications of a responsible management agenda and continued embedding of a PRME ethos into how the School works. Across this report we shall present evidence of how, supported by the PRME Steering Group we set up in 2016, these commitments have been realised.

Not fully anticipated in our last report, but a welcome addition to our PRME work, has been our increasing role in building the wider PRME movement. We are particularly pleased to report later in this document on our organisation for the past two years of the PRME Chapter UK and Ireland's Responsible Business and Writing Competition and our hosting of the Chapter's first ever Faculty Development Workshop in early 2018.



I see it as my role to keep PRME in the conversation, whether we are talking internally about graduate employability or externally with new partner institutions around the world. It needs to be explicitly embedded in all decision making that affects our purpose, reputation and investment of resources.

ANDREW HALFORD
Associate Dean, Strategy and Development

TEACHING AND LEARNING

PRME- related themes continue to be progressively designed into the curriculum and student experience at all levels (undergraduate and postgraduate); across fields and disciplines, within compulsory and elective modules as well as through co-curricular opportunities, through core staff and guest speakers and, importantly, independent of delivery mode – i.e. both on campus and online. This section will highlight some examples where PRME has been central to our teaching and learning activities.

DEVELOPING RESPONSIBLE EVENTS MANAGERS – THE NEW BA HONS EVENTS MANAGEMENT

As envisaged in our last SIP report, September 2016 saw the launch of a new **BA Events Management** programme at Oxford Brookes University. This degree specialism was designed with the PRME at its core. In their first year, students experience two modules which both develop awareness of the various impacts of events and the skills and competencies to manage those impacts.

'Context of Hospitality Tourism and Events' is a first semester compulsory module. It requires students to consider the social, economic and environmental impacts of major festivals and evaluate the efforts of the organisers to address these impacts. This year they studied Glastonbury Music Festival and the Munich Oktoberfest. 'Developing & Planning Events' is also a compulsory subject for first year Events Management students and an optional subject for those on **BA Marketing Management** and **BA International Hospitality Management**. The assessment has an ethical theme in that it requires the students to create an event that will raise funds for a not-for-profit organisation of their choice. In planning their

event the initial task is to secure sponsorship, and they have to do this with ethics in mind; presenting the proposition to potential sponsors as an act of corporate social responsibility. In further stages of event planning, students have to include sustainability as a goal. For example, the students are required to consider sustainable paperless marketing campaigns and in the operations function they are asked to consider consumption at the event with respect to issues such as waste management.

PRME WITHIN OUR LARGEST UNDERGRADUATE PROGRAMME

Continuing the work just being initiated at the time of our last report, the **BA Hons Business and Management** degree demonstrates a compulsory PRME component in all three academic years. In the first year students take a **Business in Society** module that seeks to develop skills that 'demonstrate familiarity with the Principles for Responsible Management and which demonstrate the capacity to challenge existing structures and practices'. In the second year they take at least one (and often more than one) of the following modules: **Business Ethics, Environmentally Sustainable Business, Critical Management** and **Managing Non-Profit Organisations**. In the final year students undertake a **Critical Enquiry Research Project**, one of whose key learning outcomes is to have 'engaged with multiple perspectives, in the spirit of PRME, to articulate and defend a personal position on a pervasive contemporary organisational and business issue'.



I can tell we are making progress when we hear colleagues challenging others by saying 'yes, but is what you're proposing consistent with PRME?'. PRME is increasingly a frame of mind, a point of reference, in all places where we engage in a critical debate about our curriculum and use our quality processes to check that we have done what we promised to do.

TRACY PANTHER
Associate Dean, Student Experience

PRME FOR EXECUTIVE MBA STUDENTS

The OBBS MBA is a flexible, fully blended part-time (executive) programme, attracting students from all over the world.

The programme has been commended for its diversity of students, including a good gender balance that is unusual in the MBA market. All MBA modules have been designed to draw upon four programme-transcending themes, one of which is 'ethics, responsibility and CSR-related issues'.

As part of the elective module Entrepreneurship and Enterprise Development (EED), a group of 15 Global MBA students recently undertook a study trip to the Welsh Valleys. During this trip, the students prepared – in groups and individually – proposals for new enterprises for the local Community Group whose aim is to regenerate the area after half a century of economic decline. The proposals needed to demonstrate real social and economic benefits for the local area and include sustainable development of the locality's key natural resource: woodland. One group proposal, for example, explored the creation of a sawmill, as part of a longer-term forestry strategy, and its use to create cladding for local housing.

Also on the MBA, a compulsory residential module provides students with information about PRME and the Globally Responsible Leadership Initiative, prior to them meeting with a senior manager from the clothing retailer Primark. The format of this session is for the students to review the Primark website in the area of corporate social responsibility, as well as searching more widely on Primark in the news, and then question the guest on issues relating to operating as a low cost fashion retailer both producing and distributing goods in many parts of the globe. The session is intended, through the discussion, to get students to think about the dilemmas and challenges in defining what is ethical and what it means to operate in a 'responsible' way.

National Union of Students (NUS) Sustainable Development Goals (SDGs) Teach-In

Many staff across the Business School and wider university added their pledges to this NUS campaign to raise the profile of the SDGs across all UK universities in the week of 19-23 February 2018. This campaign was promoted by the PRME Chapter UK and Ireland as well as the Environmental Association of Universities and Colleagues (of which Oxford Brookes is also a longstanding member).



DR JONATHAN LOUW,

Environmentally Sustainable Business Module

PRME CO-CURRICULAR PROJECTS



DR LOUISA LAPWORTH AND DR JILL MILLAR,
Business in Society and Ethics in Business Modules

To support the PRME curriculum a variety of co-curricular events and seminars have been offered over the past two years. These have engaged students, staff, the wider University and the public in debating and implementing the principles. Events in 2016 and 2017 included:

MANAGING IN THE SOCIAL ECONOMY: ALTERNATIVE WAYS OF DOING BUSINESS

This event involved presentations and a round table discussion on alternative ways of doing business, focusing on the role and dynamics of social enterprises with Rory Ridley-Duff (Sheffield Business School, Co-Author of Understanding Social Enterprise: Theory and Practice), Richard Frost (Chief Executive, Motivation and Brookes Alumnus), and Sara Fernandez (Executive Director, Student Hubs).

SUSTAINABILITY, BUSINESS AND THE BUSINESS SCHOOL

Professor Jan Bebbington (Director, St Andrews University Sustainability Institute) joined in a public conversation with the Dean, Chris Blackburn, on the challenges facing managers and management education in what scientists have recently declared to be a new geological age: the Age of the Anthropocene.

ETHICS DEBATES

Every year the Business School runs a business ethics debate. These debates are led by our undergraduate students, with postgraduate students joining the audience as well. In 2016 Oxford Brookes business students went head to head with a visiting team from the University of East London debating ethical dilemmas in business, with a £300 prize for the winning team. This was followed in 2017 by the 'Great Banana Debate', with groups of undergraduate students adopting different stakeholder positions to debate the social and environmental issues central to the global banana trade. Masters level international trade and logistics students joined the audience, attracted by the major implications for supply chain management of moving to more ethical (e.g. fair trade) and environmentally sustainable ways of growing and trading bananas. Our undergraduate student debaters were well-prepared, and our postgraduate and other guests took an active role in the to-and-fro of discussion after the initial presentations. What was due to be a one-hour debate was reluctantly brought to a close after two full hours. Debating really sharpens the mind and, on the basis of exchanges in this debate, it seems safe to say that we have many intellectually adept and ethical leaders of the future here at Brookes.



The Banana Debate in full swing; an impassioned contribution engaging debaters and audience alike.



Banana Debate organiser, Dr Jill Millar, introduces the evening's proceedings.

CAREERS WITH A CONSCIENCE

As part of our focus on student employability, careers in PRME-related sectors and professions are frequently promoted across the Business School. Examples include recent graduates working in charities and social enterprises returning to talk to students on the undergraduate Managing Non Profits Module, Environmental Management Systems practitioners talking about their work on the Environmentally Sustainable Business Module and tapping into the School's commercial client networks to identify potential speakers.

One such client, the United Nations Criminal Tribunal for the former Yugoslavia, provided speakers on two occasions in 2017 to brief Master's students on careers and HR challenges within the United Nations. They learnt about the variety of jobs and routes into work within the UN's 50,000 strong workforce.

In addition to technical competencies, the visitors stressed the importance of a values-fit with what the United Nations was set up to do. It was obvious from questions how keen many of our MSc students were to pursue international careers with a clear social, environmental or political purpose.

The key messages were: that there is no one way in; to network, network and network some more; to make sure one knows how the job quotas work in relation to how many jobs are available to people of different nationalities; and to expect fascinating work and good money but precarious and normally short-term contracts!



Rick Cottam, representing the HR team in the United Nations Criminal Tribunal for the former Yugoslavia, briefing postgraduate students on careers within UN agencies.

DIVERSIFYING THE CURRICULUM

Over the period 2015-17, business academics participated in a university-wide Diversifying the Curriculum project.

This focused on supporting those involved in the design, delivery, assessment, evaluation, review, reporting and management of taught programmes so that they can embed Black, Asian and Minority Ethnic (BME/BAME) diversity into taught content. The overall aim has been to give BME/BAME students a greater sense of belonging within academia.

This project has led to a website that provides open access to a pedagogic toolkit, which includes relevant literature on BME/BAME diversity in higher education as well as teaching and learning materials that help increase the visibility of BME/BAME figures and influences an academic knowledge. It has also resulted in the creation of a BME/BAME staff action group that will oversee initiatives such as a BME/BAME diversity newsletter.

More information at: brookes.ac.uk/dtc



PRME STAFF PROFILE

Dr Sola Adesola

Sola Adesola leads modules in International Organisations, Corporate & Business Law and International Business. She is the coordinator of the OBU Africa Forum, a place for intellectual dialogue and a voice on Africa research and academic matters. Sola was the co-chair of the 1st Africa Enterprise Education Conference in 2013 and co-organiser of the 2018 COSINUS conference on university-industry interactions (see page 10). She has been an active participant in the university's Race Equality steering group, BME/BAME staff action group and a contributor to Black History Month on diversity, equality and representation. Her research interests include entrepreneurship education in Africa, energy policy, university-industry interaction and business process improvement.

PRME-RELATED RESEARCH

The central thrust of the School's Research and Knowledge Exchange (RKE) Strategy to 2021 is to address strategically important questions faced by society, businesses, organisations and individuals, and to deliver research with impact. The PRME agenda is seen as one of the key levers for achieving this through our Research Centres and Research Clusters.

CENTRE FOR DIVERSITY POLICY RESEARCH AND PRACTICE (CDPRP)

CDPRP is a cross-institutional centre that specialises in inter-disciplinary research and knowledge exchange on equality and diversity. The work focuses on organisational settings, as well as their societal impact. The Centre brings together academic and management expertise from the University's Business School, its School of Law and the Directorate of Human Resources.

The Centre has been instrumental in developing equality policy in a variety of fields. For instance, Professors Lucy Vickers and Simonetta Manfredi have led work that has enhanced public and policy understanding on diversity issues relating to religious belief, age discrimination and equality policies. Through equality training programmes they have advised human resources leaders on age equality, that has been shown to influence organisational policy development relating to retirement. Within the university sector, their work on equality has been instrumental in developing the equality policy of the Higher Education Funding Council for England. Professor Vickers' research on religious equality has also enabled capacity building, both nationally and within the European Union, and has underpinned legal challenges to government equality legislation.

Work on religious discrimination led to commissioned research by the European Network of Legal Experts and a report published by the European Commission. This, together with work on religion and employment, has had considerable impact on policy debate in a variety of contexts.

RECENT EXAMPLE OF PRME-RELATED RESEARCH BY PHD STUDENTS

NADIA SINGH: Political Economy of bioenergy in developing economies: A case study of bioenergy projects in Punjab, India.

There is little empirical evidence on how far bioenergy policies will provide a sustainable solution to energy challenges in developing countries and there is a real need for research that explores this. My study seeks to fill this gap in the literature by exploring the opportunities and limitations of bioenergy initiatives in a practical setting. In my study I have developed an alternative conceptual framework rooted in the eco-socialist paradigm and guided by international sustainability assessment frameworks to evaluate the sustainability of bioenergy imperatives across developing countries.

AISHA KOLAWOLE: An empirical analysis of energy demand in Sub-Saharan Africa (SSA).

Two-thirds of the total population of 961.5 million in SSA lack access to electricity. Moreover, the traditional use of solid biomass fuels such as wood and charcoal by about 730 million people in the region has led to household air pollution which kills about 600 000 every year. The prevailing energy poverty in the region is in sharp contrast to the abundant energy resources. This includes abundant renewable energy sources like hydro in many countries, good solar across most parts, and geothermal in the East African Rift Valley. The above factors coupled with personal experience of power rationing and black-outs in Nigeria, and more importantly the gap in existing knowledge about the energy demand in SSA, informed my interest in this study.



The growth of PRME-related research within our thriving doctoral programmes evidences not only the track record of our staff but also the growing orientation of our students – whether part-time in industry or full-time on early career academic tracks – towards social justice and sustainability themes. I am proud to say that 25% of all our current PhD students are directly researching responsibility-related topics in economics, HRM, marketing, hospitality and tourism, CSR and social entrepreneurship. We welcome further applications in all these areas and beyond.

SIMONETTA MANFREDI,
Associate Dean, Research and Knowledge Exchange



THE CENTRE FOR INTERNATIONAL TOURISM AND EVENTS MANAGEMENT RESEARCH (CITEM)

This newly-established centre is dedicated to international and interdisciplinary research across the disciplines of tourism, hospitality and events. The Centre aims to produce high impact research with the potential to change the working and living practices of people both in the UK and internationally; particularly in developing country settings. Its research themes include climate change, alleviating social isolation, tourism entrepreneurship, human trafficking and measuring socio-economic impact.

The Centre’s Director, Professor Levent Altınay, has developed a stream of research considering how hospitality services might be involved in the alleviation of social isolation in the elderly. His team has conducted research in the UK, Hong Kong and China, and this activity will soon be extended into Eurasia, a chronically under-researched region. It will focus on countries such as Kazakhstan, Kyrgyzstan and Uzbekistan, where the policy and infrastructure surrounding older people’s well-being is far less developed than in countries such as the UK.

In another CITEM project, Professor Chris Cooper has worked with colleagues in other institutions to conduct research on the Adriatic island of Mali Lošinj, in Croatia. A climate change adaptation ‘toolkit’ is under development, as many island destinations are particularly susceptible to changes in the maritime climate.

Earlier stages of a collaborative research project on human trafficking – COMBAT – were reported in our 2016 PRME SIP. Its European Commission funding ended in October 2016, but CITEM continues to build on its achievements.

A significant proportion of trafficking is undertaken through travel and tourism businesses, which, by their very nature, facilitate the movement and accommodation of traffickers and their victims. There is also evidence that tourism businesses are used for sexual and labour exploitation of trafficking victims. Key COMBAT outcomes have been step-by-step guidance for tourism businesses on how to combat trafficking, as well as a preventive and remedial training toolkit. The COMBAT team have engaged in dialogue to ensure that the toolkits are disseminated within international organisations, including the UNWTO in Madrid and the European Association of Hotels, Restaurants and Cafes (Hotrec) based in Brussels. Invitations have been accepted to join roundtable discussion and expert panels and to deliver workshops at numerous joint industry/academic conferences. On a regional level, the Oxford Brookes team have been working closely with Thames Valley Police and the different Hotel Watch Schemes that have been established to combat trafficking. In June 2017, the toolkit was officially endorsed by the Institute of Hospitality.

COMBAT
Trafficking in Human Beings in the Hotel Industry

Reference Guide for Boards

OXFORD BROOKES UNIVERSITY | UNIVERSITY OF WEST LONDON The Career University | LAPIN AMK Learning. Training. Applied. Jobs.

A BRAND | Co-funded by the Prevention of and Fight against Crime Programme of the European Union

Officially endorsed by the Institute of Hospitality, June 2017

PRME-RELATED RESEARCH

FURTHER SITES OF PRME-RELATED RESEARCH

Further PRME-aligned research takes place in subject-based 'clusters' and research groups. Research areas include:

- Charity Performance Management, within the Critical Perspectives on Accounting, Social Responsibility and Governance Cluster
- Austerity, Development Economics and Environmental Economics, within the Applied Economics, Finance and Development Cluster
- Co-operatives and Social Enterprises, within the Work and Organisations Cluster
- Responsible management education within the Management and Entrepreneurship Education Cluster
- Sustainability and responsibility in marketing and consumption and the impact of digitalisation on society, within the Marketing, Society and Technology Cluster.

Marketing has created a "shopocalypse", which is contributing to accelerated climate change and other sustainability problems.

My research focuses on barriers to adopting more sustainable consumption behaviours and how they can be overcome.



PROFESSOR JANINE DERMODY,

Professor of Marketing and Consumer Psychology

COSINUS CONFERENCE: PROMOTING UNIVERSITY – INDUSTRY RELATIONSHIPS

Organised by Drs Sola Adesola and Surja Datta of Oxford Brookes, the 5th International COSINUS Conference (Conference on the Systems of Innovation and New roles of Universities) was held in Oxford in January 2018.

Promoting the kind of dialogue and partnerships envisaged by PRME, this event focused on developing an understanding of the implications of turbulence in the broader macro-environment on university-industry relationships in both developed and developing economies. The conference provided a forum for academics, higher education management personnel, industry practitioners, planners, policy makers and other key stakeholders to discuss issues relating to best practice in knowledge exchange and to strategies for deepening and broadening effective university-industry interactions.

Keynote speakers included **Professors John Bessant** (Exeter University) and **Mohammed Saad** (Bristol Business School).

The conference was structured around keynote speeches, panel discussions and parallel sessions. The underlying aim of COSINUS is to promote the role of universities as lead players in the process of technological progress, wealth creation, equity and sustainability.



Delegates gather at the end of the 5th International COSINUS Conference, Oxford Brookes, January 2018.

I believe our research should challenge business practice. So my research looks at whether the current guidelines for Corporate Social Responsibility reporting promote responsible business practice or are just a PR exercise.



DR KATE RINGHAM,
Programme Lead, Oxford School of Hospitality Management

DR SAM MILES REFLECTS ON INSIGHTS FROM THE CRITICAL PERSPECTIVES ON ACCOUNTING, SOCIAL RESPONSIBILITY AND GOVERNANCE RESEARCH CLUSTER.

PRME encourages the recognition of multiple, legitimate stakeholders both in businesses and also in business education. Stakeholder management and engagement is widely considered to be a more ethical and strategic approach when compared to a fixation on shareholder primacy. Multi-contextual contributions to stakeholder theory are one of its strengths but this generates a profusion of approaches, adds confusion and ambiguity to theory, and subsequently impairs application within business.

Specific research projects within the cluster include an unparalleled analysis of 885 stakeholder definitions, to identify the nature and limits of and relationship between stakeholder determinants, so that resulting theories and practices are theoretically sound. This meta-analysis was subsequently developed into a multi-dimensional classification of stakeholder theory, providing an invaluable overview of what we know about stakeholder theory within a single model. In order to bring theory and practice together, stakeholder management within business functions has been explored through two further research projects. The first looks at accounting education, practice and regulation, whilst the second focuses on the reconfiguration of a recognised model of stakeholder engagement to facilitate adoption of the stakeholder management model within the marketing function.

This research strand also explores CSR reporting boundaries. Boundary is an important, yet under-analysed concept. The boundary setting determines the limits of the organisation: the point at which it is differentiated from its environment or from society; what an organisation can be held accountable for; and those activities that it is reasonable to expect an organisation to report on. The first project explored the determination of boundary within the aviation sector, using coded disclosure around 27 GRI (Global Reporting Initiative) indicators. This was subsequently expanded to 40 GRI indicators across the FTSE100 companies. Boundary setting was generally found to be wanting, with strategic boundary setting determining reporting content, thereby excluding many direct and indirect impacts on the environment, society and stakeholders. These projects have concluded that refinement of, and focus on, boundary determination is needed to improve corporate accountability.



DR SAM MILES,
Reader in Accounting & Finance.
Research Lead, Accounting,
Finance and Economics

DIALOGUE, COLLABORATION AND PARTNERSHIP

To advance our social responsibility and sustainability agendas, the School is actively engaged in networks, collaborations and partnerships at local, national and international levels. Our research and teaching and learning updates have already highlighted some examples; here is a cross-section of others.

STUDENT VOLUNTEERING

In addition to multiple opportunities for contributing to the student experience through student societies or acting as student representatives, many students participate in community-based volunteering initiatives organised by Student Hubs (a national student charity) and the Student Union. A university-wide scheme to recognise all of these civic and co-curricular efforts, Brookes ID, has recently been introduced. Other initiatives specific to the Business School include:

Language support at a local school

A group of students who are spending a year in Oxford as part of a joint degree between Oxford Brookes and the University of Applied Sciences in Regensburg are offering weekly conversation classes to pupils studying German at our neighbouring school in Headington, Cheney Academy.



MAUREEN McCULLOCH,

Co-ordinator, Accounting for Community, Engaging Students Scheme (ACES)

ACES: Accounting for Charities – Engaging Students

For more than ten years the School's ACES programme 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 are placed in a similar number of organisations, where they provide an invaluable resource to organisations with small budgets. In return the programme gives students hands-on experience and – in some cases – life-changing insights too.

When I signed up to do ACES, it was to get some experience, to put it on my CV, the same as everyone else who signs up for this programme. But I feel that I lucked out on this one, because I gained so much more than just another line on my CV. I gained friends. I gained clarity. Working with this charity reminded me why I loved accounting, and why that will never change. I would like to share this with you. It's not about my future annual salary, it never has been. And whilst I love working with numbers and always have, it's not even about that. It's about making a difference. It's about helping a company, an individual, or in this case a charity, control their finances, so that they aren't limited in the opportunities that they can take. Working with this charity, watching them help and make a difference in lives, reminded me of why I loved accounting. The experience I had was life changing, because if I hadn't done this programme, and with this charity, I cannot say I would be coming back for my 3rd year.

ACES VOLUNTEER AT YELLOW SUBMARINE,

(Yellow Submarine enables people with learning difficulties and autism to live life to the full)

yellowsubmarine.org.uk



Pearl Pugin with the Vice-Chancellor, Alistair Fitt, and Governor, Martin Howell, prior to her addressing a Brookes graduation ceremony, June 2017.

NORTH-SOUTH COLLABORATION

During 2017 the School entered a new collaboration with TSiBA, a recently established independent business school set up to widen access to business education in South Africa to those whose backgrounds damaged their secondary schooling outcomes. In 2017 we welcomed TSiBA Dean, Pearl Pugin, to the UK and arranged a variety of speaking engagements for her to enhance awareness of TSiBA's ground-breaking work. These included a keynote address to the PRME Chapter UK and Ireland's annual conference in Newcastle in June 2017. Future plans to develop this collaboration include UK student internships in South Africa, staff mentoring and shared classroom projects.



OBSEA staff Jeff Willmore and Clelia Bevilard receive awards for their work in supporting social enterprise.

OXFORD BROOKES SOCIAL ENTREPRENEURSHIP AWARD SCHEME (OBSEA)

OBSEA is a national award-winning programme for students, staff and recent graduates who are interested in social enterprise or social innovation or who wish to set up and run a social enterprise. OBSEA began as a higher education support initiative originally funded by the Higher Education Funding Council for England (HEFCE). The programme has also been funded by generous donations from Santander Bank and from Brookes alumni and in 2017 made awards totalling some £30,000.

Since 2014, Brookes through OBSEA has collaborated with the University of Oxford and Student Hubs to set up and sustain a social entrepreneurship umbrella partnership for Oxfordshire, called Oxfordshire Social Entrepreneurship Partnership or simply OSEP. This Partnership was introduced to support existing and potential social entrepreneurs in the region and it means there is more funding than in the past available to help social entrepreneurship locally. The OBSEA programme itself has recently evolved to include a broader social innovation strand as well as volunteering placements in social enterprises, in order to fulfil the needs of a growing range of participants.



That's why you'll find the Oxford Brookes Social Entrepreneur Awards so exciting because we help you re-think failing systems.

ROBERTO DANIELE,

Oxford Brookes Social Entrepreneur Awards (OBSEA)

DIALOGUE, COLLABORATION AND PARTNERSHIP

BUILDING THE PRME MOVEMENT

The Responsible Business and Management Writing Competition

On behalf of the PRME Chapter UK and Ireland, we have initiated and promoted a writing competition aimed at school, undergraduate and postgraduate students across both nations. The goal has been to encourage and reward student writing on a wide spectrum of responsibility-related themes. Open to PRME signatory and other business schools alike, the further goal has been to raise the profile of PRME across the sector. Prizes have been jointly sponsored by the Chapter and Oxford Brookes.

PRME Faculty Development Workshop

A priority identified by the Chapter Steering Committee has been to provide opportunities for faculty development on key PRME-related debates. While the existing annual conference has provided one such occasion per year, members had been requesting more opportunities. In response, the School's PRME Projects Lead and Chapter Steering Committee member, Dr Jonathan Louw, worked with Dr John Blewitt of the Green House Think Tank to organise a first faculty development event in January 2018. Focused on post-growth economics and ways of challenging mainstream economic assumptions, speakers included Molly Scott Cato, Green Party MEP, and Rupert Read, Chair of Green House. The speaker panel was chaired by Pritam Singh, Professor of Economics at Oxford Brookes Business School.

PRME – Wikirate International Pilot Project

Students on our Environmentally Sustainable Business Module took part in 2017 in the trial phase of a global project to encourage greater civic and student involvement in interrogating corporate CSR/Sustainability Reports and holding companies to account. Operated through the Wikirate platform, Brookes staff and students joined with peers in just ten other universities worldwide to test the platform and provide guidance on the future development of the scheme.



Molly Scott Cato, economist and Green Party MEP, addresses the PRME Faculty Development Workshop, January 2018.



PRME STAFF PROFILE

Pritam Singh, Professor of Economics

Pritam Singh leads the research cluster on Environmental and Development Economics. His work focuses on two main areas: (1) the sustainability implications of the spatial shift taking place in global capitalism and (2) Indian capitalism with emphasis on decentralisation and human rights and with special reference to Punjab. His book *Economy, Culture and Human Rights: Turbulence in Punjab, India and Beyond* (2010) marshals theory and evidence from economics, political science, moral philosophy and history to make a case for understanding human rights as intrinsically important rather than as a means to achieve a given set of economic and political goals. His research articles and reviews have appeared in journals including *Commonwealth and Comparative Politics*, *Journal of Green Economics* and *Third World Quarterly*.



Professor Pritam Singh (left) chairing a panel discussion at the PRME Faculty Development Workshop, January 2018.

THE SIX PRINCIPLES

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:

PRME 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.

PRME PRINCIPLE 2: 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.

PRME PRINCIPLE 3: METHOD - We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

PRME PRINCIPLE 4: 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.

PRME 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.

PRME PRINCIPLE 6: DIALOGUE - We will facilitate and support dialogue 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.

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

FUTURE PRME COMMITMENTS

In the spirit of critical reflection that marks the School's PRME journey, we recognise our progress over the past two years but also acknowledge where our policies and practices could be yet stronger. Accordingly, we have identified the following priorities for the two years ahead, all of which we expect to be influenced by a growing engagement with the implications of the United Nations Sustainable Development Goals. Implementation will be promoted by the School's PRME Steering Group and monitored at departmental as well as School Executive level.

TEACHING AND LEARNING

Use the existing annual review process to assess, recognise, share and where necessary strengthen the PRME content of all those postgraduate and undergraduate programmes that come up for review.

RESEARCH

Support relevant Research Centres and Clusters to strengthen their funding, research portfolios, impact and doctoral student recruitment in PRME-related areas.

DIALOGUE, COLLABORATION AND PARTNERSHIP

Continue to develop the Oxford Brookes Social Entrepreneurship Award Scheme as well as the Brookes-TSIBA collaboration so as to enhance their impact on students, staff and other stakeholders.

STRATEGY AND POLICY

Building on the sustainability components within the recent capital investment in new Business School premises, translate university level environmental sustainability commitments into ongoing School-level operational plans and performance targets.

FIELD-LEVEL ENGAGEMENT

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

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PRME Sharing Information on Progress Report February **2018**

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